

Garah Public School

Annual Report



2017



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Introduction

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

Jenny Johnson

Principal

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Message from the Principal

2017 has been a terrific year at Garah Public School, with many outstanding achievements in curricular and extra-curricular programs and student wellbeing.

This year we have continued with our Positive Behaviour for Learning journey. Our expectations of Respect, Responsibility and Personal Best were developed as the result of extensive consultation with students, teachers and the broader school community. These expectations have become an integral part of everything we do, and have created optimal conditions for learning and wellbeing.

We are creating a robust culture of learning at Garah Public School. Our literacy and numeracy teaching is guided by best practice, evidence-based research. We have seen great gains in the academic achievements this year and we will continue to strive to improve our teaching practice in order to improve student-learning outcomes at our school.

We provide a rich and varied extra-curricular program. Students have numerous opportunities to engage with a broad range of curricular and extra-curricular programs. We promote and celebrate student achievement and school initiatives through ongoing communication with our community including fortnightly assemblies, newsletters, Facebook, and our website.

As we move into the implementation of the 2018–2020 School Plan, Garah Public School will go from strength to strength, striving for excellence in learning, teaching and leading and delivering the best possible educational outcomes for our students.

School background

School vision statement

At Garah Public School we focus on setting expectations which support our school motto of “I Can”, where we provide our students with an enhanced quality of learning through positive educational experiences and opportunities. We actively encourage and promote a school culture underpinned by the beliefs of respect, responsibility and personal best. This will in turn enable them to become informed and prepared citizens of the future.

School context

Garah Public School is a small rural school located north–west of Moree in the New England West Education Area. It is a school that provides education for students of the town and local farming community. The school takes pride in offering a safe, enjoyable, motivating and challenging learning environment for students from Kindergarten to Year 6. All teaching and non–teaching staff work collaboratively to support all students and parents. The school has a family atmosphere where all of the students interact and learn from each other in a supportive and caring environment. The school is an accredited Asthma Friendly and Sun Safe School. Sport and PE activities are supported by the Fundamental Movement Skills Program and Move to Learn Program.

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.

The results of this process indicated that in the School Excellence Framework domain of Learning:

All teaching staff are committed to providing a safe, supportive and engaging learning environment for all our students. Teachers have high expectations for students, and encourage independence and self–regulation. The school has begun to implement Positive Behaviour for Learning which will result in a whole–school approach to wellbeing. Through this process and the revision of the Student Wellbeing Policy, clearly defined behavioural expectations are understood and explicitly taught. Curriculum delivery meets the needs of all learners, and staff work collaboratively to deliver quality teaching based on best practice research. Teachers make explicit criteria for assessment and evaluate student progress regularly to inform future learning. Parents are seen as partners in their child's learning and are regularly updated on their progress. The school is achieving value added results in literacy and numeracy.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The school has processes in place for teachers' performance and development. Teachers are fully committed to improving their pedagogy through reflective practice, professional learning and ongoing professional dialogue. Teachers provide explicit, specific and timely formative feedback to students on how to improve. Curriculum provision is enhanced by learning alliances with other schools and teachers work collaboratively to share their ideas, experiences, challenges and approaches. All classrooms are well managed, with well–planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers work collaboratively to improve teaching and learning in their multi–stage classes.

The results of this process indicated that in the School Excellence Framework domain of Leading:

The broader school community are actively welcomed and engaged with the development of the school's vision, values, purpose and school planning. Parents and community members have numerous opportunities to be involved in a broad range of school activities. The school acknowledges students as leaders, and is working to create leadership opportunities for all students from K–6. The school has productive relationships with the community and specialist providers to improve educational opportunities for students. The school plan is reviewed annually and revised to better meet system priorities and changing needs. The school's financial and physical resources are well managed to best support the learning outcomes of all students and meet the challenges of the small school setting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

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/sef-evidence-guide>

Strategic Direction 1

Learning: high quality literacy and numeracy learning for every student

Purpose

Use literacy and numeracy as the foundations of learning so all students can become competent, creative and confident learners through the development of whole school programs in all KLAs which include the use of technology.

