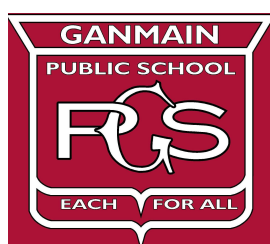


# Ganmain Public School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Ganmain 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.

Sandy Schmid

Principal

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### Message from the Principal

What a wonderful year 2017 has been at Ganmain Public School. I feel very proud to be part of this successful school and witness the amazing achievements in the classroom, the sporting field and in the community.

The classrooms were filled with terrific teaching and productive learning thanks to the dedication of our teachers and support staff, Mrs Graham, Miss Veale, Mr Lucas, Mrs Booth and Mrs Fryer. The growth that I have witnessed in the children in both classes has been very rewarding indeed. Congratulations to all the children who have valued their learning and applied themselves to every task. Your efforts have allowed you to learn and grow.

On the sporting field having children succeed at school, district, Riverina and State level was most impressive. The children represented the school in such a respectful way whilst out of the school and hearing compliment after compliment on their manners and behaviour has certainly been a highlight.

The big event for the year was the 125 Year Celebrations and I was overwhelmed by the support and attendance given by the Ganmain Community. The 125 Year Celebrations at the school were nothing short of amazing. The staff worked very hard; giving up a lot of their holidays to help make our beautiful little school shine. All ran smoothly due to the tireless efforts of Mrs Booth. Thank you to Tracy Clark from the P & C for coordinating such a successful canteen on the day and to all those helpers who baked or served. A big thankyou goes to the children who joined our float and walked proudly behind our impressive Ganmain Public School banner.

The school hosted a successful concert "Cinderella Meets Rockerfella" and it was performed brilliantly by the children. Fine acting, singing and dancing took centre stage at the Ganmain Hall and the children are to be congratulated on their super efforts.

Author visits by John Heffernan, Graeme Base and Susan Houghton, Milo Cricket, Book Fairs, a Colour Run, Healthy Harold, excursions to Canberra and Lake Cowell Gold Mine and Environmental Centre, Red Cap and a walking bus are just a few of the extra events that occurred this year.

A very hardworking P & C and supportive parents continued to raise valuable funds to assist in purchasing valuable teaching and learning resources. Their contribution towards the new playground was very much appreciated by the children.

We are very fortunate to be surrounded by the WHY we are here –our amazing children who fill the school with such beautiful smiling faces eager to be learning each and every day.

Again this year the focus was on guiding the children to life-long learning success by helping children to be more respectful, responsible, resourceful, resilient and reflective. These 5 Rs were the catalyst for all our learning again this

year as activities and lessons were aimed at building good learning habits to help each and every child be the best learners that they can be.

"Education is the most powerful weapon which you can use to change the world". Is a quote by Nelson Mandela. Our Year 6 children of 2017 Chloe, Abbey, Claudia, Angel and Seb have that power to change the world as a result of the great education they have received at Ganmain Public School. We hope they remember their past lives at Ganmain Public School, embrace change and use their power to enjoy long and successful lives.

On that note I would like to thank every child, teacher, staff member, parent and carer at Ganmain Public School for changing my world by making my world better each and everyday.

### Message from the school community

As we reflect on another year at GPS, there is indeed much to celebrate. Our P & C has once again worked hard in their efforts to raise funds and work in partnership with the school for the benefit of all our students. This year our major fundraisers have been the triathlon, two Bunnings community BBQs and catering for the 125 year celebrations at the School. The **125 Year Celebrations** in particular was a highlight, with very pleasing support from the GPS community. We were fortunate to have a large number of past and present GPS families bake and donate cakes and slices, prepare sandwiches and help out serving on the day. It was a fantastic way to showcase the school and the important support role the P & C play. Special mention also to all the staff and their families for the tireless hours put in over the holidays, chasing up old photos, captain and honour boards and making our school and school grounds look fantastic. In addition to our active fundraisers, we also benefited from financial support from Beyond Bank, who Sponsor our triathlon and reward us through the Community Rewards program. We were also lucky to once again be recipients of the Kellogg's Breakfast Buddies program with donations of boxes of cereal for the school breakfast program.

