

Girilambone Public School Annual Report



2017



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Introduction

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

Angela Lewis

Principal

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Message from the Principal

2017 has been a great year at Girilambone Public School, it has been a very busy year with students involved in a range of activities and experiences.

I am proud of the school and the achievement of our students. The school implements strategies to create high quality learning experiences for our students. At Girilambone we promote quality teaching and learning programs that our students, staff and parents value and appreciate.

We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them at the school. Girilambone Public School enjoys continued support from our parents and the local community.

There were some highlights of student achievement during the year in the areas of academic, sport and performance. Some students received credits, distinctions and a high distinction in the various University of NSW tests. Individual students have performed credibly at speech and drama performance at the Dubbo Eisteddfod and at Narromine for Public Speaking. One student going on to win the Inter-group level of the Country Women's Association Public Speaking Competition. The same student represented Western Region at a state level for cross country.

School background

School vision statement

Girilambone Public School will provide every child with a high quality education through caring and collaborative partnerships between staff, students, parents and the community. Students will participate in engaging, quality learning experiences, whilst endeavoring to achieve their personal best and become respectful and successful life-long learners. A strong partnership with the small schools in the Western Plains Network will be maintained to provide social, academic and professional learning opportunities for staff, students and parents.

School context

Girilambone Public School is situated in the Bogan Shire and belongs to the Western Plains Network of Schools. It is a small K–6 school situated on the Mitchell highway 45 km North West of Nyngan which is our closest service centre. The school is well resourced with excellent facilities for its students; including a well-resourced library, Stephanie Alexander Kitchen and Garden, covered playground equipment and large open playground areas. Girilambone school has a focus on quality student outcomes in literacy, numeracy and engagement. Students have access to a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

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.

During 2017, 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 result of this self-evaluation process indicates that in the domain of Learning, Girilambone is rated overall as delivering. We examined each element within this domain against available data and school-based evidence and made a judgment against the School Excellence Framework.

In the elements of Learning Culture and Well-being it is deemed that Girilambone is sustaining and growing. It is deemed that we have a very successful transition program into kindergarten as well as the Nyngan High Schools “Middle School Program” which aides student transition into high school. The school has a behavior reward system “Class Dojo” which emphasizes positive behaviors. Analysis of this data indicates little or no negative behaviors recorded.

Students have indicated they have a positive sense of well-being. They have regular access to all school staff as all staff spend time in the lunch area and playground at recess and lunch time. Students are overall happy at school and they interact with their peers harmoniously both in and out of the classroom. It is identified that students need to be further included as part of the consultation process and their opinions gauged through the Kids Matter Surveys.

Our data indicates that in the elements of Curriculum, Assessment, Reporting and Student Performance Measures we are delivering. The school meets curriculum requirements of the Department of Education and provides equitable opportunities for all students. A greater emphasis needs to be on identifying and communicating student learning intentions. Girilambone offers a differentiated curriculum with all students working at their individual ability levels in both literacy and numeracy.

Teachers collect and use data gained from assessments and observations to inform their programs. Students have individual reading, writing and mathematics goals which are devised through; analyzing assessments and student progress through their involvement in the L3 program, as well as individual goals identified in three-way Personal Learning Plan meetings.

Student progress is reported to parents each term. Terms 2 and 4 student reports are provided to parents with information on the learning progress of their children. Provision is made for parent teacher interviews after distribution to discuss this progress and other items of concern. Each term parent/teacher/student meetings are scheduled to devise personalised learning goals for individual students. During these meetings each stakeholder identifies their role and what support is required for students to achieve these goals.

In the element of Student Performance Measures, Girilambone uses internal and external assessments to assess student progress and achievement against syllabus outcomes. To maximize growth, greater analysis of data is required to identify individual points of need of each student to maximize student growth. Small cohorts make trends difficult to analyse and compare from year to year.

The result of this self-evaluation process indicates that in the domain of Teaching, Girilambone is rated overall as delivering. We examined each element within this domain against available data and school-based evidence and made a judgment against the School Excellence Framework.

