

Gum Flat Public School Annual Report



2017



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Introduction

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

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School background

School vision statement

Gum Flat Public School is committed to providing a caring environment of stimulation, opportunity, participation and achievement for the individual child, for the teachers, for the support staff, for the parents and for the community.

Our vision is consistent with the Melbourne Declaration. It is about promoting *equity and excellence*: where students are independent, reliable and responsible, where students display tolerance, empathy and appreciation of differences in others.

It is about *successful learners*: being determined to consistently perform to the best of his or her ability, being able to explore learning in his or her own individual learning style.

It is about being *confident and creative* individuals: where students have a positive self-image, are effective communicators, problem solvers, risk takers and are able to preserve and learn from previous experiences.

We want to provide our students with the skills and strategies that will help them grow into *active and informed citizens* locally, nationally and worldwide by being honest, loyal, cooperative, healthy, and resilient by being curious about the world and respecting the environment.

School context

Gum Flat Public School (GFPS) is a small TP1 school situated 16km west of Inverell on the Copeton Dam Road. Students attending the school are drawn from surrounding properties and the local town of Inverell.

Our strong teaching and administration team, along with our parent and wider community, are committed to providing a caring environment of stimulation, opportunity, participation and achievement for each individual child.

The school is supported by a strong and active Parents and Citizens Association. They hold regular functions designed to foster school and community unity and raise money to support student programs. GFPS is a focus for the village and the cooperation between the school and the community benefits the students in many ways.

Students from GFPS have demonstrated outstanding success in academic programs, sporting endeavours, creative and performing arts and are well respected citizens of the wider Inverell community. We are proud of their achievements in all areas under the school motto, 'Caring and Achieving'.

GFPS is at the heart of our community. We understand the importance of being an integral member of our local community and are proud of our reputation as a school with rich traditions and deep connections. We have successfully built partnerships with the Sapphire City Community of Schools.

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.

Gum Flat Public School is strongly focused on learning, the building of educational aspiration and there is demonstrated commitment within the school community that all students make learning progress. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

All teachers at Gum Flat Public School are proficient in their teaching of literacy and numeracy, meeting the needs of

students at all levels of achievement. Teaching staff demonstrate personal responsibility for maintaining and developing their professional standards and are committed to their ongoing development as members of the teaching profession.

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. Technology is effectively used to enhance learning and service delivery and physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

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

Students achieving excellence and confidence as Future Learners

Purpose

To assist students to develop an understanding of their personal abilities and create self-confident lifelong learners who are focused on continuous improvement and prepared to lead and contribute to our society.

Overall summary of progress

This year students and staff received a good grounding in what constitutes a Visible Learner and the skills involved in order to achieve our purpose to develop deep thinking, innovative, resourceful and creative life-long learners. Language, Learning and Literacy (L3) a research-based, Kindergarten classroom intervention program which targets text reading and writing was introduced this year to complement the daily Literacy program for students who may not bring a rich Literacy background to their first year of school.

The school made good progress towards achieving its goals. Students developed attitudes of persistence, questioning and intellectual risk taking with teachers becoming partners in learning. The Performance and Development Plan procedures were administered and all staff completed the cycle with regular consultation and feedback from the supervisor. Incorporating technology into daily classroom lessons is a priority and will continue in the next school planning cycle and this will be assisted by the employment of a technology teacher on a regular basis.

The process of gathering data by teachers underpins the teaching and learning cycle to design and deliver classroom tasks that incorporate an outcome and evidence based approach that informs the next step in the teaching and learning cycle. The process has continued to be a focus in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of classes show evidence of effective delivery of Australian Curriculum through the use of Quality teaching and cooperative learning pedagogies.	\$2068 \$3223	Staff attended L3 Kinder training and OPL. Purchase of classroom resources to implement L3 strategies effectively.
Qualitative measures indicate more evidence of student creativity, confidence, critical thinking, collaboration and communication.	\$1622	Participation in community events and extra curricula excursions to support teaching and learning – Eistedfod, Grip leadership conference, sporting events.
Average growth in NAPLAN between Years 3–5 for individual students.	\$0	33% of Year 5 students achieved in the top 2 Bands. 50% of students achieved greater or equal to expected growth in Reading, Writing and Grammar/Punctuation.

Next Steps

- Class data entered onto PLAN2 for analysis and planning for K–6 twice a term to ensure regular data harvesting to inform teaching and learning programs.
- Continued development of school-based documents to support consistency of teaching including whole school scope and sequences aligned with the new syllabus documents across all Key Learning Areas and multi-stage classes.
- Continue to support staff in professional learning in line with the school's strategic directions and areas of individual need.

Strategic Direction 2

A positive culture and value-laden school

Purpose

To create a culture where values and student behaviour are evidenced by a healthy lifestyle and positive socialisation.

Overall summary of progress

Gum Flat Public School focused on introducing and implementing some of the strategies of Positive Behaviour for Learning (PBL) to provide a framework for the school and its community to collectively support the wellbeing of every student.

