

Gundaroo Public School

Annual Report



2017



Gundaroo Public School

2104

Introduction

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

Nigel Trethowan

Principal

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Message from the Principal

2017 was another busy and successful year for Gundaroo Public School.

Our Community Consultation in 2016 highlighted key improvements on the previous year, as well as a number of areas for us as a school to work on, which provided us with the focus for our attention. Through the hard work of our teachers and school staff, parents and community members, and of course our students, a number of positive changes were made and implemented.

In the area of Teaching and Learning, How2Learn continued to be implemented across the school, assessment and reporting procedures were refined and updated, technology skills continued to be a focus with the replacement of school desktops with laptops and a number of iPads purchased for the younger years, increased opportunities for Gifted and Talented through participation in the Da VinciDecathlon, Engineering Games and Interschool Chess tournaments, and project-based learning became a part of the K-6 curriculum.

Through the help of various fundraisers and a mammoth effort from the School P&C, the School's Resources and Facilities received a much-needed boost. The refurbishment of the tennis court took place, a new GOSH building was purchased with delivery expected to take place in early 2018, and a further \$3000 investment was made to boost our collection of readers in K-2.

Gundaroo has traditionally enjoyed the strong support of the local community, and 2017 was no different. A number of Parent Information nights were held, three-way interviews became a regular addition to the Term One calendar, and the expertise of a number of Gundaroo locals was called upon to support teaching and learning, such as for our Scientists in Schools program and Aboriginal education. Our wonderful Concert and Presentation Night, and the ever-popular Community Breakfast capped off a wonderful year.

I am so proud to be part of the Gundaroo school community, and continue to marvel at the outstanding achievements of all involved, in particular the students. I thank everyone for their hard work and dedication throughout 2017 and look forward to another outstanding year in 2018!

School background

School vision statement

Gundaroo Public School is a small school where the individual child is valued. Through the skills, love and passion of the staff, children are inspired to be resilient, positive and reflective lifelong learners.

As our School motto states, we are '*Working Together*' to achieve this through:

Explicit and systematic teaching through an innovative curriculum

- Modelling and sharing our passion to enrich the learning environment
- Providing opportunities for the path to be set by the learner
- Communicating high expectations through opportunities and challenges which support the individual learner
- Modelling the learning process through transparent interactions

Our School's core values require our students to do their best by being

KIND, RESPECTFUL and RESPONSIBLE

School context

Gundaroo Public School is a small, country school committed to providing quality educational opportunities and experiences for all students.

Students are educated in a positive, caring and safe environment. There are currently four multi-grade classrooms.

We actively promote a culture of learning where individual needs are met and each student is responsible for his or her own learning.

The school is valued as a community based school with high expectations in terms of education and behaviour. The school values the involvement and participation of the community in supporting the students and school programs.

Our commitment to customer service is based on a collaborative community approach, a culture of mutual respect with open and honest communication, and is underpinned by our school's core values, which are fully endorsed by our school community.

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.

This year as part of our annual professional development and review processes, 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. We thoroughly examined current practices and used feedback from staff, students and parents to inform the following determinations against the elements of the framework:

Learning Elements

Learning Culture: Delivering

Wellbeing: Delivering

Curriculum: Delivering

Assessment: Delivering

Reporting: Sustaining and growing

Student Performance Measures: Delivering

Teaching Elements

Effective Classroom Practice: Sustaining and growing

Data Skills and Use: Delivering

Professional Standards: Sustaining and growing

Learning and Development: Delivering

Leading Elements

Educational Leadership: Delivering

School Planning, Implementation and Reporting: Delivering

School Resources: Delivering

Management Practices and Processes: Delivering

A full copy of our Self-Assessment Survey against the School Excellence Framework can be found on our school's website (<http://www.gundaroo-p.schools.nsw.edu.au>), under School Planning and Reporting section.

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

Curriculum – Literacy & Numeracy

Purpose

Develop consistent, high quality teaching and learning practices, and monitor and improve student achievement in literacy and numeracy through the development of high quality teaching practices, based on effective, evidence-based methods and assessment practices.

