

# Gilgai Public School Annual Report



2017



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## Introduction

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

Lachlan Stewart

Principal (Relieving)

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## School background

### School vision statement

At Gilgai Public School we believe in the provision of quality learning, the worthiness and uniqueness of each individual and the necessity of an enriched supportive learning community.

At Gilgai Public School we are committed to:

- The individual development of each member of the school community in our ever changing society.
- Fostering the worthiness and uniqueness of the whole individual; academically, physically, culturally and socially.
- Providing quality teaching and learning programs for life-long learning.

Ensuring a safe, secure and happy technology enriched learning environment

### School context

Gilgai Public School is a small school located in northern New South Wales in the rural village of Gilgai. On the traditional land of the Kamillaroi People, serving a diverse community drawn from the village and surrounding areas. The school is set on the banks of Gilgai Creek nestled under magnificent trees and surrounded by bush land providing an environment rich in nature.

The school community values Respect, Gratitude, Tolerance, Inclusion and Team Work.

The school's academic programs have been supported in recent years through inclusion in Early Action for Success initiative which focuses on the provision of best quality, research informed literacy and numeracy teaching and learning.

## 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 in 2017 Gilgai Public School progressed in a number of areas but focused specifically on the Learning Culture, Assessment and Reporting. The school entered into a three year agreement with an externally professional learning provider in partnership with the other schools across the Sapphire Community of Schools, focusing on John Hattie's research on developing visible learners. As part of the program the external company completed a situational analysis of the schools current teaching practices for base line data and teaching staff participated in professional learning on evidence based practices. The school continued to develop our systematic processes to identify and address students' learning needs. These processes are embedded in the daily operations of all classrooms, providing opportunity for improved student learning outcomes.

In the domain of Teaching the areas of focus were Collaborative Practice, Learning and Development and Professional Standards. All member of our teaching staff completed Professional Development Plans aligned the with New South Wales Professional Standards for Teachers, then collected evidence which supported their professional achievements. Teachers actively share their professional learning and experiences with colleagues, improving teaching methods across all subject areas and year levels. Literacy and numeracy has continued to be supported by the work of the Instructional Leader building teachers' understanding of effective teaching strategies and helping to analyse and plan future educational directions for their students.

In the domain of Leading our priorities have been school planning, school resources, relationship building and management practices and procedures. A comprehensive evaluation of the 2015–2017 school plan was conducted identifying key priorities and strategic directions for the 2018–2020 Planning cycle. Throughout 2017 professional development has been central and the Instructional Leader's work was key component to developing whole school capacity.

In preparation for the online Naplan tests, we upgraded our computers and network before completing a readiness test

which confirmed the school's capacity to move to the online examinations.

As a school team we identified systems, policies or procedures in need of updating and have begun the process of systematically completing these. We strengthened our alliance as part of the Sapphire Community of Schools, particularly the small schools component planning more combined events for the next calendar year.

In 2018 the schools 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

Quality Teaching Quality Learning

### Purpose

To ensure consistent quality professional teaching practices are delivering an innovative curriculum to support student achievement of quality learning outcomes.

### Overall summary of progress

All students demonstrated progress against the Literacy and Numeracy Continuums, with data recorded every 5 weeks throughout the school year. The enhanced focus on developing personalised learning processes to support student achievement resulted in school wide understanding of task analysis to inform and ensure the use of differentiated delivery of curriculum.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students show progress against the Literacy and Numeracy Continuums and in school assessments.	\$74,500 Additional staffing, professional development and resources.	All students demonstrated progress against the Literacy and Numeracy Continuums, with data recorded every 5 weeks throughout the school year.

### Next Steps

The school will continue to build on progress achieved so far by developing staff capacity to transition from literacy continuums to literacy and numeracy progressions in alignment with Department of Education changes in policy and procedures.

## Strategic Direction 2

### Quality Systems

#### Purpose

To ensure consistent whole school systems and practices support the delivery of Quality Teaching and Quality Learning.

