

Gresford Public School

Annual Report



2017



2083

Introduction

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

Pauline Mitchell

Principal

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Message from the Principal

Gresford Public School has continued on the road to success in many facets of student learning. The school's vision statement, 'Leading the Way in Quality Education for All', is demonstrated in the range and depth of curricular and extracurricular programs we have been able to offer and our success has been recognised by the school receiving a range of awards in 2017 including Science, Student Leadership and Public Speaking. The school's strategic directions have focused on pursuing high standards of educational practice; actively engaging students in school life so that they become resilient, respectful and self-directed learners; and building strong community links where all stakeholders work together and are well informed.

We have provided a wide variety of support and extension programs to meet students' needs throughout the year. Such programs include Early Action for Success, which is a specialised K–3 Literacy and Numeracy program involving the employment of an Instructional Leader to support teachers in their professional learning; specialised small group literacy and maths instruction for identified students; the continuation of a student well being program focusing on Positive Behaviour for Learning and a student leadership program encouraging student voice and ownership of their school. Our award winning program, Literacy Through Shakespeare continues to extend students' language experiences and further enrichment opportunities for gifted and talented students have been provided through the Dungog Community of Schools Virtual Enrichment Program where students have worked with specialised teachers across a range of subject areas. Our Creative Arts Program has fostered music and dance with the highly acclaimed Musica Viva Program delivering quality live performances for students and parents alike.

The future focused learning we have embarked on has taken us on us on a journey of exciting change. Our Science, Technology, Engineering, Arts and Mathematics Program (STEAM) involves weekly lessons with our Scientist in Residence and specialised Technology Teacher and these programs have enabled all students to learn the new age technology skills of coding, robotics, digital photography, electronics and movie making. Students' learning has been extended beyond the classroom via video conferencing and online learning programs; and by using cloud based technologies they are able to present their learning digitally using iPads and laptops.

Our commitment to educating students for a healthy and active lifestyle has continued with a daily whole school fitness program, fruit/vegetable and water breaks in the classrooms and participation in the Sporting Schools Program providing students with access to specialised coaches. Participation in PSSA soccer, netball, rugby and cricket competitions has fostered team participation and school spirit. Our Healthy Foods Canteen, run by an enthusiastic parent body provides nourishing lunches and snacks as well as fun filled special days.

Our strong and active P&C body continues to support the school through the provision of extra funding for swimming tuition, major excursions, incursions and the purchase of extra resources, school amenities and equipment. They are an integral part to the success of the school.

With the range of programs and support offered, all students have been given opportunities to maximise their learning and the staff is appreciative of the dedication of our school community. Together, we will continue to make a difference for all our students.

Message from the school community

Gresford P&C has had another amazing year thanks to the wonderful volunteers who form the P&C here at Gresford. They are all busy people who also have the heart to go that extra mile for the students and teachers of this school and who recognise that the dollars the P&C raise go directly towards improving opportunities for our children.

Major fundraising for 2017 came through the school canteen co-ordinated by two dedicated members and supported by mums, dads and even grandparents who volunteer their time behind the counter. Other efforts that helped boost the fundraising were stalls held at the Gresford Rodeo and Show as well as a hugely successful bi-annual ball.

These efforts have allowed the P&C to support a range of school events and projects including a school disco, the Year 6 Farewell, an online Maths Program, Swim School, the Year 6 Canberra excursion, the Easter Hat Parade and Harmony Day lunch, top dressing the soccer field, farewell gifts for Year 6, student injury insurance, production of the school yearbook and subsidies for visits from the Bell Shakespeare Company and Musica Viva concerts. The P&C also runs a uniform shop and organises school banking. Thanks go to all members for their dedication to helping our children.

I would also like to thank the teachers and staff for supporting the P&C's efforts but more importantly, for your dedication to our children. You are truly amazing.

Look at what we can achieve by working together!

Ange Kelehear, P&C President

School background

School vision statement

Leading the Way in Quality Education for All."