In the element of Effective Classroom Practice teachers collaborate with staff in school and across the network of schools to share curriculum knowledge, data and other information about student progress. This information is used to inform future directions to meet the needs of all students. There has been collaborative planning with staff across the Girilambone, Hermidale, Marra Creek Leading Learning Hub as well as the Western Plains Small Schools Network. Staff at Girilambone have sort the support of the Instructional Leader in our school as well as the Curriculum Adviser to improve educational delivery to all students. Teachers teach explicit content to students and review this content in order to consolidate student skills, where necessary they provide revision and further support. Teachers respond to student work and provide feedback in a timely manner. They ensure that the students understand the feedback and that they have a strategy for improvement. Girilambone has a school wide approach to effective and positive classroom management. All staff use the Class Dojo app to emphasise positive behaviors and attendance and their achievements in this area are recognised at school assemblies.

In the element of Data Skills and Use, Girilambone is delivering. Evidence of this is obtained through student progression, discussions with the Instructional Leader and staff observations and discussions. Girilambone uses assessment data and observations to monitor student progress and inform individual students needs, which forms a focus for future direction. Girilambone staff analyses and uses this data to inform planning that is shared with the school community through the Annual School Report.

Teachers have a knowledge and understanding of Teacher Professional Standards and they use these to reflect on practice and to plan and monitor their own professional learning needs. Staff identify and collaboratively determine their professional learning goals which are recorded and monitored in their Performance and Development Plans. Staff maintain their accreditation and all staff meet mandatory training and compliance requirements. The school has a strong Literacy and Numeracy focus. This has been illustrated in staff involvement in both L3 and TEN professional development opportunities. Through knowledge gained from professional Learning opportunities and collaboration with the school's Instructional Leader, appropriate strategies have been introduced into the classroom to improve student outcomes in Literacy and Numeracy.

Learning and Development is a continual area of focus for Girilambone Public School. Teaching practice is continually revised through informal discussions with staff as well as collaboration between schools in the "Leading Learning Hub" with the emphasis on skills development. A future focus will be peer lesson observation where staff give frank and constructive feedback to each other to improve classroom practice.

The Leading Learning Hub work collaboratively to provide each other mentoring and support to ensure ongoing development of all teachers. Schools work collaboratively across a range of aspects such as unit development, teaching units of work to a given cohort across the schools, policy and professional development.

Teachers engage in targeted professional learning which is in line with our School Plan, State priorities or individual professional development plan priorities. Teachers who attend professional learning opportunities share knowledge with other staff within their school and across the hub of schools to improve individual and whole school practice.

The result of this self-evaluation process indicates that in the domain of Leading Girilambone is rated overall as delivering. We examined each element within this domain against available data and school-based evidence and made a judgment against the School Excellence Framework.

At Girilambone our assessment and reporting processes are in accordance with the requirements of NESA and the Department of Education. The school promotes a culture of high expectation in all aspects of its operations including staff and student performance. Staff work collaboratively both within and across schools to review and improve teaching practice in order to increase student outcomes.

SASS staff are encouraged to attend staff development opportunities to increase their competency levels, the main focus over the year has been training of both SAM and SAO in the new LMBR systems. Teaching staff have worked closely with the Curriculum Adviser to develop quality teaching programs.

Parents and community members attend a range of school based activities, such as assemblies, fundraising events, such as Biggest Morning Tea and the Annual School Presentation night. While these functions are usually well attended increasing school, parent and community partnerships is one of the targets of the 2018-2020 School Plan.

The staff at Girilambone engage in a process of planning, implementation, monitoring, self-assessment and reporting.

We have worked conservatively with the school community and analysed data to inform our new school plan strategic direction and targets for this planning cycle. Strategies to actively involve all staff and community in the whole planning process is a focus of the new school plan. The school collects and analyses learning and well-being data to monitor the achievement of milestones. We review, self-assess and report on our whole school performance annually.

The Girilambone school staffing is organised to maximize the learning opportunities for both staff and students. All staff teaching and non-teaching are able to access professional learning resources. Staff identify areas of need through their professional learning plans and targeted professional learning is sourced.

The school's resources and facilities are well maintained and provide a safe learning environment. Students have the use of a range of learning spaces such as the main classroom, the kitchen, the covered area as well as the 2nd classroom each having different levels of functionality.