Thanks to our fundraising efforts, we have been able to support a number of activities within the school. This year over \$15,000 has gone towards:

- new play equipment and a top up of the existing soft-fall
- healthy food days
- fruit and milk each week
- Numeracy resources – such as TEN (Targeted Early Numeracy) and 'Maths on Line' school subscription
- Literacy Resources– such as new Class readers(PMs), Diaries and Home Reader diaries, Reading Eggs Computer Program for Acacia
- purchasing books for the library and supplies for Groups (STEM activities, art and craft, computer studies and cooking)
- subsidising end of year prizes
- subsidising excursions such as Young Leaders, Lake Cowell Gold Mine, Canberra
- subsidising students who make it to state for sport
- a \$25 uniform subsidy for each new student

Thank you to all P & C members and volunteers on their contributions this year and especially the executive of Kylie, Brooke and Rachel. Kylie has done a fantastic job as president and I look forward to working together with her next year, Rachel has done a fantastic job in her first year as Treasurer and Brooke has continued with her wonderful efforts as Secretary. We have had some wonderful healthy food days which have been enjoyed by all the students. These achievements would not be possible without the effort of our hard working committee members and volunteers, so thank you everyone, you have been a pleasure to work with. I would also like to acknowledge what is most likely Kellie Hamblin's last year on the P&C and thank her for her many years of service as Treasurer and all-around contributor.

Finally, thank you also to the dedicated staff at GPS, led by our Principal Sandy Schmid. We are indeed very fortunate to have such an extraordinary team working with our children to provide the best possible education and welfare to all.

Tracy Clark

Ganmain Public School P & C President

### Message from the students

I'm the Ganmain Public School school captain for 2017. Being announced school captain was a huge surprise and a great honour. I would like to acknowledge everyone who has made my seven years at Ganmain Public School so enjoyable and worthwhile.

Mrs Schmid, thank you for helping me to apply the 5Rs in everyday life. Also thank you for teaching me courage to speak up in front of an audience.

While only having Miss Hatcher for a term, she showed us lots of different ways of learning and always made it fun.

Mrs Graham is a fantastic Library teacher and has taught me since Kinder.

Mrs Booth has been at Ganmain Public School for all of my life: she is always super friendly and does everything around the school for us.

Mrs Fryer is a great gardener. I may not see her a lot but I sure know she has been to school as it always looks fantastic.

Banksia had Miss Veale for the past twelve months. She has made an impact at our school in the short time and is very easy to talk to and learn from.

Mr Lucas, thank you for all of the new sporting opportunities that you have organised for us at Ganmain Public School.

Over the few years at Ganmain Public School, Mrs Campbell always made me laugh and smile. She introduced a creative side in all of us, which I loved, and still talk about today. Back in 2014 Mrs Campbell directed Banksia in a well-known movie named 'Grease'. It was so much fun. I think Mrs Campbell finally realised that we had some talent! In 2016 our passion for Creative Arts really set in at Ganmain Public School when Mrs Campbell led Banksia class in our 'Untamed' dance performances. Years 3,4,5 and 6 were lucky enough to dance at the Leeton Eisteddfod, Wagga Eisteddfod, KROP ( Kids Rapt on Performing) and in the Riverina Dance Festival.

During my time at Ganmain Public School, I have been fortunate and honoured to have represented the school in athletics, cross-country, swimming, and netball at state level. One of my proudest moments at Ganmain Public School was winning the 'Ian Lucas Memorial Sportsmanship Award'.

Wow, Year 6! We have finished primary school life together. Thank you for a wonderful 7 years of fun and friendship. Together we have made a great Leadership Team.

Just remember to enjoy your time at Ganmain public School because you will be off to high school before you know it. I hope my future learning will be as exciting as my seven years at Ganmain Public School.



## School background

### School vision statement

Ganmain Public School is committed to providing each student with consistent quality teaching and learning in a happy and safe environment.

The school recognises each child's unique potential and attempts to develop all aspects of the whole child with emphasis on self-confidence, high self-esteem with the whole school community committed to excellence.

### School context

Ganmain Public School has served the local community since 1912, maintaining close and supportive ties with our families and the local community. The school has a reputation for successful academic, sporting and cultural programs in a K-6 context. These programs reflect the principle that it is the right of all young Australians to succeed in learning and to have the knowledge, skills and understandings essential to their effective participation in civic life. It is a dynamic and progressive place for learning. The school provides a safe and positive learning environment that caters for the individual needs of the students. We have a strong focus on Quality Teaching and Learning which is enhanced by a growing number of digital technologies. The dedicated teaching staff are committed to nurturing the best possible outcomes for all students, with a focus on literacy, numeracy, technology and creativity.