Overall summary of progress

The final year of our planning cycle was spent consolidating and embedding implemented targets, specifically collection and analysis of student data.

School practices were further refined, with small changes made to our whole-school assessment schedule to meet the needs of teachers, and teacher were upskilled in the use and analysis of data.

From this, we have been able to place where our students are at and identify areas for improvement in teaching and learning in the coming years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Assessment schedule for whole-school monitoring of student achievement data developed and implemented	\$500 (ACER PAT Assessments) – RAM Literacy & Numeracy	<ul style="list-style-type: none">• Assessment schedule refined• Collection and sharing of data takes place biannually, individual student data tracked and monitored.• Three staff members attended <i>Using Data With Confidence</i> workshops; leading to improvements in whole-school analysis of data.
Learning support is targeted to identified student need through formal assessment, and student achievement is assessed and monitored regularly.	\$11234 English Language Proficiency funding \$4 673 Low Level Adjustment for Disability \$3 364 Literacy & Numeracy	<ul style="list-style-type: none">• Learning support provided to students demonstrating below grade-level achievement, as identified through whole school assessment practices.• Extra SLSO time to boost the amount of students receiving learning support.
Individual Learning Plans developed and learning support targeted for students not meeting benchmarks in NAPLAN.	QTSS (time)	<ul style="list-style-type: none">• Individual Learning Plans developed for students demonstrating below grade-level achievement in reading and numeracy.• Improved partnerships between school and parents, resulting in improved learning outcomes.

Next Steps

Throughout 2016 and 2017 our focus was on developing and embedding whole-school assessment and data analysis practices to ensure we had a strong understanding of where our students were at with their learning, and identifying key areas for future student improvement.

With key areas for improving student learning in mind, our focus in 2018 will be to further improve teaching and learning practices, through embedding Curiosity and Powerful Learning as part of whole-school practice and development.

Strategic Direction 2

Quality Teaching, Learning and Leadership

Purpose

To develop the capacity of the school staff to ensure high quality teaching and leadership practices, which foster student engagement and improve learning outcomes.

Overall summary of progress

This year, we have focused strongly on building our awareness and understanding of the Australian Professional Standards for Teachers, and examining the implications of these on our practice. All staff have worked towards building an evidence base of their achievement of the standards, and regularly participate in and evaluate professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All staff indicate understanding of, and commitment to, performance and development aligned to the Australian Institute for Teaching and School Leadership Standards	\$9216 (Professional Learning)	<ul style="list-style-type: none">All teaching staff completed the PDP process, aligning goals to the Australian Professional Standards for TeachersAll teachers continued with the process of obtaining evidence for proficient accreditation and higherAll teachers attended various performance and development sessions throughout 2017 aligned to the Australian Teaching StandardsA number of 'in-house' professional development sessions were conducted, including How2Learn and Kidsmatter
<ul style="list-style-type: none">Targets and improvement measures developed based on school-based and external student achievement data	\$250 (PAT Resources Centre) – RAM Literacy & Numeracy	<ul style="list-style-type: none">School assessment data analysed, with school-wide targets for improvement in teaching and learningEnd-of-year student achievement targets for 2018 were set. Teachers reflect on their progress as part of regular practice and the PDP processSchool subscription to PAT Teaching Resources Centre purchased, providing all teachers with access to teaching resources targeted to specific student need

Next Steps

With improvements in writing and numeracy key target areas for the school, our focus in 2018 will be to develop a whole-school, systematic approach to teaching in these areas, and with teacher professional development a priority. In addition, we will continue to:

- Evaluate and revise targets for student achievement
- Implement and evaluate teaching and learning practices to meet targets

Strategic Direction 3

Community Partnerships and Engagement

Purpose

To build stronger partnerships between the school and wider community to continue to enhance the holistic learning experience of students and sustain a strong culture of collaboration, engaged communication and organisational practice.