Staff participated in intensive PBL training incorporating School Wide Systems and Essential Classroom Practices. We have now implemented some aspects of the Tier 1 interventions and have created a number of school based documents to support the values chosen by the school and community. This is an ongoing process and the remaining phases will be implemented over a number of years to ensure a consistent positive culture exists at Gum Flat Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Qualitative measures indicate a leadership framework involving all students set the positive culture for the school.	\$350	Grip Leadership day Year 6 students actively engaged in SRC meetings and assemblies All students participated in extra-curricular activities to help develop positive socialisation skills.
Positive Behaviour for Learning (PBL) in place at the school.	\$7056	PBL School Wide Systems and Essential Classroom Practices workshops. Whole school community consultation meetings.
100% of staff develop confidence in teaching social skills and values education.	\$0	PBL Adobe Connect sessions

Next Steps

- Continue to implement PBL strategies in consultation with the whole school community. Revise the matrix of student expectations in all school settings and start to develop lessons that use effective teaching practices.
- Using ebsONTRACK, all staff will monitor student progress in positive school behaviour and overall wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$13092	Additional LAST salaries for literacy and numeracy focused support for identified students.
Quality Teaching, Successful Students (QTSS)	An additional 0.036 of staffing. • (\$0.00)	The additional staffing time was used as a small component of the principal administration time.
Socio-economic background	\$6068 • (\$0.00)	Providing extra-curricular and extended classroom opportunities for students.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	14	16	27	14
Girls	20	15	24	13

Student attendance profile

School				
Year	2014	2015	2016	2017
K	100	98.9	91.8	92.4
1	96.4	90.8	95.7	95.7
2	97.8	96.6	93.2	95.1
3	97.7	96.5	94.2	89.5
4	98.7	94.5	93.7	96.8
5	94.9	96.6	92.7	91
6	98.9	94.6	95.5	96.1
All Years	97.8	95.5	93.4	94.3
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.29
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	0.89
Other Positions	0

*Full Time Equivalent

Currently no members of staff identify as Aboriginal or Torres Strait Islander.

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	25

Professional learning and teacher accreditation

Staff Professional Learning was undertaken on School Development Days, weekly professional learning sessions and staff meetings, through on-line courses, Adobe Connect sessions and professional presentations/course attendance. Gum Flat Public School has two staff members who are accredited at Professional Competence (Maintenance Stage).

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.

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	63,492
Appropriation	61,641
Sale of Goods and Services	0
Grants and Contributions	1,850
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-25,177
Recurrent Expenses	-25,177
Employee Related	-19,053
Operating Expenses	-6,123
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	38,315
Balance Carried Forward	38,315

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.

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

	2017 Actual (\$)
Base Total	435,207
Base Per Capita	7,794
Base Location	11,637
Other Base	415,775
Equity Total	19,160
Equity Aboriginal	0
Equity Socio economic	6,068
Equity Language	0
Equity Disability	13,092
Targeted Total	0
Other Total	3,663
Grand Total	458,030

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 Gum Flat 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. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents, students and staff feedback clearly identified a vision around equity and excellence, a broad and rich curriculum and a commitment to the whole child. They want achievement for all students with an increasing recognition that teaching and learning will be more differentiated and personalised and in doing so catering for the individual child. They want their students to be exposed to more learning opportunities that incorporate the use of technology and to continue to offer extra-curricular activities especially in the performing arts and sport. They strongly support the teaching, learning and promotion of positive behaviours across the whole school.

Policy requirements

Aboriginal education

Building our students understanding of Aboriginal and Torres Strait Islander people's culture and beliefs is important to our students' development. Aboriginal perspectives are imbedded into all teaching and learning programs. Our programs included students investigating examples of Aboriginal and Torres Strait Islander peoples understanding of the environment and their use of stories and dance in their culture.

Multicultural and anti-racism education

Multicultural Education is a strong focus in our teaching and learning programs. Students are continually engaged in lessons and information that will empower them and create respect and tolerance for other cultures. Building a broad knowledge of the diversity of cultures and people within Australian society and the world population underpins our learning and teaching programs. Gum Flat Public School strives to give our students the knowledge and social skills to be tolerant and active global citizens. Students have participated in community Harmony Day activities and numerous multi-cultural food experiences.

Other school programs

Grip Leadership

On Wednesday 3rd of May our Year 6 students attended the Grip Leadership conference in Armidale. This is always a very engaging and high quality learning experience for our students. There were a large number of students from around the area in attendance and our students learnt a range of leadership skills that assisted them throughout the year with their leadership group.

Physical Education and Sport

During our sport this year we learnt a range of sports including swimming, athletics, cross country, AFL,

soccer, rugby league, touch football, gymnastics and T-ball. This year we also participated in the sporting school program which has allowed us to fund qualified coaches to train our students. This strategy has enhanced our comprehensive physical education program. As always we have had many successes this year in the sporting arena with many of our students competing at zone and regional levels in swimming, cross country, athletics, soccer, cricket and rugby union. Our school qualified for the State Swimming Championships in the Peter Dobson Schools Relay and came first at the State Athletics Championships in the Nigel Bagley Relay.