The school's teaching and learning programs create adaptability, skill transference and social awareness in students, preparing them for their future. It is valued for its high expectation of student excellence in all areas and for the diversity of extracurricular opportunities available to students. Technology learning in our digital age is fundamental to this success. A strong participant with local schools consisting of Ganmain Public School, Matong Public School, Marrar Public School, Beckom Public School and Coolamon Central School provides enhanced academic, sporting and social opportunities for the students.

## 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 Learning during 2017 Ganmain Public School was 'Delivering' in Learning Culture, Wellbeing, Curriculum, Assessment and Reporting.

In Teaching during 2017 Ganmain Public School was 'Sustaining and Growing' in Learning and Development and Professional Standards.

In Leading during 2017 Ganmain Public School was 'Sustaining and Growing' in Educational leadership, School Resources and Management Practices and Processes.

Focus areas for development in 2018 include Learning Culture, Wellbeing, Assessment and Reporting, Student Performance Measures and Data Skills and Use.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

## Strategic Direction 1

Create high performing and engaged learners

### Purpose

To ensure all students will be actively and consistently engaged in high quality learning that is meaningful and developmental, ensuring motivated, creative and confident learners.

### Overall summary of progress

Students were engaged in their learning due to the quality teaching provided by dedicated staff. This was a result of quality Literacy and Numeracy programs including Best Start, Targeted Early Numeracy (TEN), Language, Learning and Literacy in the Early Years (L3 and L2), Early Action for Success (EaFS) and Focus on Reading 3–6 (FoR 3–6) being implemented across K–6.

The students were actively involved in their learning by setting goals, with their parents and teachers through Personalised Learning Plans (PLP), which were reviewed throughout the year.

Macqlit( a remedial reading program) was delivered successfully across the year with positive results.

HOW2Learn (Higher Order Ways to Learn) strategies were embedded in teaching and learning programs to improve and develop positive relationships and productive learning habits.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students will achieve at or above 18 months growth in literacy and numeracy	Staffing to enable staff to engage in PLPs, parent teacher interviews and data analysis—\$4500  Stationery/Classroom resources—\$600  Teacher release for EaFS professional Learning—\$11000  Staffing(SLSO) to deliver of Macqlit Remedial Literacy Program—\$29 000  STLA Support—\$44502 (RAM—Socio Economic)	Strategic Direction 1 was a strong focus area from Ganmain Public School during 2017. The involvement in the Early Action for Success program with a shared Instructional Leader enabled the K–3 teacher to be up skilled in L3, L2 and TEN. It proved beneficial in engaging the students. Unfortunately the student results were not to the level of expectation. All staff feel a consolidation year with EaFS in 2018 would be beneficial to the students' future progress.  New teaching staff were trained in the continuums and the children, teachers and parents formulated literacy and numeracy goals through Personalised Learning Plan meetings and formulation. All students in the school were represented by a parent or carer—100% attendance being a very positive result.  NAPLAN Year 5 results showed 66.7% greater than or equal to expected growth in Reading, Writing and Numeracy. Spelling and Grammar and Punctuation are areas to be targeted in 2018 as below expected growth.
100% of students indicate they are confident in their learning and understand the requirements to progress their learning; eg. using the literacy and numeracy continuums effectively	Teacher Relief days to enable teachers to work with students and the continuums —\$4000	The Students' engagement in their learning benefited from their involvement in understanding where they were on the Literacy and Numeracy continuums. This was achieved through the use of the 'I Can' statements, SENA 1 and SENA 2 and PLAN data for all students.
100% of students are engaged in learning developed to meet their needs. Effective assessment	Staffing to allow for data analysis—\$1000	According to the Tell Them From Me Survey, 92% of Year 6 students were found to be interested and motivated in their learning with 100% of students

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
tasks are providing explicit data to inform future programming.	Professional Learning—\$2000	surveyed trying hard to succeed.

## Next Steps

This Strategic Direction will be a focus in the 2018–2020 school plan. In 2018 Early Action for Success(EAfS) will be implemented in the K–3 area with Macqlit, Focus on Reading 3–6 and How2Learn.