- **We will work with the community to provide an enriched program of learning which will develop innovative thinking in all.**
- **We will do this by building a solid foundation of learning.**
- **We will provide a safe, high quality learning environment where excellence is valued.**
- **We will empower our students to be effective team players.**
- **We will develop self-directed and resilient individuals.**
- **We will make a difference for all of our students.**

School context

Gresford is a caring school community committed to achieving high educational outcomes for all students. This commitment is evidenced in the range and depth of both curricular and extra-curricular programs offered after careful analyses of student needs. Student population stands at 80 with a portion of low SES families.

Academic needs are provided for through flexible organisation of available staffing and the offer of a range of support programs designed to both extend and consolidate student learning. Such programs include specialised small group maths and literacy instruction, Learning and Support Officers working alongside teachers in classrooms and a literacy and numeracy intervention program for identified students.

Student well being is a major priority with a whole school Values Program, Anti-Bullying Program and a Student Leadership Program being presented throughout the year. Positive Behaviour For Learning, (PBL) is a focus to support student well being and consistency of approaches across the school community.

Enrichment programs such as the Public Speaking and Debating Program, the Literacy Through Shakespeare Program, the promotion of music through the School Ensemble and Dance Program, as well as the Scientists in Schools Program and STEAM will continue to provide opportunities to challenge students and achieve their creative potential.

As part of the Dungog District Community of Schools, (DDCoS), Gresford will continue to be involved in collaboratively determined group initiatives such as the Middle Years Maths Project, the Virtual Gifted and Talented Enrichment Program, the PBL Networking Group, the Learning and Support Teachers (LAST), Network Group, as well as needs based teacher professional learning and relevant transition programs.

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.

Using the School Excellence Framework and after careful consideration of school practices and evidence available, staff agreed that the school continues to deliver high standards of educational practice across the areas of learning culture and curriculum delivery; student well-being focusing particularly on student engagement; and community consultation and communication. Such assessment has been imperative in guiding the design of the new school plan for 2018–2020.

In the domain of **Learning** our focuses have been on engaging students to take ownership of their learning by tracking their own progress on literacy and numeracy continuums. Under the guidance of the Instructional Leader, teachers have become skilled in assessing student work samples and adjusting their teaching programs according to student needs. With small group intervention provided by the Learning and Support Teacher, identified students have received extra tuition according to their needs emerging from the five weekly data collection and analysis throughout the year. In the senior class, there has been a strong focus on Mathematics with the teacher working alongside Stage 3 teachers from other schools and with the Mathematics Head Teacher from Dungog High School, to provide innovative lesson delivery in areas of identified need. The Positive Behaviour for Learning Program (PBL), has continued to address student well-being and is now a sustainable program across the school. External assessment of the program was undertaken with the school receiving very positive feedback for implementation.

All teachers have participated in Quality Teaching Rounds throughout the year where they have viewed the classroom practice of their peers with the aim of learning collegially to inform their lesson delivery. Feedback from teachers indicates the high value of these professional learning opportunities in clarifying lesson procedures and in curriculum interpretation. All teachers design their own professional learning plans which are aligned with the school plan and address the NSW teaching standards. These plans are shared with the principal and tracked through regular meetings. A third teacher has completed the Literacy, Learning and Language Program training, (L3) with the results of this program K–3, showing excellent student growth in literacy.

To support parents' understanding of curriculum content and delivery as well as providing strategies for them to support their students at home, parent information sessions have been conducted and parent interviews held. The Seesaw app has been popular with parents in keeping them informed of the achievements of their child directly from the classroom. Education Week saw open classrooms for parents to view children working with the Science, Technology, Engineering and Mathematics Program where new technologies and student skills were showcased.

In the domain of **Teaching** our vigilant approach to teacher professional learning has enabled us to apply the Sustaining and Growing descriptor to our assessment on the School Excellence Framework. Professional learning and commitment to new pedagogies has resulted in improved student outcomes particularly in literacy in the early years. Working with the Instructional Leader within the boundaries of the Early Action for Success Program has largely contributed to this. All teachers assess their students regularly and plan programs of learning which are tailor made for their students according to the analysis of the data collected. Collaborative practices and information sharing are important features of teacher professional learning and action research over a set time frame allows for deep understanding of new pedagogies and for future planning. A mentoring program was conducted for a beginning teacher and follow-up training for teachers already trained in L3 has provided them with new tools and strategies to continue to develop their literacy teaching. Similar professional learning has been undertaken by our PBL in-school coach and shared with the remainder of the teaching staff. As a direct result of teacher commitment to the PBL Program, there has continued to be a marked fall in the incidences of negative student behaviour. There continues to be strong parental support for PBL as evidenced by parental attendances at our PBL Term Assemblies and parent survey data.