Overall summary of progress

Staff at Gundaroo have worked hard to continue to improve and create meaningful partnerships with parents and the wider community based on trust and a shared responsibility for the education of our students. In keeping with previous years, we have held number of Parent Information nights, three-way interviews and worked in partnership with parents to support teaching and learning through our Scientists in Schools program and Aboriginal education. With a focus on open communication and inviting input from parents and the wider community, we set the foundations for positive working relationships for the benefit of our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increase in students, staff and parents who willingly engage in and support the school in providing high quality learning experiences for students	<p>\$500 – Community Breakfast (P&C funds)</p> <p>\$300 – Survey Monkey – Per capita funding</p>	<ul style="list-style-type: none">Consistently strong and positive feedback received as part of the 2017 School Consultation, with a rating of 8/10 for Community PartnershipsPartnership with local Aboriginal created, to enhance teaching, learning and cultural understanding and awarenessParents and community members regularly volunteer time to assist with learning programs in and out of the classroomIncreased use of school facilities for mutually beneficial use by community groups, including Zumba and dance.

Next Steps

Community Partnerships and Engagement remains a strength of our school. Ensuring we foster the positive relationships is a priority for 2018 and beyond. As part of our school planning, we aim to further enhance the partnerships in existence, as well as working to create new, authentic partnerships to enhance student wellbeing and engagement. This will help to ensure that parents and the community are more actively involved in the school and the school becomes more visible and involved in the community.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$2123	English Language proficiency funding supplemented SLSO hours to assist with the delivery of targeted literacy programs, helping students to develop reading, writing, talking and listening skills.
Low level adjustment for disability	\$4673	Low level adjustment for disability funding was used in 2017 to employ an SLSO to provide support in Literacy and Numeracy. The SLSO worked in conjunction with the Learning and Support team and classroom teachers to develop and implement ILPs targeting specific student need.
Quality Teaching, Successful Students (QTSS)	0.68FTE (Semester One) 0.176FTE (Semester Two)	QTSS allocation was used to supplement the delivery of Learning and Support programs – developing and implementing ILPs and supporting resources across K–6. Our extra allocation in Semester 2 enabled us to employ a teacher for an extra twenty days to develop whole–school programming documents.
Socio–economic background	\$2123	Socio–economic background funding was used to support students participation in a range of school–based activities. This included the subsidising of various excursions and events, such as 5/6 Camp, GRIP Leadership Conference, Musica Viva and Swim School, among others.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	45	51	46	53
Girls	37	36	52	52

2017 saw a steady increase in enrolments from 2016, continuing the trend on previous years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	97.3	96.2	97.7
1	97.3	97	94.9	95.8
2	98.1	97.7	96.2	95.3
3	96.5	97.5	96	96.9
4	97.9	97.5	95.2	97
5	97.3	96.8	96.7	94
6	98.1	96.8	94.7	95.7
All Years	97.3	97.3	95.8	96.2
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

Gundaroo continues to enjoy healthy enrolment patterns, with the school, and individual year averages well above state averages.

Class sizes

Class	Total
KINDERGARTEN	20
YEAR 1/2	17
YEAR 2/3	20
YEAR 3/4	23
YEAR 5/6	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	4.48
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	1.61
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are currently no Aboriginal employees in the school 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

Staff have undertaken a number of professional learning activities throughout 2017.

Professional development activities have included:

- How2Learn (school-based)
- School Planning (school-based)
- Kidsmatter (school-based)
- Code of Conduct
- Regional and State Primary Principal's Conference
- Beginning Teachers Workshops
- TEN Training
- Gifted & Talented training
- Evidence-based Teaching Summit
- Mandatory Child Protection Update
- CPR & Anaphylaxis

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	86,645
Global funds	72,281
Tied funds	23,680
School & community sources	46,154
Interest	753
Trust receipts	1,753
Canteen	0
Total Receipts	144,619
Payments	
Teaching & learning	
Key Learning Areas	13,015
Excursions	6,512
Extracurricular dissections	3,606
Library	1,164
Training & Development	3,264
Tied Funds Payments	20,436
Short Term Relief	2,505
Administration & Office	29,968
Canteen Payments	0
Utilities	4,840
Maintenance	17,250
Trust Payments	1,753
Capital Programs	0
Total Payments	104,313
Balance carried forward	126,951