Overall summary of progress

Teaching staff reflected and refined teaching strategies in reading in literacy and numeracy with the newly implemented Stepping Stones Maths Program. A sequential program of professional learning was developed which linked directly to the Australian Professional Standards for Teachers. Through professional dialogue and engaging in quality professional learning, teachers continued to maintain and develop their professional standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will display growth in literacy. All students will display growth in numeracy. NAPLAN Data. All students will show progress against the literacy and numeracy continuums achieving at or above their stage appropriate level. Classroom assessment data.	\$14672.80	All students have shown growth on the literacy continuums. All students achieved growth on the numeracy continuums. Ongoing professional learning resulted in professional dialogue around best practice and sharing of programming, teaching strategies and assessment methods.

Next Steps

Through staff working together, we will continue to build a repertoire of teaching strategies and approaches to use flexibly to support student learning and achievement which is guided by collected data. We intend to continue to utilise the Stepping Stones Maths Program to support student learning in all areas of numeracy. Staff will participate in professional learning in Writing to further refine and improve teaching strategies and learning opportunities for students in literacy. Staff will participate in lesson observations and meet regularly to reflect on teaching practices and refine pedagogy according to student needs. Students will learn to further evaluate their own learning and be given opportunities to provide feedback to teachers on how they learn.

Strategic Direction 2

Health and Wellbeing: Positive health and wellbeing for all students.

Purpose

Wellbeing is both central to learning and an outcome of learning. It is multi-faceted and is characterised by feeling and functioning well.

Happy, healthy and confident young people are vital in securing a strong future.

Overall summary of progress

Positive Behaviour for Learning is in the early stages of implementation. The three values of Respect, Responsibility and Personal Best have been established and reinforced into all areas of school life. Signage was developed and displayed and provides explicit visual reminders for students about expected behaviours. Further professional learning will take place to enhance PBL at Garah Public School. The revised Student Wellbeing Policy continued to be reinforced within the school. Our PBL values form the basis of this policy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Current Positive Behaviour Merit Program records students who demonstrate excellence in consistent work habits, behaviour, respect, responsibility, tolerance and understanding of others.</p> <p>Introduction of PBL program to the school after staff participate in professional development in this program. 100% participation of students in the PBL Program when it commences.</p> <p>All students participate regularly in all school physical education and health activities including Daily PE program, Circuits, Crunch and Sip Program and weekly Sport Program.</p>	\$1699.00	<p>Began early stages of implementation of the Positive Behaviour for Learning Program.</p> <p>Core value signage clearly displayed both inside and outside the school.</p> <p>All students actively participated and achieved positive reward levels in the PBL Program.</p> <p>Students, staff and parents demonstrate commitment to the school programs such as Asthma Friendly, Sunsafe and Crunch and Sip across all settings. Through well developed daily PE and Sport programs, students have improved throwing and catching, fundamental movement, sportsmanship and teamwork.</p>

Next Steps

Staff will collaboratively participate in Professional Learning in PBL to establish lessons with explicit teaching based around the Matrix of Expected Behaviours. The focus will move from 'universal' to the classroom. The PBL values of Respect, Responsibility and Personal Best will continue to be reinforced and recognised through weekly explicit teaching, 'Kip' koala merit certificate presentations and positive level award assemblies. Data will be collected and analysed for evaluation and planning purposes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$813.22	Aboriginal perspectives were integrated into the curriculum and authentic learning experiences were provided across K–6.
Low level adjustment for disability	\$556.52	The school focussed on the introduction of strategies to facilitate successful curriculum access for students with diagnosed and undiagnosed learning difficulties.
Socio–economic background	\$2971.60	Additional staffing enabled strategic focus on curriculum differentiation, particularly in literacy and numeracy across K–6.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	21	9	10	12
Girls	5	4	7	10

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.7	88.4	89	93.9
1	94.5	96.3	84.1	86.6
2	95.4	97.7	93.2	97.7
3	79.9	94.9	93.9	94.9
4		91.6	92	94.3
5	67.2		88.1	95.1
6	88.3	74.4		86.9
All Years	85.9	92.5	90.6	91.9
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	93.9	93.9
5	94.8		93.9	93.8
6	94.2	93.5		93.3
All Years	94.8	94	94.1	93.9

Management of non-attendance

Attendance has remained steady over the past four years. Student attendance is monitored regularly and follow up occurs where necessary.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
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	0.7
Other Positions	0

*Full Time Equivalent

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 school is committed to ongoing professional learning in line with the Australian Professional Standards for Teachers, school and system priorities. Teachers meet regularly and engage in quality professional learning to build capacity to implement our strategic directions. Our two teaching staff are accredited at Proficient.