In the domain of **Leadership**, Sustaining and Growing descriptors have been applied to all Leadership areas. Each staff member takes on leadership roles in the many facets of school organisation including data collection and analysis in order to decide future school directions and focuses, regular milestone evaluations of the school plan, submission writing and leading extra curricular experiences. With all teachers involved in leadership roles, creativity and talents of individual teachers is accessed; teachers are more committed to learning directions and projects; and programs are more sustainable as they are not dependant on the one teacher for their implementation, continuity and monitoring. The Learning and Support Teacher (LAST), is the leader of the Dungog District Community of Schools (DDCoS) Learning and Support Teachers' network group; one teacher is both the Network Coach for PBL and a member of the DDCoS Virtual Enrichment Program focus group where he has organised and led programs for surrounding schools. The principal also serves on the DDCoS Virtual Learning focus group. The PBL coach also presented at the State

Conference. The principal leads the Tamworth and District Curriculum Network Group and has presented to teachers as part of this group. A beginning teacher has been trained as the School's Anti Racism Co-ordinator and organised the Harmony Day celebration.

Our self-assessment process will assist the school to design the new 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

Consistent high standard of educational practices across Key Learning Areas.

Purpose

To ensure learning for all students is of a high standard; equitable and engaging; and based on quality educational practice and delivery.

Overall summary of progress

Careful school self assessment was carried out by all teachers using the School Excellence Framework resulting in a comprehensive evaluation of the progress made in each strategic direction. In Strategic Direction 1 our purpose was to ensure learning for all students is of a high standard, equitable and engaging and based on quality educational practice and delivery. Students have been engaged in high intellectual quality learning experiences to reach the outcomes of the various syllabuses. The intensive language and literacy teaching in Kindergarten to Year 3 has challenged and extended students and provided differentiated learning where necessary. In primary classes students have flourished working on project based learning tasks which have been applied to a range of curriculum areas. In the senior class, mathematical learning in particular has provided extension for those requiring it and consolidation and differentiation where necessary.

Teachers have been well equipped to do this with a range of professional learning experiences. Teachers K–3 have had the benefit of an Instructional Leader working alongside them in the classroom and the senior class teacher has been involved in action research through the DCoS Middle Years Maths Project. Classroom practice and curriculum delivery has been the focus of Quality Teaching Rounds which occurred in Terms 2 and 3. Self assessment by teachers through the design and monitoring of their Professional Development Plans (PDP's), has shown growth in confidence to interpret the new syllabuses and support from the Instructional Leader as well as Quality Teaching Rounds has developed more explicit classroom delivery through the focus on learning Intentions. With students involved in regularly tracking their own learning, student self reflection has become more refined and specific.

Through information sessions, three way conferences, interviews and classroom visits parents have a deeper understanding of curriculum content in Literacy and are better equipped to support their children at home.

Of particular influence on the success of Strategic Direction 1 has been the Early Action for Success Program (EaFS), which is in the second year of operation in the school. Early Action for Success is a three year initiative that aims to provide substantial support to students in K–2 by building teacher capacity through the analysis of data, targeted teaching programs and teacher mentoring with an Instructional Leader. In 2017 several staff members undertook and or continued L3 training. This L3 approach to teaching essential skills and understandings in literacy, has had a positive impact upon student learning outcomes.

Teachers collected, analysed and recorded data on student progress every five weeks. All students K–2 as part of the EaFS strategy were tracked on the literacy and numeracy continuums to ensure students who were 'at risk' of not meeting grade benchmarks were offered extensive in-class support and interventions. Interventions were implemented by the Learning and Support Teacher (LAST) three mornings per week focusing on the reading and writing development for students who were one cluster below expected benchmarks.