The current K–3 teacher will not be at Ganmain Public School and Miss Roxanne Veale will be stepping into the K–3 position next year. The Instructional Leader will be working with Roxanne each week in Term 1, providing her with support and training. Professional Learning will again need to be a priority again next year due to changes and retention of staff.

The Macqlit program worked well with all students improving their reading rate, phonics knowledge and comprehension. Tighter requirements regarding parent home reading support will need to be required to optimise the programs success in 2018. The parent culture will need to be a focus for 2018 as demonstrated in the Tell Them From Me survey where the school scored a 4.7 out of ten for parents supporting learning at home.

## Strategic Direction 2

Deliver high quality teaching, leadership & management

### Purpose

To build the capacity of each staff member through professional learning to ensure our staff provide high quality learning for every student every day.

### Overall summary of progress

Ganmain Public School staff were heavily involved in high quality professional learning in 2017. EAfS, LMBR and Beginning Teacher Support were a priority throughout the year to up skill the staff to meet Strategic Direction 2. As a result explicit processes were in place to collect, analyse and report both internal and external student and school performance data. This was achieved by using data from Best Start, PLAN, L3, L2, TEN and NAPLAN to guide the improvement of student outcomes. Teacher peer classroom observations and Professional Learning Plans were undertaken to ensure quality delivery of differentiation of curriculum using the NSW Quality teaching Framework and teaching standards. Beginning Teacher Support and regular mentoring was provided throughout the year to enhance quality delivery.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students achieving at or beyond expected stage standards.	SLSO Support in Classrooms through Macqlit and classroom assistance as per Strategic Direction 1.	<p>NAPLAN results showed good growth from Year 5. This will be a target for the current and future Year 3 students who will continue to receive support with their learning.</p> <p>Results of the Tell Them From Me student survey indicate Ganmain Public School Students have a high level of Intellectual Engagement allowing for more opportunities to use higher-order thinking skills and increase understanding. Results being Interested and Motivation–9.2, Effort –10 and High Quality instruction –10 with all results being above the NSW Govt Norm.</p>
100% of teachers delivering quality lessons by embedding the elements of the Quality Teaching Framework into everyday teaching practice.	<p>Support for beginning Teachers– \$13450</p> <p>Teacher Release to allow for successful Peer lesson Observations–\$2000</p>	<p>Lesson observations proved to be very valuable and the assistance of the Beginning Teacher Support Funding allowed valuable professional learning and mentoring to occur.</p> <p>Results from the Tell Them From Me student survey showed that Ganmain Public School scored above the NSW Govt Norm for the 'Drivers of Student Engagement' in all four areas of Quality Instruction–8.5, Positive Teacher–Student Relations–9.2, Positive Learning Climate–7.7 and Expectations for Success–8.9.</p>
Improved outcomes for all students across all KLAs.	<p>SLSO support to deliver Macqlit and in class support as per Strategic Direction 1.</p> <p>Professional Learning through EAfS initiative as per Strategic Direction 1</p>	<p>The delivery of Macqlit showed improved reading fluency and understanding amongst targeted students. The EAfS initiative provided support and quality professional learning. However, the students' movement along the continuum did not reach the staff's high expectations.</p>



## Next Steps

Ganmain Public School delivered high quality teaching, leadership and management in 2017 and will continue to upskill teachers to provide best-practice in all areas in 2018. Involvement in quality professional learning with the assistance of a shared Instructional Leader will assist in the mentoring and supporting of staff. Striving to improve Literacy and Numeracy student outcomes will be a priority and best practice will be the goal through high expectations, evidence-based research, quality and engaging teaching delivery will continue to be a strong focus.

The Literacy and Numeracy Continuums have been replaced with Learning Progressions. Knowledge and implementation of the progressions will also be a focus in the future of quality teaching delivery.

### Strategic Direction 3

Provide wellbeing for all

#### Purpose

To grow a strong positive culture within the school community so everyone is engaged and has a sense of belonging and wellbeing.

#### Overall summary of progress

Ganmain Public School had a very successful year in providing wellbeing for all with increased community involvement and attendance. The 125 Year Celebration weekend and time capsule opening shared with the town was a wonderful event. Hundreds of present, past and future students attended the official weekend opening at the school followed by participation in the Ganmain Street Parade. The school was showcased and positive feedback the outcome.