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	367,348
Appropriation	237,823
Sale of Goods and Services	-961
Grants and Contributions	130,018
Gain and Loss	0
Other Revenue	0
Investment Income	468
Expenses	-139,548
Recurrent Expenses	-139,548
Employee Related	-61,981
Operating Expenses	-77,566
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	227,800
Balance Carried Forward	227,800

	2017 Actual (\$)
Base Total	865,163
Base Per Capita	14,977
Base Location	9,754
Other Base	840,432
Equity Total	39,720
Equity Aboriginal	1,375
Equity Socio economic	2,123
Equity Language	11,234
Equity Disability	24,988
Targeted Total	0
Other Total	38,433
Grand Total	943,316

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.

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 above table shows a significant amount for grants and contributions, and a large surplus carried forward.

This is due to \$120 000 being held over for a major capital project; a new before and after school care building, which is expected to be completed in Semester One, 2018.

Financial summary equity funding

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

School performance

NAPLAN

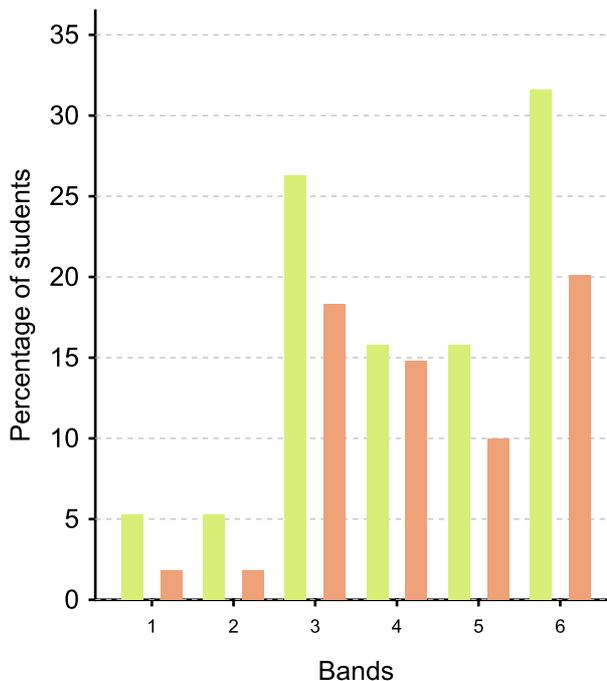
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 and 5 NAPLAN data shows an overall increase in the average number of students in the top two bands for Literacy in Years 3 and 5.

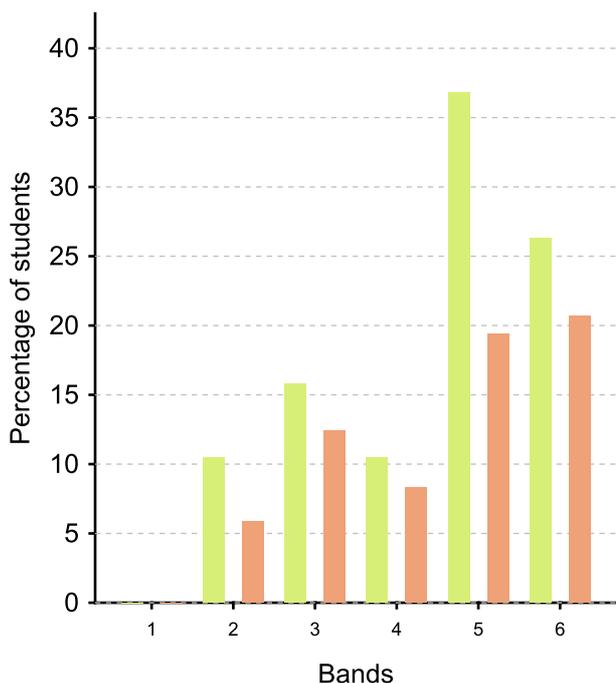
This includes:

- 47% of students in the top two bands for Reading in Year 3, and 55% of students in the top two bands for Reading in Year 5
- 27% of students in the top two bands for Writing in Year 5
- 62% of students in the top two bands for Grammar & Punctuation in Year 3

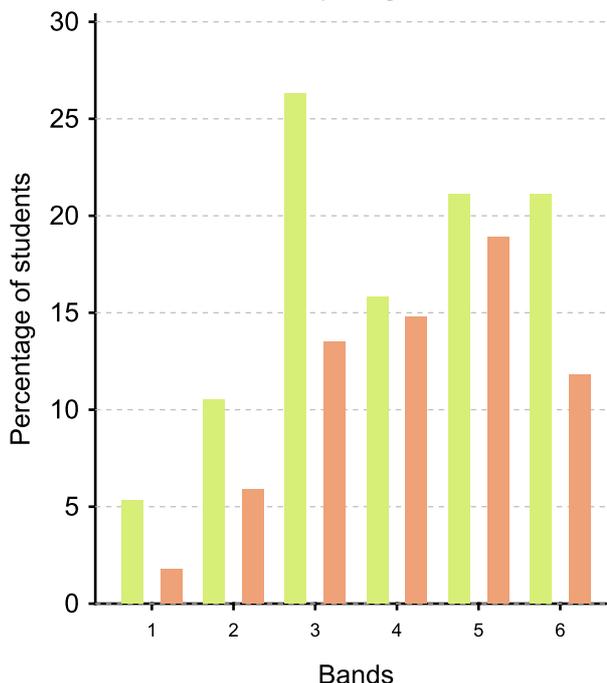
Percentage in bands:
Year 3 Reading



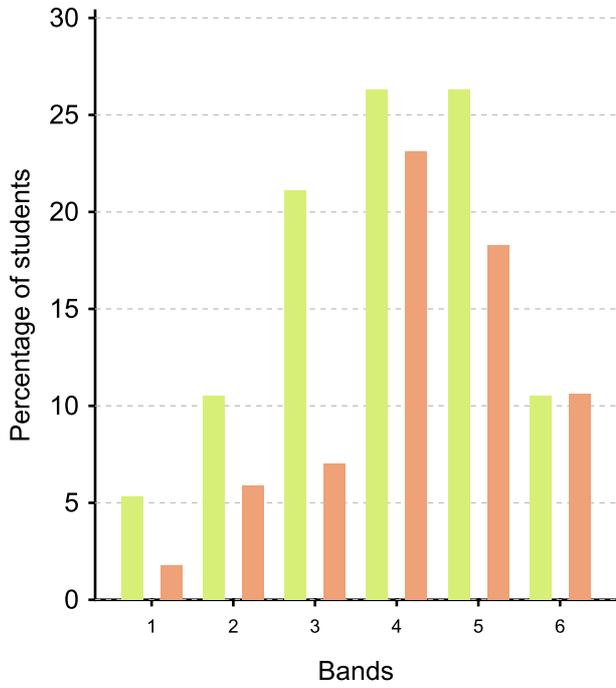
Percentage in bands:
Year 3 Grammar & Punctuation