As a result of the EaFS program and targeted interventions, the school has reduced the number of students identified as 'at risk' at the end of each grade.

The following data demonstrates growth in Numeracy results for Year 2.

	Year 2 Numeracy Term 1 Progress	Year 2 Numeracy
Term 4 Progress		
Above Benchmark	0%	17%
At Benchmark	43%	83%
Below Benchmark 1 Cluster	28%	0%
Below Benchmark 2 or More Clusters	29%	0%

The EAfS initiative provided opportunity for transition from one class to the next be documented with resources to support the first few weeks into the new school year as well as an extensive Kindergarten Orientation Program being developed. 2017 saw the initiation of 'Smart Starters' where 12 of the 13 children on the enrolment list for Kindergarten 2018 participated in early literacy and numeracy activities in the school library implemented by the Instructional Leader. The program ran for 12 weeks ending at the commencement of the more formal Kindergarten Orientation Program. As a result all 12 children were very familiar with the teachers, school grounds and morning routine once commencing school. This meant that separation anxiety was minimal and children had already started to form friendships. Smart Starters will continue to run in 2018.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students tracked using Literacy and Numeracy continuums with the majority showing expected growth per semester relevant to expected time frames (eg cluster movement quicker in ES1 than S3)	<p>Resources: Employment of an Instructional Leader 2 days/week; employment of a Learning and Support Teacher; employment of 3 part time SLSO's; 6 teacher release days for L3 training; 4 teacher release days for Quality Teaching Rounds, (QTR). Total \$123,380</p> <p>Source of Funding: Staffing allocation, RAM Equity funding, Beginning Teacher funding, Teacher Professional Learning funds (TPL), Quality Teaching Successful Students funds, (QTSS).</p>	All students, K–6 have been tracked at 5 weekly intervals on the literacy and numeracy continuums with data entered on PLAN. A large majority of students are showing expected growth relevant to their age and stage. Differentiated lessons are provided for those students needing extra support as well as intervention from the LAST and in-class assistance from the School Learning Support Officers, (SLSO).
Staff growth evident in the areas of classroom practice and programming	<p>Resources: QTR as above</p> <p>Source of Funding: QTSS</p>	Regular PDP reflection meetings with principal show growth in teacher confidence in adapting pedagogical change to the classroom. Regular program supervision and data analysis points to improved outcomes particularly in K–2. Lesson observations conducted in QTR demonstrate strong growth in teaching practice particularly in literacy.
All staff have professional development plans focusing on attainment of professional goals reflecting the standards by the end of 2017	Nil	All teachers participate in 3 PDP meetings/year where professional goals are set, monitored and evaluated throughout the year. Goals are drawn from the school plan and aligned with the Teaching Standards.

Next Steps

Students to track their learning electronically using Mgoals with simple and attainable goals which are revisited and modified if necessary every 5 weeks. Professional learning for teachers in the Learning Progressions, PLAN 2 and Best Start online. Continuation of the implementation of SENA testing for mathematics and training for K–2 teachers in Towards Early Numeracy, (TEN). Use of the Writing Tool and NAPLAN writing criteria to assess student writing as well as participation in the Tamworth District Writing Initiative for primary classes. Opportunities sought for nurturing the writing talents of Gifted and Talented students (G&T), and program differentiation to continue for those students needing support. Broadening of the Science, Technology, Engineering, Art and Mathematics Program (STEAM), involving specialist teachers as well as the DDCoS Virtual Learning Platform to provide high intellectual quality learning experiences for G&T students and students needing extension. Common assessment tasks to be designed K–6. Beginning teacher to undergo L3 training and follow up training for existing L3 teachers. Early Action for Success (EAfS) to continue. Scope and Sequence for Physical Education to be implemented. A parent numeracy information session to be run with mathematics information to be included in class newsletters each term.

Strategic Direction 2

Students will be actively engaged in school life in order to become successful, confident, resilient and responsible learners.

Purpose

To ensure the school environment supports student engagement through accessing the range of learning styles; and encourages resilience, leadership and responsibility.