The school's technology is accessible to all staff and students and is effectively used to enhance learning and service delivery. Further professional learning and skills development is required to maximize the benefits of this technology within the classroom. Platforms such as Office 365 and Google Docs are identified as effective collaborative tools for integration into the classroom.

The school plans for the use of its facilities by the community. Currently the school is used at times by community for meetings, as a meeting place for the Bogan Bush Mobile, as a venue for the delivery of different courses as well as providing services such as photocopying, emailing and faxes.

Currently the school plan drives the school's financial decisions. This is a process that will be refined through use of the new school plan with the introduction of the Departments new budgeting tool. This and a greater understanding of the resource allocation model of funding will assist to gain efficiencies and maximize school resources.

The administrative practices support school operations and teaching and learning activities. All students have equitable access to school resources and activities regardless of their background. Staff greet visitors to the school in a professional manner and provide a high level of service delivery at all times and are highly respected in the community.

The school seeks feedback from the school community on its satisfaction with the school and the roll it plays within the broader community. These responses are collated and analysed to help inform future directions. On the whole parents and community are very satisfied with how the school is operating and are happy for their children to be attending.

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

Student Learning

Purpose

To improve student learning through the development and delivery of consistent high quality teaching practice while supporting their emotional, social, physical and spiritual well-being.

Overall summary of progress

All students showed pleasing progression in Literacy and Numeracy throughout the year. This was particularly evident in the area of writing.

Most families were represented at 3 way Personal Learning Plan meetings throughout the year and student achieved most personal goals.

Due to the fact that there was only one year 3 student who sat the NAPLAN in 2017 it is impossible comment on NAPLAN Band achievement as this student would be identified.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the number of students achieving in the top three skill bands in NAPLAN. K-2 students to improve two cluster markers, Year 3-6 primary students one cluster marker on the literacy continuums by the end of each year.	RAM funding	Students participated and performed credibly in Speaking and Listening activities such as, Dubbo Eisteddfod and CWA Public Speaking. One student won the CWA Inter-group Public Speaking competition. The majority of students in K-2 have improved 2 cluster markers in most aspects of both Literacy and Numeracy. While most students in years 3-6 have progressed the expected one cluster marker. Students have shown particular progression in writing. This has been accredited to increased frequency of student engagement in writing and students having individual writing goals as advised by our Instructional Leader. The formalisation of the "Girilambone, Hermidale and Marra Creek Leading Learning Hub" has strengthened our professional support network. This has assisted us to provide quality curriculum and development of staff capacity.

Next Steps

The Girilambone, Hermidale and Marra Creek Leading Learning Hub will continue to work together to improve student outcomes across all KLA's. Hub days will be scheduled each term to allow staff to plan, monitor, evaluate and revise teaching programs to improve student outcomes across the schools.

The school will continue to offer opportunities for students to engage in extra-curricular activities such as, sport, public speaking and other speech and drama activities.

The school will conduct an audit of the current learning space with the view to develop a more 21st century learning environment. School staff will continue to work closely with the curriculum adviser and our instructional leader to continue to improve student outcomes.

Staff through guidance of the Instructional Leader will use Learning Progressions to map student progress throughout 2018. There will be a greater emphasis on the development of future assessment tasks to ensure students are reaching their full potential. Further development of rubrics criteria prior to assessment tasks will be undertaken.



Strategic Direction 2

Professional Practice

Purpose

To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices.

Developing teacher skills and professional learning goals supports current research which indicates that teaching practice has the single greatest impact on student learning.

Overall summary of progress

The network for three schools was formalised through the development of the "Girilambone, Hermidale, Marra Crrek Leading Learning Hub". Through this there has been greater sharing of resources, ideas and expertise resulting in raised level of student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of curriculum understanding through teaching programs. Staff meeting minutes indicate the level of understanding of all in the focus within the school plan.		The English Textual Concept focus unit was taught across two of the hub schools. English textual concepts will be built into all future English units and these concepts have been built into our unit proforma. Completion of A–Z policy tool. Attendance, discipline and child protection policies revised. All staff have met the Working With Children Checks. School community engagement in the 2018–2020 School Plan development.

Next Steps

The broader network of the old "Western Plains Small Schools Network" will continue to share quality programs through the Office 365 Shared One Drive. The group will continue to hold combined small schools development days prior to the commencement of each school year.