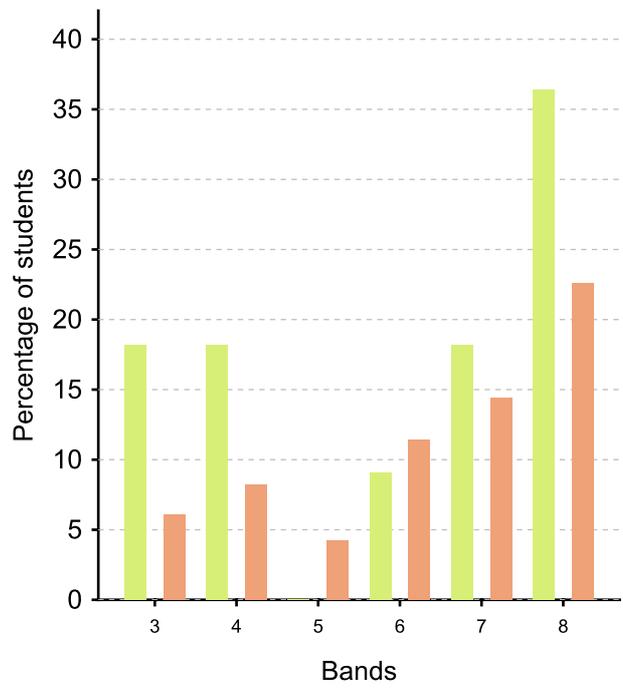
Percentage in bands:
Year 3 Spelling



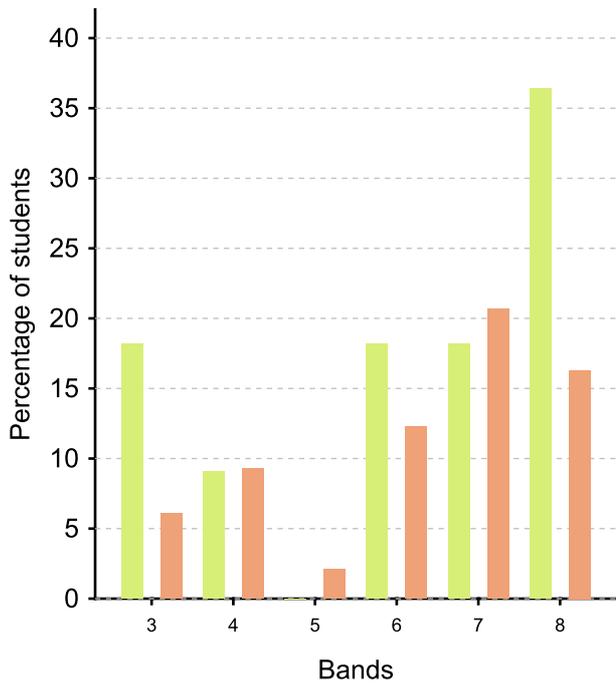
Percentage in bands:
Year 3 Writing



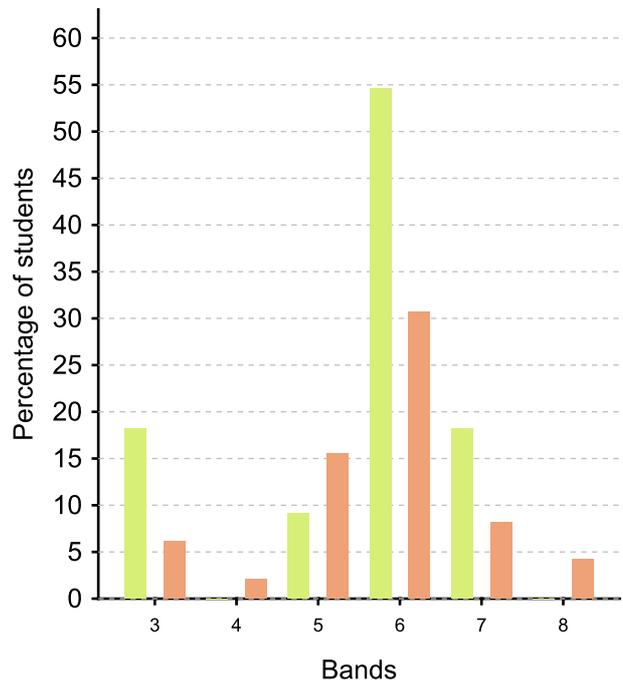
Percentage in bands:
Year 5 Reading



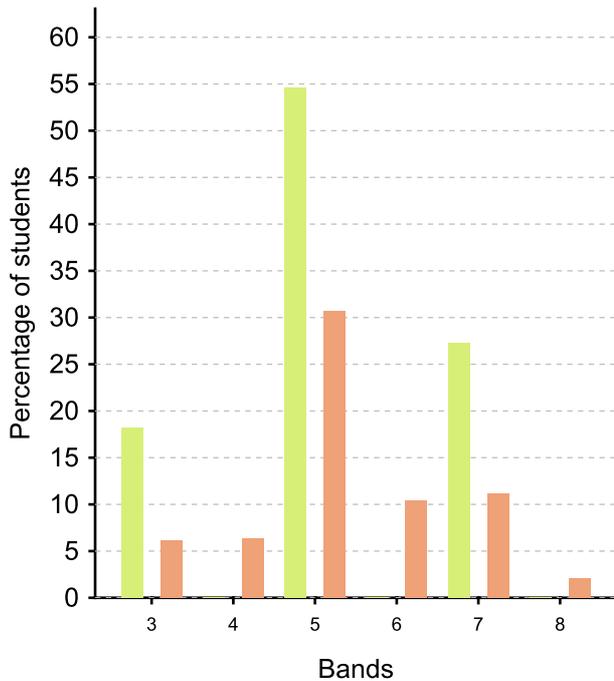
Percentage in bands:
Year 5 Grammar & Punctuation



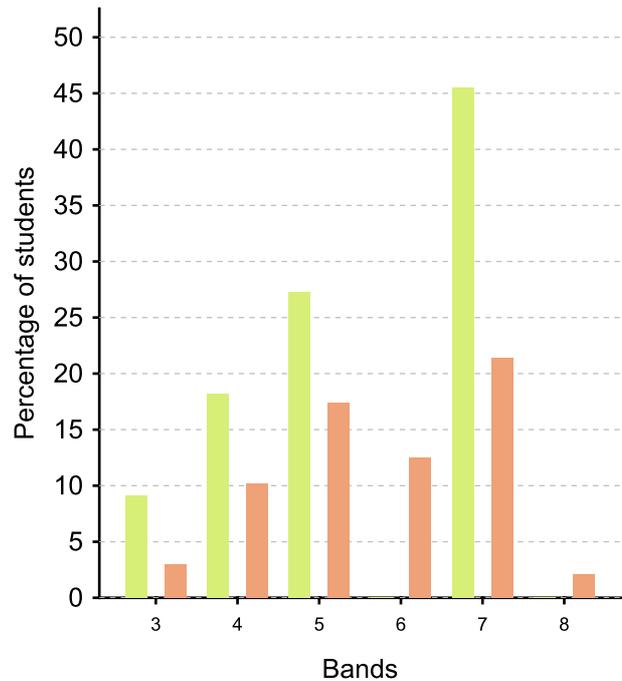
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