Overall summary of progress

Student engagement was the focus of Strategic Direction 2 with teachers understanding and accommodating the range of learning styles within their class. PBL values of respect, resilience and responsibility have been reinforced throughout program delivery and school values are familiar to all students; leadership skills are encouraged and specifically taught for senior students. Further professional learning has been sought in PBL and has been presented to staff by the in-school coach. Other wellbeing programs were examined and PBL was married with existing, relevant wellbeing strategies. Parents' understanding of PBL has been extended through regular inserts in the newsletter. PBL assemblies are held each term, where student achievements are acknowledged and these are well attended by parents. One staff meeting each term is dedicated to PBL implementation where data is examined and modifications made if necessary. There have been excellent improvements in students taking responsibility for their own behaviours as evidenced by the significant drop in behaviour incidents and suspensions. Tell Them From Me surveys (TTFM), indicate 90% of students have a positive sense of belonging to the school, 97% value their schooling and detention data shows a decrease in incidents. The result has been a more harmonious playground and more focused students in class as evidenced again by TTFM survey data with 100% of students stating that they put effort into their schooling. Positive teacher anecdotal feedback supports this as well as parent survey data (TTFM), with 91% stating that the school is supporting learning. Survey data also indicates that parents strongly support PBL (93% TTFM) and are reinforcing the program at home. Internal coach has kept staff up to date on new PBL directions and advised teachers of best practice learnt from his role as network coach. External assessment by the PBL consultant was complimentary and indicated that school practice was exemplary.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
*Student behaviours tracked electronically and data assessed each term	Resources: Sentral software Funds Expended: \$1,200 Source: School Funds	Sentral data collection tool is used for entries; data is analysed each term and findings shared at PBL meetings; modifications to program made if necessary. Data indicates that students are progressing through the behaviour levels.
*Teacher and parent satisfaction with student engagement and well being evaluated using data from TTFM surveys and school based sources.	Resources: School designed surveys, TTFM surveys Funds Expended: Nil	TTFM data from students, (77% of students state that they are interested and motivated by their schooling), parents, (86% stated that the school is inclusive) and teachers indicated high student engagement in observational rounds. Parent surveys are conducted each term to gauge ongoing success of program and are 100% positive. These surveys also indicate that parents are becoming familiar with the procedures of the PBL program.

Next Steps

Flow chart to be created as reference for positive and negative behaviours and to be included in class programs and casual teacher folders. Behaviour incidents to be recorded by staff, both major and minor. Principal to provide counselling for major incidents. Playground rewards to be used more frequently and more PBL signage to be added to playground. PBL consultant to visit to assist with data collection and evaluation. PBL information to be presented at Kindergarten Orientation. Outline of PBL award structure to be re-sent to parents. Establishment of PBL Leadership Team from senior students and members to be trained in peer mediation to support students in playground and report to staff on wellbeing initiatives. Use of Mgoals for students to record and track behaviour. Use of social media to inform parents of positive behaviour. Senior students to present on leadership at PBL conference.

Strategic Direction 3

Our school community will work together to foster positive relationships and information exchange with all stakeholders.

Purpose

To maintain and develop a positive school community where all stakeholders are well informed and can say “why we do what we do”.

Overall summary of progress

To build strong community links and to improve information exchange with all our stakeholders the staff have worked to identify parent communication strategies which are easily accessible and best serve the technology preferences of all parents. To this end we surveyed parents to determine their needs and put new systems in place. Parents now have a range of information sources to access school information and can receive regular updates and timely reminders through the school's Facebook account. The school newsletter and website remain as the more detailed sources of information. Introduction of the Seesaw app has proved very popular with parents where they can receive information on their child's achievements directly from the classroom. There has been a growth in school community cohesiveness as evidenced by new parents joining in P&C initiatives including taking up leadership roles; a decrease in phone inquiries for information; and an increase in returning notes and monies on time. Parents are surveyed at school events and their responses used to adjust programs or presentations where necessary. To encourage student voice throughout the school, students were given the opportunity to track their own learning using the literacy continuum. They were able to see what they had achieved and where they had to move to next. Senior students were given the responsibility to run the morning fitness program for all classes and with teacher guidance have done this very successfully.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student goal setting and action plan design is less dependent on teacher support.	Resources: Instructional leader led the initiative Funds Expended: Wages sourced from staffing allocation for EAfS	By tracking their own learning on the literacy continuum, students became aware of what learning they had to master next to move ahead with their learning.
Parent community, student and staff satisfaction increased as measured by TTFM surveys and anecdotal data.	Resources: TTFM program School based surveys Funds Expended: Nil	All school survey data was positive with helpful suggestions acted upon TTFM data indicated 96% of parents were kept informed of school information.
*Parent access of school website improved as indicated by regular tracking of data from SWS.	Resources: School Website Services (SWS) Funds Expended: \$175 sourced from school funds	Website is regularly accessed as indicated by weekly reports from SWS