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	\$
Balance brought forward	70,145
Global funds	78,509
Tied funds	13,412
School & community sources	18,598
Interest	1,044
Trust receipts	1,541
Canteen	0
Total Receipts	113,104
Payments	
Teaching & learning	
Key Learning Areas	30,435
Excursions	1,058
Extracurricular dissections	3,005
Library	301
Training & Development	671
Tied Funds Payments	16,670
Short Term Relief	1,873
Administration & Office	13,640
Canteen Payments	0
Utilities	9,213
Maintenance	7,707
Trust Payments	1,541
Capital Programs	2,536
Total Payments	88,649
Balance carried forward	94,600

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 (\$)
Opening Balance	0
Revenue	108,873
Appropriation	95,503
Sale of Goods and Services	0
Grants and Contributions	13,370
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-32,360
Recurrent Expenses	-32,360
Employee Related	-16,114
Operating Expenses	-16,246
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	76,513
Balance Carried Forward	76,513

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.

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.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	293,197
Base Per Capita	2,598
Base Location	13,693
Other Base	276,906
Equity Total	24,650
Equity Aboriginal	807
Equity Socio economic	2,972
Equity Language	0
Equity Disability	20,871
Targeted Total	0
Other Total	1,334
Grand Total	319,181

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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.

In the NAPLAN Literacy test in 2017, 4 Year 3 students and 3 Year 5 students sat the test. Progress reporting in the National Assessment Program in literacy needs to take into account the limitations imposed by the small sizes of the Year 3 and Year 5 classes. To maintain confidentiality, the progress of students who sat the NAPLAN in Year 3 and Year 5 are not reported here.

In the NAPLAN Numeracy test in 2017, 4 Year 3 students and 3 Year 5 students sat the test. Progress reporting in the National Assessment Program

in numeracy needs to take into account the limitations imposed by the small sizes of the Year 3 and Year 5 classes. To maintain confidentiality, the progress of students who sat the NAPLAN in Year 3 and Year 5 are not reported here.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and staff about the school.

All parents see the Positive Behaviour for Learning (PBL) values of respect, responsibility and personal best as characterising the type of environment they would like their child to experience at Garah Public School.

All students are proud of the Core Values chosen for Garah Public School by staff, students and parents and confidently display these values through the school's PBL Merit Program.

All students are proud of their individual and combined success, being academic or otherwise, achieved through the positive levels in the PBL Program.

Parents hope their child/ren will become confident, resilient and well educated while at Garah Public School.

All staff, parents and students support the continuous acknowledgement of all achievements, academic and otherwise.

All staff consistently acknowledge the efforts given by all students and this provides a positive and supportive culture at school for everyone.

Policy requirements

Aboriginal education

Garah PS provides support for Aboriginal students and provides programs designed to educate all students about Aboriginal culture, history and contemporary Aboriginal Australia. These issues are integrated across all Key Learning Areas. This practice has given all students a broader understanding of Aboriginal history and culture. The school also acknowledges Aboriginal culture by celebrating NAIDOC Week.

Multicultural and anti-racism education

Multicultural perspectives are integrated into curriculum as a cross curriculum capacity. We actively promote a culture of inclusivity of all students. We actively teach the values of respect and responsibility through our PBL matrix of expected behaviours and through our Student Wellbeing Policy. We participate in events that promote multiculturalism through events such as

Other school programs

Positive Behaviour for Learning(PBL)

Garah Public School encourages and rewards high achievement, outstanding performance and excellent behaviour. In support of these standards, the school has begun to implement the Positive Behaviour for Learning Program. This program forms part of the school's Wellbeing Procedures and has the Core Values of Respect, Responsibility and Personal Best. Through rewarding students whose attitudes and actions meet our school's expectations and Core Values, we will encourage higher achievement and personal growth.

Preschool Transition

Garah Public School offers a Preschool Transition program to support and prepare those students who will commence Kindergarten in the following school year. This program provides incoming students with an opportunity to familiarise themselves with staff, students, school routines and classroom routines in a friendly, safe and nurturing environment.

Sport

Garah Public School promotes participation, teamwork and sportsmanship through a variety of sporting activities throughout the school year. All students are encouraged to increase their level of fitness and sporting skills. The school is very proud of the students' achievements in this area of school.