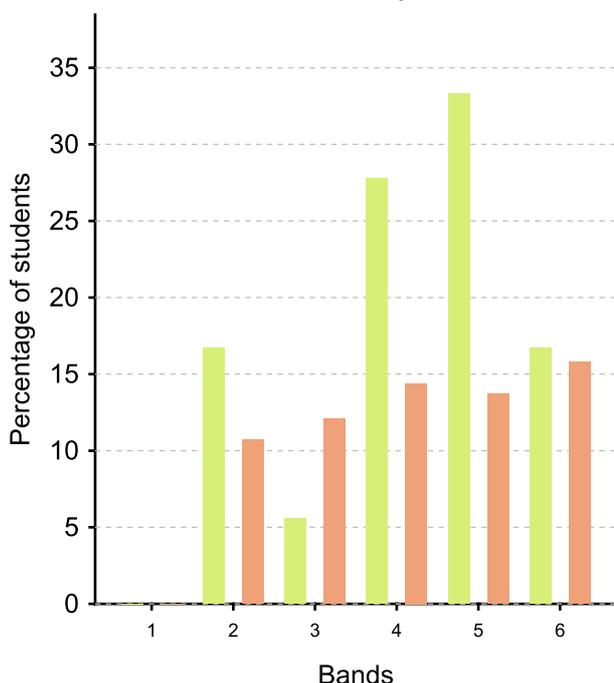
Year 3 and 5 NAPLAN data shows an increase in the average number of students in the top two bands for Numeracy. Our results in Numeracy show:

- 50% of Year 3 students in the top two bands
- 45% of Year 5 students in the top two bands
- Over 90% of students above the national minimum standard for Numeracy in Years 3 and 5

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.