Next Steps

Student goal setting to be focused on Literacy, Maths and behaviour and to be recorded using Mgoals. Class meetings to focus more on student voice and communication to be through regular Student Representative Council Meetings. Leadership Program to be presented early in Term 1. Student voice to be sought on Milestones evaluation where appropriate, every 5 weeks. PBL programs to focus on resilience and social skills. Mediation program to commence after training is completed. Vests to be purchased for mediators to wear when on duty. Seesaw to be used regularly across school. PLAN 2 to be adopted K–6. Parent surveys to continue.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO wages – \$15,924 <i>Strategic Direction 1</i>	In-class support in literacy and numeracy increased student engagement and confidence. Homework Club enabled students to consolidate spelling and maths skills.
Low level adjustment for disability	SLSO wages – \$8,252 <i>Strategic Direction 1</i>	In-class support in literacy and numeracy increased student engagement and confidence. 9 students targeted for SLSO support in the Multilit Program and all progressed from 2 to 6 levels in 6 months.
Quality Teaching, Successful Students (QTSS)	QTSS – \$5,891 <i>Strategic Direction 1</i>	QT Rounds–4 teacher release days for 3 terms, funded through staffing allocation Highly valued by staff; opportunities for observational rounds; demonstration of new and best practice.
Socio-economic background	RAM Socio-economic–\$52,361 Staffing allocation–\$10,157 Flexible Funding–\$42,204 <i>Strategic Directions 1 and 2</i>	Staffing allocation is targeted for intervention in literacy and mathematics providing small group instruction for students in need. Flexible funding has supported reading through the purchase of online subscriptions, PBL signage, teacher release for maths professional learning, student assistance for excursions and uniforms, literacy resources, wages for STEM teacher and Community Liaison Officer, professional learning for administrative staff, top up funding for SLSO wages, support for EAfS initiative.
Support for beginning teachers	\$4,063 <i>Strategic Direction 1 and 2</i>	Used to support a beginning teacher in her second year and expended on professional learning (L3), PBL training, PDHPE planning, presentation night organisation, as well as classroom resources.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	36	38	44	40
Girls	36	39	41	39

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.8	94	93.5	97.4
1	92.3	95.1	92.5	90.8
2	91.9	92.5	95.2	95.1
3	95.7	93.3	94.6	95
4	92.5	94	95.2	95.2
5	87.8	94	96.6	97
6	93.8	91.8	91.6	93.9
All Years	92.7	93.5	94	95.2
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 are contacted by phone on the second day of absence if no explanation has been received. If satisfactory explanations are not received over a period of time a meeting is scheduled between the principal and parents/caregivers. If attendance does not improve, a reference is made to the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.49
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

There are no Aboriginal members of the 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 school's allocation for professional learning was \$8,063. The delivery of professional learning was directly linked to the school's strategic directions. Linked to **Direction 1** were 16 teacher release days to work on school planning, literacy and numeracy initiatives including student goal setting and data collection and interpretation and consistency of teacher judgement in assessment of writing tasks. **Direction 2:** PBL training and conference attendance.