Further emphasis on the development of English Textual Concept units of work for 2018. Continued development of teacher knowledge of curriculum during 2018.

Principal will conduct more regular formalised staff meetings throughout 2018 to improve collaborative planning and monitoring of milestone progression and alignment with DEC processes and policies.

Strategic Direction 3

School Community Engagement

Purpose

To establish more effective partnerships with families and build community identity by recognizing the role they play in their children's education.

Overall summary of progress

Student leaders planned a fun day reward for whole student body, students were able to cash in on their class dojo points they had accumulated throughout the term.

All students were willingly participate in presentation night performances. Students recited individual and group poetry, sang songs and performed for the audience.

Letter sent to parents inviting them to the end of term assembly. All families were represented. Further invites should have gone out to community and will do in the future.

All current parents have the Girilambone School app on their phones. This has improved communication and makes it quick and easy for parents to return absentee notes via the app when necessary.

More comprehensive strategies to improve parent and community communication need to be developed throughout 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A supportive school community evidenced by sustained or increased numbers of community members attending, PLP meetings, school and community events.	RAM funding P&C book prizes RAM funding	<p>The annual School Presentation night was well attended. All families were represented and many community members with no children at the school were in attendance on the night.</p> <p>Most families were represented at various Personal Learning Plan meetings throughout the year. This process needs to be tightened up in 2018.</p> <p>The school performed quite poorly in the area of communication throughout 2017. Parents were informed of things happening at school through parent notes but far too few newsletters were produced.</p>
A planned program of student involvement in leadership opportunities and student voice throughout the school implemented.	RAM funding	<p>Student leaders planned a fun day reward day for whole student body. Students were able to cash in on their class dojo points accumulated throughout the term.</p> <p>Student Captains ran assemblies and School presentation night. They also carried out other leadership roles, such as greeting and thanking guests, making new students and visitors feel welcome.</p> <p>All students willingly participate in presentation night and assembly performances.</p>

Next Steps

Combined SDD agenda set for 2018 SDD Mandatory training for teaching and non teaching staff included. Evaluation of the effectiveness of these days and planning and modifying to suit the needs of the group.

Three way Personal Learning Plan meetings will be scheduled on Tuesday and Wednesday of week 3 each term. Parents will be allotted a time to attend to assist students to achieve their personal learning goals.

Regular fortnightly Newsletters to be produced and sent home to parents and community to inform them of school activities and highlighting student achievements.

Community invites sent out to school functions such as assemblies.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10,206.88 RAM funding	<p>Transport to Regional Theatre for live performance of "Mr Stink" Providing transport enabled all students were able to attend the performance.</p> <p>Purchasing of online resources to support student learning. Including Mathletics, spellodrome, Reading Eggs and iMaths.</p> <p>Employ SLSO to work in the classroom during literacy and numeracy sessions to support student learning through individual and small group work.</p>
Low level adjustment for disability	\$1,694 0.1 LST	<p>Employ teacher to work with students to maximize student outcomes in literacy and numeracy. Most students have shown expected growth throughout the year.</p> <p>Relief staff to allow teaching principal time to source programs and resources, analyse data and plan for student learning.</p> <p>PLAN data wall has been developed. Students were assessed against the continuum markers every 5 weeks. Student progress has been reported to parents via mid year and end of year student reports.</p>
Socio-economic background	\$8,68.62 Ram funding	<p>\$1000 to support Small School's bi-annual Super-camp. Covers camping costs such as amenities block hire and catering.</p> <p>Purchase of fruit to support the school's Fruit Break Program.</p> <p>Funds used to support Canberra Excursion. All students were able to attend due to the excursion being heavily subsidised.</p> <p>Employ SLSO to work in the classroom during literacy and numeracy sessions to support student learning through individual and small group work.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	7	3	6	4
Girls	3	5	5	3

Throughout 2017 there were some changes in our student enrollment. We started the year with 6 families comprising of 4 female students and 3 male. A family of 2 students left the area mid term 2, bringing our enrollment down to 5. Soon after a new family with 2 boys moved to the area restoring our enrollment to 7 students. Of the school's total enrolment, 4 students travel from the Coolabah district to attend Girilambone Public School.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	100	96.3	77.4	94
1	98.5		93.5	88.1
2	97.8	92.5	86.9	94.6
3	96.4		83.3	91.8
4	97.6	92.9		88.1
5	98.6	96.3	91.7	
6	93.4	85.4	100	98.8
All Years	97.2	93.6	89.9	92.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7		93.9	93.8
2	94.9	94	94.1	94
3	95		94.2	94.1
4	94.9	94		93.9
5	94.8	94	93.9	
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Contact is made with parents by phone if students are absent from school.