The school concert performance involving every student in the school –"Cinderella Meets a Fella" also allowed the school and students to shine in their local community with terrific numbers attending the matinee and night performance.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% return of surveys with 100% of students, parents and staff feeling valued and satisfied with quality learning at Ganmain Public School.		The results of the Tell Them From Me parent survey was very pleasing with the school receiving a 9 of 10 rating for parents feeling welcome in the school, 8.2 for parents feeling they are informed and an 8 rating for believing the school supports the learning of their child/children and another 8 for being an inclusive school.
Increased attendance at parent workshops & parent/teacher interviews, information sessions & in school community activities.	Hospitalities—\$300 Administration Staffing Assistance— \$3600 Stationery—\$700 Painting of Classrooms—\$6000 Lecterns, school signs and updated honour boards—\$1000 Playground equipment \$19440	The school provided many opportunities for community involvement in 2017  – parent information sessions, Meet and Greet night, Student PLP and parent, student and teacher interview meetings sporting carnivals and Book Fair  –125 Year celebrations requiring catering support from the P & C.  –Concert attendance during matinee and night performance.  – Pleasing P & C and School Plan meetings.
'Go for Gold –Catch-a-Kid' reward program and nil suspension rate		The weekly focus gave students the language for successful demonstration of the 5Rs of resilience, respect, responsibility, resourcefulness and reflectiveness which will hopefully build up their skills for life long success.

#### Next Steps

Consolidation of the 5 Rs of Respectfulness, Resilience, Reflectiveness, Responsibility and Resourcefulness, with more explicit lessons, will be necessary to continue to build up a positive school culture in 2018.

Providing opportunities for the community to be involved in the school will be a continued focus for next year.

Continued support of the Personalise Learning Plans with students and teachers will also be very important.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SLSO – \$6932 <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$6 932.00)</li> </ul>	The two Year 6 Aboriginal students completed the program and improved their reading rates. All children made improvements but will need consolidation in 2018.
<b>Low level adjustment for disability</b>	STLA and SLSO support–\$22846 <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$22 846.00)</li> </ul>	The STLA and SLSO support time allowed to lift the standard of academic achievement. Unfortunately it was not to the level aimed for. There are a high number of children in the K–3 levels that have significant learning needs. Improvements were shown and will again be a focus for 2018
<b>Socio–economic background</b>	STLA Support–\$44502 <ul style="list-style-type: none"> <li>• Socio–economic background (\$44 502.00)</li> </ul>	STLA established to support Year 3 in Writing and Years 4–6 in Mathematics. Allowing Mathematics lessons to be delivered by two teachers for Stage 2 and Stage 3 proved to be very beneficial to all students allowing all to get extra one on one support required. This worked for those children needing remedial support and for those children that needed extension. Facebook was very well received especially with the school's 125 Year celebrations conducted in the Term 3 holidays.
<b>Support for beginning teachers</b>	Beginning Teacher funding and school Professional Learning funding.– \$13400	Miss Roxanne Veale achieved so much this year and has become a very successful teacher due to her dedication and professionalism. Her class excelled under her care.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	21	20	16	15
Girls	19	16	14	12

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	90.9	97.5	91	96.8
1	94.3	92.3	93.5	93.5
2	85.3	96.9	94.5	96.3
3	94.3	92.3	93.1	98.4
4	95.7	96.6	95.2	94.1
5	92.8	94.2	93.4	95.7
6	94.9	96	94.3	96.6
All Years	93.1	95.3	93.6	96.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Rolls are collected on a weekly basis, with levels and patterns of absence being monitored.

Letters are sent home to parents when unacceptable attendance is noted.

The importance of school attendance is communicated to the parents through the school newsletter.

Parents are reminded of their statutory obligations with regard to student attendance and asked to provide an explanation to explain the absences.

The Home School Liaison Officer is contacted when the school is unable to resolve attendance issues.

### Class sizes

Class	Total
ACACIA	9
BANKSIA	17

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.27
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.95
Other Positions	0

\*Full Time Equivalent

Ganmain Public School has zero Aboriginal composition of the school workforce.

### 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	0

### Professional learning and teacher accreditation

The Beginning Teacher at Ganmain Public School had professional learning in the following areas: Beginning Teacher's Conference, The Essentials of Teaching Maths, Teaching Students Writing, Beginning Teacher's Workshop, Beginning Teacher's Network Meeting and Focus on Reading 3–6.