#### Overall summary of progress

Good progress was achieved in the development of school wide processes for data collection and analysis however limited progress was achieved on the implementation continuum of the Positive Behaviours for Learning program. The school previously laid foundations in preparation for the development of explicit behavior expectations across all school settings and work will continue in 2018 to build a consistent and sustainable approach.

The participation in the Corwin project on Visible Learning improved teacher knowledge of how to provide explicit feedback so students understand their progress and development.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To ensure consistent whole school systems and practices support the delivery of Quality Teaching and Quality Learning.	Professional learning \$9257 Visible Learning \$9000 Sentral Computer System \$300	The school developed and implemented effectively school wide processes for data collection and analysis. However staff and students still demonstrate entry level knowledge and understandings of the Positive Behaviour for Learning strategies as a result of professional learning and self assessment undertaken in the 2nd year of this 3 year initiative.

#### Next Steps

Work continues to consistently implement the behaviour expectations in interactions involving staff, students and the school community. It is anticipated that this learning will facilitate development of student support strategies across home and school environments.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$5,000 School Learning Support Officer	All students have quality Personalised Learning Plans (PLPs) to guide their learning. Data recorded on parent participation in PLP meetings demonstrates high levels of engagement in the development of the individualised student learning plans.
<b>Low level adjustment for disability</b>	\$7,144 School Learning Support Officer	Students showing growth as per individual learning plans, with a strong focus on early arithmetical strategies in numeracy.
<b>Socio-economic background</b>	\$60,000 Engagement of a temporary teacher supported student achievement in literacy and numeracy learning.	All student progress in Literacy and Numeracy is tracked and recorded on a digital platform.
<b>Early Action for Success</b>	\$14,500 EAfS Instructional Leader, Numeracy intervention teacher, Classroom Numeracy resource kits.	K–2 Student's digital Numeracy continuum tracking throughout the year is evident. K–2 Teaching programs clearly show differentiation to cater for identified gaps in student learning for both groups and individual students. Teachers engage in professional dialogue and collaborative practices around assessment, continuum tracking and reporting. Individual student reports include descriptions of the student's strengths and areas for growth.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	25	26	26	29
Girls	36	35	31	30

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	95.6	94.3	93.7
1	88	95	93.2	94.9
2	95.6	88.1	94	90.9
3	91.8	95.9	87.1	92.5
4	92.6	92.5	95.1	87.1
5	93.1	92.1	93.1	93.3
6	94.9	89.2	94.3	93.5
All Years	93.7	93.3	93.3	92.2
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

Parents and carers of absent students are encouraged to notify the school of the reason in advance of the absence occurring wherever possible and after any absence within 7 days if the school has not already been notified.

Teachers follow up with telephone contact of unexplained absences where required. Students whose attendance is of concern are referred to the Principal for follow up action. If there are ongoing concerns with attendance the student is referred to the Home School Liason Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.44
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.4
Other Positions	0

\*Full Time Equivalent

In 2017 no member of staff identified as having Aboriginal or Torres Strait Islander background..

### 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

Significant amounts of professional learning were undertaken by Gilgai PS staff in 2017. Priorities noted in the 2015–2017 School Plan informed the selection of professional development opportunities to support the achievement of staff professional learning goals and student learning outcomes.

## 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.

Gilgai Public school retained a significant amount of funding at the conclusion of 2017. This in part was due to an unexpected change in principal in mid August. As a result planned capital works projects that had been scheduled by the previous principal were delayed. Another significant contributing factor was the uncertainty of the schools enrollments for 2018 after a significant drop in enrollments during 2017 the school made the decision to carry substantial funds to cover any significant changes in staffing entitlement.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>179,392</b>
Global funds	123,402
Tied funds	166,966
School & community sources	9,492
Interest	2,961
Trust receipts	1,665
Canteen	0
<b>Total Receipts</b>	<b>304,487</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	6,439
Excursions	7,648
Extracurricular dissections	1,309
Library	987
Training & Development	808
Tied Funds Payments	154,256
Short Term Relief	12,901
Administration & Office	10,455
Canteen Payments	0
Utilities	10,594
Maintenance	3,080
Trust Payments	1,587
Capital Programs	5,409
<b>Total Payments</b>	<b>215,473</b>
<b>Balance carried forward</b>	<b>268,406</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.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>270,920</b>
Appropriation	268,739
Sale of Goods and Services	0
Grants and Contributions	2,181
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	<b>-55,127</b>
Recurrent Expenses	-55,127
Employee Related	-49,251
Operating Expenses	-5,876
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>215,793</b>
<b>Balance Carried Forward</b>	<b>215,793</b>

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.