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	129,319
Global funds	63,073
Tied funds	61,291
School & community sources	29,380
Interest	1,594
Trust receipts	10,672
Canteen	0
Total Receipts	166,010
Payments	
Teaching & learning	
Key Learning Areas	1,913
Excursions	10,093
Extracurricular dissections	19,648
Library	3,159
Training & Development	12,625
Tied Funds Payments	64,720
Short Term Relief	8,390
Administration & Office	35,053
Canteen Payments	0
Utilities	12,069
Maintenance	2,380
Trust Payments	6,007
Capital Programs	10
Total Payments	176,065
Balance carried forward	119,264

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	233,091
Appropriation	217,224
Sale of Goods and Services	893
Grants and Contributions	14,813
Gain and Loss	0
Other Revenue	0
Investment Income	161
Expenses	-115,471
Recurrent Expenses	-115,471
Employee Related	-63,311
Operating Expenses	-52,160
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	117,620
Balance Carried Forward	117,620

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.

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	721,359
Base Per Capita	12,990
Base Location	6,231
Other Base	702,138
Equity Total	96,853
Equity Aboriginal	15,924
Equity Socio economic	52,361
Equity Language	0
Equity Disability	28,567
Targeted Total	23,130
Other Total	69,256
Grand Total	910,597

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

School-based assessment

School based assessment was drawn from continuing and systematic data collection across the school in Literacy and Numeracy. The results included are taken from end of year data analysis and are based on growth along the literacy and numeracy continua

Kindergarten

Literacy: 79% were working at grade expectations. No students were working above grade expectations. 21% were working below grade expectations.

Numeracy: 36% were working at grade expectations. 14% were working above grade expectations. 50% were working below grade expectations.

Year 1

Literacy: 50% were working at grade expectations. 12.5% were working above grade expectations. 37.5% were working below grade expectations.

Numeracy: 50% were working at grade expectations. 37.5% were working above grade expectations. 12.5% were working below grade expectations.

Year 2

Literacy: 25% were working at grade expectations. 50% were working above grade expectations. 25% were

working below grade expectations.

Numeracy: 83% were working at grade expectations. 17% were working above grade expectations. No students were working below grade expectations.

Year 3

Literacy: 50% were working at grade expectations. 37.5% were working above grade expectations. 12.5% were working below grade expectations.

Numeracy: 62.5% were working at grade expectations. 25% were working above grade expectations. 12.5% were working below grade expectations.

Year 4

Literacy: 54% were working at grade expectations. 38% were working above grade expectations. 8% were working below grade expectations.

Numeracy: 77% were working at grade expectations. 15% were working above grade expectations. 8% were working below grade expectations.

Year 5

Literacy: 63% were working at grade expectations. 10% were working above grade expectations. 27% were working below grade expectations.

Numeracy: 54% were working at grade expectations. 10% were working above grade expectations. 36% were working below grade expectations.

Year 6

Literacy: 40% were working at grade expectations. 40% were working above grade expectations. 20% were working below grade expectations.

Numeracy: 40% were working at grade expectations. 40% were working above grade expectations. 20% were working below grade expectations.

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 Year 3, Bands 1–6 apply and in Year 5, Bands 3–8 apply. Band 1 for Year 3 and Band 3 for Year 5 mean those students are below the minimum standard. Students in Band 2 for Year 3 and Band 4 for Year 5 are working at minimum standard.

10 Year 3 students were to sit for the test with 1 Year 3 student absent for the Reading section of the Literacy test and 1 student exempt by parent request from the entire NAPLAN test. 12 Year 5 students completed all sections of the Literacy and Numeracy test. In both Year 3 and Year 5, the school is statistically

disadvantaged as 15 is the reliable average.

Literacy

In Year 3, there were no students in Bands 1 or 2 for reading, writing, grammar or punctuation; 1 student was at minimum standard for spelling. 40% of students were in the top 2 bands (that is, proficient) for reading and writing. Year 3 is trending upwards in Reading, Spelling and Grammar and Punctuation.

In Year 5, there were no students in Band 3 for Reading or Writing. In Reading and Spelling, 25% of students were in the top 2 bands (that is, proficient). Year 5 is trending upwards in reading, spelling and writing. In student growth from Year 3 to Year 5, the school average was above the state average with 8 out of 12 exhibiting greater than average growth in Reading and Spelling.

Numeracy

In Year 3, there were no students in Band 1 and 20% in the top 2 bands.