The K–3 teacher was involved in Early Action for Success and had refresher professional learning in TEN and L3 and professional learning in L2 each fortnight throughout the year. This also involved Network Day meetings and support from an Instructional Leader.

The Librarian/release teacher was involved in Road Safety, Coding and the School Plan.

The principal had professional learning in the following areas: Beginning Principal Induction Conference, Riverina Principal Conferences, School Profile Workshop, SCOUT, PDP SASS, LMBR, School Plan, NAPLAN on line and Principal Network meetings.

The SAM and Reliving SAO were involved in intensive LMBR (Learning Management and Business Reform) training, PD for SASS staff and the SAM attended a SASS conference.

Whole school professional development included; CPR, Child Protection, Code of Conduct, Anaphylaxis and e–Emergency care

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>108,897</b>
Global funds	89,165
Tied funds	73,633
School & community sources	9,459
Interest	1,478
Trust receipts	551
Canteen	0
<b>Total Receipts</b>	<b>174,286</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	14,257
Excursions	1,322
Extracurricular dissections	11,067
Library	285
Training & Development	7,614
Tied Funds Payments	62,348
Short Term Relief	2,297
Administration & Office	22,328
Canteen Payments	0
Utilities	9,937
Maintenance	14,122
Trust Payments	1,065
Capital Programs	19,440
<b>Total Payments</b>	<b>166,083</b>
<b>Balance carried forward</b>	<b>117,100</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	127,237
Appropriation	124,420
Sale of Goods and Services	176
Grants and Contributions	2,641
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-38,632
Recurrent Expenses	-38,632
Employee Related	-27,677
Operating Expenses	-10,955
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	88,605
<b>Balance Carried Forward</b>	88,605

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Strategic financial management is used to carefully plan to recruit and sustain high quality staff for various programs and school initiatives including QualityTeaching Successful Students, Learning and Support, Macqlit and Early Action for Success. Ganmain Public School maximises resources available to implement the school's key year priorities including purchasing and installing new playground equipment and painting classrooms. Showcasing the wonderful school at the 125 Year celebrations was an excellent result.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	433,834
Base Per Capita	4,585
Base Location	12,965
Other Base	416,284
<b>Equity Total</b>	74,279
Equity Aboriginal	6,932
Equity Socio economic	44,502
Equity Language	0
Equity Disability	22,846
<b>Targeted Total</b>	0
<b>Other Total</b>	2,248
<b>Grand Total</b>	510,361

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

The results of the 2017 'Tell Them From Me Survey' are presented below.

### Students

*Social Engagement*—77 % of students surveyed had a sense of belonging and 85% have positive relationships.

*Institutional Engagement*—100% value school outcomes, 92 % believe they have positive behaviour at school and 77% have positive homework behaviour.

*Intellectual Engagement*—92% of students are interested and motivated, 100% put in effort and 100% believe they receive high quality instruction.

*Early Signs of Disengagement*— 10% of Year 4, 11% of Year 5 and 12% of Year 6 students surveyed showed early signs of disengagement..

*Drivers of Student Engagement*— 85% of students believe they receive quality instruction, 92% have positive teacher–student relations, 77% believe they are in a positive learning climate and 89 % have expectations for success.

### Parents

*Parents Feel Welcome*— This survey was reported out of a score of 10 and Ganmain Public School scored a 9.6 for parents feeling welcome when they visit the school and can easily speak to their child's teacher.

*Parents are Informed*— in regards to a child's progress, behaviour, and social and emotional development, the school scored 8.2.

*Parents Support Learning at Home*— 4.7 out of 10 overall with 3.4 discussing with their child how they are doing in his or her classes and 4.6 talking about how important schoolwork is.

*School Supports Learning*— 8.0 out of 10 overall with the area of 'the teachers having high expectations for their child and the teachers taking their child's needs, abilities and interests into account', scoring positively.

*School Supports Positive Behaviour*— 8.2 overall with a score of 8.6 for teachers expecting their child to pay attention in class and 7.7 believing teachers maintain control of their classes.

*Safety at School*— 8.2 was the score for behaviour issues being dealt with in a timely manner and their child feeling safe at school.

*Inclusive School*—8.0 overall with 8.4 believing school staff take an active role in making sure all students are

included in school activities.

### Teachers

There are not enough teachers to complete a staff survey through the Tell Them From Me Survey.