All remaining NSW Government schools migrated to the new financial management system during 2017. the schools financial management is monitored regularly by the principal in consultation with the School Admin Manager .

Gilgai Public school carried forward a substantial amount of funding this is a targeted management plan to to aide in additional teaching support and maintain the number of classes if the school changed classification.

## Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	607,280
Base Per Capita	8,711
Base Location	11,998
Other Base	586,571
<b>Equity Total</b>	150,754
Equity Aboriginal	4,487
Equity Socio economic	108,640
Equity Language	0
Equity Disability	37,628
<b>Targeted Total</b>	28,820
<b>Other Total</b>	98,856
<b>Grand Total</b>	885,710

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.

Due to the small cohort of students at Gilgai Public School, privacy protocol prevents disclosure of specific student data. Parents have been advised of student results.

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

Parents/Carers were informally interviewed during a number of school functions to gauge their levels of participation and satisfaction in a wide range of curriculum and extra-curricular school activities. Overall satisfaction ratings were high with many parents enthusiastic and optimistic about their child's educational experiences. Parents and the wider community had the opportunity to participate in a survey run by an external provider on the schools customer service and most reported that their needs were being met, however an area for development is the school's use of technology.

Throughout the year numerous letters and conversations were received and had by different members of staff in which parents expressed their gratitude for the teaching and learning opportunities experienced by their children through-out the school year. Many parents identified that the school's focus on the safety of their child matched their own high expectations. They urged the school to maintain the approach. Additionally many identified the deeply personal, individualised and caring approach of the staff was a major reason for their satisfaction with their school and the day to day service delivery.

Staff satisfaction ratings indicated positive levels of collegial support however particular events had impacted staff throughout the past year.

Student satisfaction has been measured with many students expressing a great sense of belonging to the Gilgai School. An area that has been noted as an area for development is the of more sporting activities.

## Policy requirements

### Aboriginal education

Gilgai Public School received Aboriginal background funding in 2017 to support the schools commitment to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

All Aboriginal students were supported in engaging with the curriculum and participation in all aspects of school life through a range of strategies including the employment of a Learning Support Officer, the development of Personalised Learning Plans reflecting and responding to individual learning needs, development of wellbeing programs and extra curricula activities.

Gilgai Public School has comprehensive educational programs that are designed for the academic and cultural growth of all students.

An Aboriginal perspective is embedded in learning sequences delivering the Human Society and It's Environment Syllabus, and the History Syllabus, to assist students to gain appreciation for and understanding of Aboriginal culture.

The weekly whole school assembly and all official school functions include an 'Acknowledgement of Country' acknowledging the Kamillaroi Nations and the elders past, present and future.

### **Multicultural and anti-racism education**

Gilgai Public School provides inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views.

The school vision provides guidance for all school interactions and clearly articulates the value of individual uniqueness; this forms the basis for building respectful relationships and a culture of getting along in all school activities.

A multicultural perspective is included in the curriculum areas of English, Human Society and It's Environment and History to assist all students to gain knowledge and understanding of other cultures, leading to increased cultural tolerance throughout the school and wider community.

Harmony Day is celebrated as an annual event on the school calendar and provides a focus for discussions and discovery of culturally significant rituals, games and foods. In 2017 all Gilgai Public School students and staff travelled to Tingha Public School to share in this annual celebration. Students enjoyed the opportunity to expand their social contacts and practice cultural tolerance through groupings that extended across both schools and included all year levels K-6.

Staff training through the on-line platform was conducted to ensure that the school has full access to a qualified ARCO to support culturally inclusive processes and practices throughout the whole school.