We are required to report on Aboriginal achievement in the top two bands in NAPLAN, in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. Gundaroo had no Aboriginal students participating in NAPLAN in 2017.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

As part of our annual consultation process, we surveyed parents overall satisfaction with five key areas of school operation; teaching and learning, community partnerships, student wellbeing, administration and resources and facilities. 29 out of a total of 60 families responded. Results are as follows (1 being lowest, 10 being highest):

- Teaching and Learning: 8
- Resources and Facilities: 7
- Administration: 8
- Community Partnerships: 8
- Student Wellbeing: 8

In addition, parents were asked their thoughts on a range of matters within these five areas. Key findings indicated that:

Teaching & Learning:

- Parents were overall very happy with the way literacy and numeracy was being taught in the school, and balanced well with a range of extra-curricular activities
- Parents appreciated the work that has been done under the How2Learn framework, in particular the growth mindset philosophy.
- Performing arts, including public speaking was an area that was highly valued.
- Parents would like to see more transparency around student achievement data and analysis, and more inquiry-based learning
- Parents would like to see continued focus on learning the 'basics' (literacy and numeracy)
- Parents were very pleased with the quality of the teaching staff at Gundaroo

Resources & Facilities:

- Technology has greatly improved with the investment in laptops, iPads and wifi
- Parents are happy with the investments being made in classroom resources such as readers, maths and music equipment
- Toilets, septic system and before and after school care facilities require improvement
- Parents also felt that involving children in the design of any structural changes within the school was important

Administration:

- It was reported overall that the level of communication had greatly improved, with the newsletter, calendar and A-Z handbook greatly valued
- Issues and confusion was reported with the LMBR finance system, and parents felt it required improvement
- Parents felt the Administration team were always a pleasure to deal with and very approachable

Community Partnerships:

- Parents appreciated the close communication with the school around individual student learning
- Participation in community events by the school was appreciated and valued
- Parents felt the P&C did a great job of fundraising to support the school
- Parents felt the school could draw on the expertise and groups within the community more to support learning
- Parents also felt the school could engage more with partnerships beyond the Gundaroo community

Student Wellbeing:

- Parents valued the individual attention students receive at a school level; teachers know all students well
- Peer Support, Peer Mediation and Buddy System was valued and working well
- Parents appreciated the increased School Counsellor allocation
- Parents felt that emotional support and personal development could continue to improve
- Better communication of wellbeing and discipline policies is needed

This information will inform our planning for our

upcoming 3-year planning cycle for 2018–2020.



Policy requirements

Aboriginal education

Gundaroo Public School does not have a significant number of Aboriginal students, however we strongly acknowledge our duty to ensure that students gain a respectful understanding of Aboriginal culture.

An 'Acknowledgement of Country' recognises the traditional owners of our local land at every formal occasion and the Aboriginal flag is on display at all times, alongside the Australian flag, at the front of the school.

Aboriginal perspectives are embedded across the curriculum as part of the cross-curriculum priorities. We are fortunate to have the expertise of a local parent, who has conducted extensive research in this area, to ensure our curriculum delivery is sensitive to the needs of Aboriginal and Torres Strait Islander people.

A grant was applied for, and received, as part of Yass Valley Council Community Projects. These funds went towards further education around local Aboriginal history, and will continue to involve participation from the wider community.

Multicultural and anti-racism education

Multi-cultural and anti-racism activities and programs feature highly within the curriculum at Gundaroo. In addition to incorporating multicultural perspectives within the curriculum, other activities undertaken in 2017 include:

- Harmony Day celebrations
- Musica Viva
- Japanese language lessons (weekly)
- Aboriginal Cultural Awareness excursion and learning
- Reconciliation Week activities and learning