Parents are encouraged to use the school App to send

in notes to explain absences.

Many parents notify the principal by text prior to school on the day of absence.

Class Dojo is an in class reward system that rewards both positive behavior and student attendance.

The majority of the student body has at or above state average attendance figures.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.24
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.91
Other Positions	0

*Full Time Equivalent

There are no identified Aboriginal employees at Girilambone Public School.

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

Throughout 2017 both teaching and non-teaching staff have participated in professional learning activities.

These included:

- SAP training
- LMBR training
- English Textual Concepts
- Professional association conferences such as PPA and SASS

The Principal, as a "Pre-2004 service teacher" has been accredited at Proficient Teacher standard and at the beginning of 2018 commences their maintenance cycle.

All teaching staff have completed mandatory training and are accredited to teach in NSW public schools.

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	16,040
Global funds	73,137
Tied funds	33,954
School & community sources	5,284
Interest	342
Trust receipts	1,893
Canteen	0
Total Receipts	114,609
Payments	
Teaching & learning	
Key Learning Areas	6,252
Excursions	4,502
Extracurricular dissections	2,070
Library	157
Training & Development	0
Tied Funds Payments	25,819
Short Term Relief	0
Administration & Office	12,904
Canteen Payments	0
Utilities	5,825
Maintenance	1,473
Trust Payments	12,327
Capital Programs	0
Total Payments	71,330
Balance carried forward	59,319

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	63,784
Appropriation	59,319
Sale of Goods and Services	0
Grants and Contributions	4,418
Gain and Loss	0
Other Revenue	0
Investment Income	47
Expenses	-38,106
Recurrent Expenses	-38,106
Employee Related	-21,023
Operating Expenses	-17,083
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	25,678
Balance Carried Forward	25,678

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.

On the 31st of August Girilambone moved from the OASIS accounting system to the new SAP. Staff have undergone considerable training in this new system and all future financial transactions will be through this platform.

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	268,051
Base Per Capita	1,681
Base Location	15,068
Other Base	251,302
Equity Total	40,266
Equity Aboriginal	10,207
Equity Socio economic	18,844
Equity Language	0
Equity Disability	11,216
Targeted Total	0
Other Total	28,032
Grand Total	336,350

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.

During 2017 three students from Year 3 and no Year 5 students participated in NAPLAN – Literacy at Girilambone Public School.

Due to the small cohort of students it is impossible to compare our results against the State without identifying individual students. Individual results in Literacy have been discussed with their parents.

During 2017 three students from Year 3 and no Year 5 students participated in NAPLAN – Numeracy at Girilambone Public School..

Due to the small cohort of students it is impossible to compare our results against the State without identifying individual students. Individual results in Numeracy have been discussed with their parents.

The majority of students in K–2 have improved 2 cluster markers in most aspects of both Literacy and Numeracy. While most students in years 3–6 have progressed the expected one cluster marker.

Parent/caregiver, student, teacher satisfaction

Students enjoy coming to Girilambone Public School, they enjoy learning and interacting with their friends at school. The students believe they are valued and feel safe at school. Students enjoy the interaction with the other small schools.

Parents are generally happy with the directions the school has been taking. They believe that Girilambone Public School is a harmonious place where the children are happy to come each day to learn. Parents value the extra-curricula experiences that their children are exposed to and the level of confidence that these experiences develop in the students. Parents support continuous acknowledgement of all student achievements, academic and otherwise. Parents like the school's interaction with other small schools and feel this is beneficial for their children. Parents believe that the community is supportive of the school and the programs it runs.