In Year 5, there were no students in Band 3 with trend data showing a rise. 17% of students were in the top 2 bands. Growth from Year 3 to Year 5 was above the state average with 8 out of 12 exhibiting greater than average growth in numeracy.

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.>

Of the 2 Aboriginal students sitting the NAPLAN test both scored in the top 2 bands for Reading and one scored in the top 2 bands for spelling and writing.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, caregivers, students and teachers about the school. A summary of their responses is presented below.

From data derived from the TTFM surveys, students indicated the following: 96% valued schooling; 95% believed their behaviour at school was positive; 83% had a sense of belonging to the school and 100% believed they put effort into their work. 97% understood the PBL values and 87% agreed they had formed positive relationships at school. Maintaining student interest and motivation in their work will be a focus for

teachers next year.

Parent survey data taken from school generated surveys and TTFM surveys indicated that 85% felt welcomed at the school; 82% agreed that the school supported learning and 77% described the school as being inclusive. Encouragement for parents to talk with staff and become involved in parent-run activities will be a future focus for staff. Attendance at school functions has increased markedly with surveys taken at these events being 100% positive. The school community provided important feedback in determining future directions of the school through the new school plan.

Teacher data is anecdotal and derived from the frequent reflective staff meetings, 5 weekly Milestones evaluations and Quality Teaching Rounds. Professional learning opportunities are highly valued by all staff members including SASS staff. The role of the Instructional Leader, working alongside teachers in the classroom and leading staff meetings has provided teachers with a range of strategies for teaching literacy and numeracy. Conference attendance and working with colleagues from other schools has provided staff with high quality learning and creative and practical ideas which they have shared with colleagues. PBL training has shown an improvement this year with the appointment of a consultant who has supported the school's consolidation of this wellbeing program. The PDP process continues to focus teachers' professional learning and career aspirations and they are expert in evaluating progress on Milestones and determining future directions. Teachers have been instrumental in the evaluation of school excellence data which has in turn driven the school plan 2018–2020.

Policy requirements

Aboriginal education

Gresford Public School received Aboriginal background funding in 2017 which was used to support the learning of Aboriginal students and build cultural awareness and understanding of the history of the first inhabitants. To this end, the following initiatives and events were put in place.

- A School Learning Officer was employed in classrooms to support the learning of Aboriginal students in Literacy and Mathematics.
- A School Learning Support Officer was employed to assist Aboriginal students with homework tasks.
- A School Learning Support Officer was employed to administer the Multilit program to support the literacy learning of identified Aboriginal students.
- All Aboriginal students have Personalised Learning Plans which are shared with parents each semester.
- Aboriginal perspectives are embedded in History and Geography units of work presented to all classes.
- NAIDOC Week and Harmony Day celebrated the richness of Aboriginal culture with workshops on Aboriginal art, storytelling, games and dance across the school.

As a result of these initiatives we have the following to report:

- In the NAPLAN test results for Year 3 and Year 5 in Literacy indicated that both Aboriginal students were placed in Band 4 or above with one student scoring Band 7 in Reading. In Numeracy, both were above the minimum standard.
- School based data indicated that 80% of Aboriginal students were working at grade expectations in both Literacy and Numeracy and 20% were working above grade expectations.
- Intervention programs such as Homework Club and in class support from SLSO's in Literacy and Numeracy are impacting positively on learning outcomes and student self esteem and are well supported by parents.

Multicultural and anti-racism education

Multiculturalism is threaded through a number of our units in History and Geography and recorded on our cyclic scope and sequence of learning. Multicultural values are promoted on Harmony Day where students, parents and teachers prepare and share multicultural dishes from countries they are studying. Students dress and parade in traditional costumes and a speaker from another country addresses the students and parents. Multicultural literature is promoted in the library. Harmony Day is organised by the Anti Racism and Cultural Officer who is a teacher trained specifically for the position. The school enjoyed a visit from a Japanese drumming group as part of the Musica Viva Program. Our senior class was involved in the Country Women's Association International Day where they researched and presented their learning on Vietnam. These learning experiences and events contribute to build an understanding of the cultural richness of Australian society and engender tolerance and respect as important values for our students to uphold.