However, statements from teachers about the school include:

- Ganmain Public School has high expectations for its students and teachers and is continually looking at ways to improve performance.
- The main purpose of the teaching and learning programs delivered are aimed at improving student learning outcomes for all students.
- Meeting the needs of the students is the school's main priority.

All staff are proud of Ganmain Public School.

## Policy requirements

### Aboriginal education

Ganmain Public School continues to provide support for our Aboriginal students and provides programs designed to educate about Aboriginal history, culture and contemporary Aboriginal Australia.

All students study Aboriginal perspectives across learning areas of History.

### Multicultural and anti-racism education

The learning area of History provides the vehicle to study other cultures and encourages student attitudes to tolerance and respect for those different to themselves.

The students of Ganmain Public School work under the motto 'Each for All' which embraces differences in others and allows the students avenues for celebrating uniqueness.

### Other school programs

#### 2017 Sport

##### Carnivals

2017 has been a busy year in sport, and there have been a huge range of sporting events throughout the year for students to become involved in. The first event of the year was the Small Schools Swimming Carnival hosted by Ganmain Public School, which was a great day and saw many students from Ganmain Public School go on to the Coolamon–Ardlethan PSSA Carnival, with Chloe Clark, Lillyarna Clark, Abbey Hamblin, Nate Hamblin, Seb Hamblin and Kaitlin Logan all progressing through to the Riverina Swimming Carnival where they represented the

Coolamon/Ardlethan Zone. The PP5 team comprising Chloe Clark, Abbey Hamblin, Nate Hamblin and Seb Hamblin made it to the State Swimming Carnival, where they placed 7th in the final.

Beckom Public School hosted the Small Schools Athletics Carnival at Ardlethan. This was a fantastic day with students doing their best and showing some great sportsmanship and participation. Many students progressed to the Coolamon–Ardlethan Athletics Carnival held in Arianah Park. The students competed well again, with Claudia Bingham, Angel Byrne, Chloe Clark, James Fysh, Tristan Hare, Abbey Hamblin, Nate Hamblin, Seb Hamblin and Kaitlin Logan making it to Riverina level. Abbey qualified for the State Athletics Carnival where she placed 21st out of 38 competitors in the 800m event.

The Small Schools Cross Country and the Coolamon–Ardlethan Cross Country events were both run by Marrar Public School this year, and were successful days for Ganmain Public School with all students having a great run. Lillyarna Clark, Abbey Hamblin, Nate Hamblin, Tristan Hare and Eva Lucas travelled to Albury to represent our school at the Riverina Carnival. Abbey once again qualified for the State Cross Country Carnival, where she placed 32nd out of 77 competitors.

Ganmain Public School was dominant across all three zone carnivals, winning all three handicap trophies as well as the aggregate trophy at the Swimming Carnival.

## **Trials**

2017 saw many great opportunities for students to compete in trials for Australian Rules football, netball, tennis and cricket.

Australian Rules football saw a number of boys and girls from across the Coolamon–Ardlethan zone trial and showing great sportsmanship. Seb Hamblin and Kaitlin Logan were both selected for the Coolamon/Ardlethan team to compete in the Eastern Riverina trials in Coolamon, with Kaitlin receiving the Coach's Award and Seb progressing to the Riverina team. The Riverina team won the State Carnival, with Seb kicking the winning goal in the final, which they won by 1 point.

Netball trials were held in Ardlethan with Claudia Bingham, Chloe Clark, Abbey Hamblin and Kaitlin Logan being selected as part of the Coolamon–Ardlethan Zone team. Abbey was then successful in gaining selection in the Riverina team and represented the region at the State Carnival in Tamworth.

Abbey Hamblin, Seb Hamblin and Kaitlin Logan had the great experience of attending tennis trials in Wagga, with Seb and Kaitlin progressing to the next level at Griffith. Cricket trials were also held throughout the year, with Kaitlin Logan progressing through the levels to not only make the State team to compete in Barooga in January at the National Carnival, but also being awarded the Riverina team's Player of the Carnival

in cricket.

Tristan Hare has been selected to represent the Coolamon–Ardlethan Zone at next year's regional trials in cricket.

## **Individual Accolades**

Each year, individual students at Ganmain Public School are awarded to recognise their achievements on the sporting fields. Angel Byrne received the Award for Sportsmanship for her participation, encouragement and display of fair play at all times. Abbey Hamblin and Kaitlin Logan were awarded joint Sportspersons of the Year as a result of their outstanding results across a number of sports.