Teachers work collaboratively and share their ideas, strategies and expertise in order to provide a happy, safe and stimulating environment centered around improving student outcomes. Staff at Girilambone Public School feel valued and enjoy coming to work. The Girilambone staff have built on the previous small schools network to develop a more formalized collegiate in the "Girilambone, Hermidale, Marra Creek Leading Learning Hub".

Policy requirements

Aboriginal education

Girilambone Public School strives to deliver a culturally sensitive curriculum to all students. Units of work have an Aboriginal perspective where possible. 8 Ways of knowing pedagogy is incorporated into teaching units.

Our school continues to build connections with the Aboriginal community through the Nyngan AECG, open and transparent communication with families around their child's learning. Personal learning plans and family engagement are supported.

Students from Girilambone Public School attended the opening ceremony of NAIDOC week held in Nyngan. At all school events visitors are welcomed through our Acknowledgement of Country. We openly acknowledge that we meet on the land of the Wongaibon People.

During 2017 Girilambone received funding for Aboriginal Background, these funds were expended through the purchase online resources to support class learning; providing transport to Dubbo for a regional theatre performance; and employing a School Learning Support Officer to support students during Literacy and

Numeracy sessions.



Multicultural and anti-racism education

During 2017 our school programs fostered student's understandings of culture, cultural diversity, racism and active citizenship. Some themes covered throughout the year included Asian culture, in particular Indonesia; Country of Study as outlined by the CWA, Nepal; The Holocaust and days of significance in Australian history including ANZAC Day and Remembrance Day. Girilambone fosters a tolerant, inclusive environment where all people live in harmony.

Other school programs

Throughout 2017 students at Girilambone Public School had the opportunity to be involved in many aspects of education. Some of these included:

Education, Art and Sport

- During 2017 a group of students from years 2–6 participated in the university of New South Wales academic competitions with some students receiving credits, distinctions and one high distinction award.
- At the annual Dubbo Eisteddfod, the school entered the small schools verse speaking competition where they recited two poems. All students performed well. One student also entered a number of individual sections and performed very well., receiving places and merit awards.
- At the Nyngan and District annual show all students submitted a selection of art work. Many students were awarded certificates in recognition of their work.
- Students competed in the Nyngbar Small Schools swimming, cross country and athletics carnivals. Most students qualified to represent their school at Nyngabar District carnivals while some went on to Western Region events and one student represented region at a state level for cross country.
- Dubbo Regional Theatre provided an opportunity for students to see live performances of "Mr Stink" and "We're going on a bear hunt."
- Students connected with Hermidale school through Adobe classroom as well as Hermidale and Marra Creek by video conference.
- Girilambone hosted the other schools for activities such as; the Life Education van, Martial Arts session, visiting illustrator, Tom Jellett and a "Live" adobe classroom session for stage 3 students as a part of their shared unit.
- Girilambone students traveled to Hermidale to participate in a 2 day technology discovery journey with Ben from Games and Gadgets. While there students built robots and drones and learnt to fly and code them.
- Students participated in the Far West Zone of the Country Women's Association Public Speaking. Anita Lewis went on to win the Inter-group section of this competition held in Trundle.

Student Leadership

- The 2017 School Captain, Anita Lewis and the Vice Captain Tom Veech ran a student fun day as part of the rewards program for the student body. This involved the children exchanging their class dojo points to spend at a fun fair where the school leaders had devised games, food stalls and other activities.
- Anita attended the Grip Leadership conference in Dubbo where she interacted with leaders of other schools and exchanged ideas about activities and strategies to bring a positive leadership role to her school.
- Anita introduced an "Appreciation Station" into the

school where staff and students alike could publicly acknowledge achievements and positive behaviours of both staff and students within the school.

Excursion

- The majority of students joined students from Girilambone PS and Marra PS for a 5 day excursion to Canberra which included tours of Parliament House, Questacon, The Canberra Museum, Old Parliament house – democracy museum, the National Art Gallery and the Dinosaur Museum. Students found the excursion very valuable. We thank FlyOrana for providing the transport for this excursion at no cost to the schools.
- All student participated in the bi-annual Small Schools Super Camp held in Nyngan. This camp brings together students for social interaction; art, technology, sport, dance and an opportunity to develop their independence and life skills.
- Some students represented the school at the Nyngan NAIDOC week opening ceremony.