We also had students receive individual awards at zone and regional levels. Abbey Hamblin was unanimously voted as the female recipient of the Ian Lucas Memorial Award for Sportsmanship as a result of her efforts for the Coolamon–Ardlethan PSSA and Kaitlin Logan was awarded a PSSA Sporting Blue to recognise her efforts, achievements and sportsmanship in cricket.

Congratulations goes to each and every student at Ganmain Public School for another outstanding year in sport. From school physical education and sport programs through to state representation, Ganmain Public School continues to develop individuals who have a great attitude towards sport and enjoy all that it has to offer.

## **125 Year Celebrations**

This year saw the Township of Ganmain and the school celebrate its Quasquicentenary. The celebrations at the school took all year to plan and were a credit to all the hard working staff and community. The celebrations started at the school where open classrooms and light refreshments were offered to over 400 guests. Historical photos were displayed on our many computers for the visitors to look through. Many stories were told of days past and everyone sported a smile as they filed through the gate. Many past students, teachers and parents came to visit.

A formal assembly gave the opportunity for our current Principal to open a time capsule that was laid 25 years ago at our centenary celebrations. Many past students were present to receive their letter. Robert Norrie the 1992 Principal was also present to read the letter he left in the time capsule. Long time champion of the school Peter Warran was a special guest and was asked to cut the cake. Peter is a former student, parent, grandparent and supporter of the school. He still contributes to our Book Fair every year by donating a book. Other special guests included our director Jenene McGrath and our local Wiradjuri elder Auntie Gail Clark.

Our library held a Book Fair on the day so visitors could have the opportunity to buy a book as a memento of the day. Many visitors were generous and donated books to our library. All donated books were



documented with a dedication sticker stating their name and the celebration.

Our day concluded with a street parade where the students and staff dressed in character costumes and walked down the main street as part of the whole town Street Parade. The children were excited and looked fantastic in walking behind a spectacular banner. We also had special guests join us, Elmo, Minion, Cat in the Hat, B1 and The Gingerbread Man. Everyone had a fabulous time and the school was showcased at its very best.

## **Book Fairs**

This year we held two very successful Book Fairs. One was held in conjunction with the 125 Year celebrations. Many books were donated to the school and commission sales for our one day fair exceeded \$600.

Our annual November Fair was again a very popular fair. Even though we had a Fair in October this fair was positively supported by our school community. We once again held an Adult's Only Night where a few parents came to purchase books for their families. We ended our fair with a SIT, STAY AND READ Day. Our good friend Clifford was a welcomed visitor and the children read books on our beautiful front lawn with parents, grandparents and friends. Thanks must go to our staff for supporting the Book Fairs and for collaborating to make our days so stimulating for our children.

Thanks must also go to our school community for their ongoing support. Every year our Book Fair helps contribute to our wonderful library through commission books. This year's November fair brought in over \$400 worth of books.

## **Show.**

The Ganmain Show is another great community event where Ganmain Public School contributes and shines. This year our display followed the 125 Year theme. Our children reflected on what school was like all those years ago and what it is like now. Their quotes made up the main body of the display. Photos depicting the school in 1908 and 2017 were stark reminders of the progression that has been made at Ganmain Public School.

## **Library**

The library was a very busy place this year. As reported there were two successful Scholastic Book Fairs. There was also many events throughout the year where the children were able to explore and enjoy the world of books.

We were fortunate enough to be exposed to the world of publishing by meeting three renowned authors. John

Heffernan visited our school and spent a whole day talking to the children and providing skill building activities to improve their writing. We hosted Matong, Beckom and Marrar for the day and had a fabulous time. John Heffernan was able to sign any books that were purchased and he spoke to all the children and passed on many valuable stories.

Year 4 were lucky to travel to Wagga to meet Graeme Base. The very successful author and illustrator spoke to over 800 children at Mater Dai Primary School. It was lovely to watch the faces of the children as they listened in awe. Our Library now boasts 17 signed Graeme Base books that will be loved for many years.

We were also fortunate to have Suzanne Haughton, another author/illustrator, come to our school and talk about her book Walter Pigeon. She brought with her an array of wonderful illustrations and spoke in depth about how a book is published. Thank you to parents Tracy Clark and Sally Thompson for organising this visit.