

Gunning Public School Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Gunning 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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Principal

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School background

School vision statement

Gunning Public School strives to create an environment that promotes quality education, that is in keeping with current educational best practices and learning expectations. Our school offers students the chance to succeed in a range of endeavours to promote engagement and enjoyment of learning, while maintaining and developing new educational links with the broader community.

School context

Established in 1871, Gunning Public School is a small rural school situated half way between Goulburn and Yass on the Hume Highway. The school is part of the Southern Tablelands Network of Public Schools and works closely with both the Yass Community and Goulburn Community of Schools.

Initially established as a central school GPS is set in spacious grounds and has excellent facilities with large classrooms, an assembly hall, specialist rooms for craft, cooking and music.

In 2017, there are currently 80 students from K–6 across three classes. With 5% of students identifying as Aboriginal.

The town of Gunning is currently experiencing a growth in population, resulting in an anticipated increase in enrolments in the coming years.

Community support is valued, aiming for partnerships in education between students, teachers, parents and the broader 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.

The 2017, self–assessment indicated growth across all of the three domains. The school is now excelling across the areas of Reporting and Managing Practices and Processes.

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

Innovative Teaching and Learning

Purpose

To improve student learning and outcomes through the development and delivery of consistent high quality teaching that reflects current best practices. Teaching that addresses the individual needs of students and is based on quality data analysis.

Overall summary of progress

Significant training and development involving all staff members has been carried out during 2017. This, paralleled with an additional teaching allocation has driven teaching and learning programs K–6. In 2017, NAPLAN data has indicated an achievement inline with state averages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019	These programs were supported primarily by the additional staffing of 0.6 (FTE).	No Aboriginal student took part in NAPLAN in 2017. However, students are on track to perform in the top two bands by 2019.
Increased percentage of students in the top two NAPLAN bands by 8% by 2019	These programs were supported primarily by the additional staffing of 0.6 (FTE).	On average student NAPLAN results reflect the state averages in each band for 2017.

Next Steps

Future direction will include undertaking specific training to target areas of greatest need. There will also be a continued emphasis on lifting the "middle" as per the premiers priorities.

Strategic Direction 2

Effective Partnerships in Education

Purpose

To enable effective forms of communication and partnerships across all school stakeholders. To encourage and create channels of communication that enables community, departmental and student's needs to be catered for.

Overall summary of progress

Major partnerships have been created with the specific purpose of enriching the learning and well-being programs of Gunning Public School. The result has seen the Binit Binit Learning Community grow and develop to offer a diverse range of initiatives including programs to support; Creative and Performing arts, Gifted and Talented , Robotics and Writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All school members, including parents, students and staff communicate in a genuine and respectful manner. This will be evident through improved positive survey responses and focus group discussions.	These programs were supported primarily by the additional staffing of 0.6 (FTE).	Communication has become evident across all aspects of the school. This has included using digital platforms to create new communication channels.

Next Steps

The future direction will include creating a greater level of partnerships within the newly formed Yass Network of schools in 2018. Whilst also evolving the initiatives of the Binit Binit Learning Community.

Strategic Direction 3

Engagement in Learning

Purpose

To actively provide a holistic learning environment that encourages engagement of all students and provides a range of opportunities that reflect the diverse nature of individual learners.

Overall summary of progress

In creating a network of schools and fostering the growth of initiatives specifically designed to support every child, we have been able to significantly improve the overall engagement within the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student attendance at or above the state average.	These programs were supported primarily by the additional staffing of 0.6 (FTE).	Students performed at state average in 2017.
Increased level of student engagement, as indicated through surveys and focus group discussions.	These programs were supported primarily by the additional staffing of 0.6 (FTE).	Significant student engagement recorded throughout 2017. This was evident with class and whole school surveys and focus group feedback.

Next Steps

A continuation of programs already established while developing new ways of providing students with successes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3558	<ul style="list-style-type: none"> • Additional student support through the employment of additional staffing – SLSO and LaST • Additional teacher RFF to increase partnership between school and community.
Low level adjustment for disability	\$5738 + 0.2 (FTE)	<ul style="list-style-type: none"> • Additional student support through the employment of additional staffing – SLSO and LaST • Additional teacher RFF to increase partnership between school and community.
Quality Teaching, Successful Students (QTSS)	0.132 (FTE)	<ul style="list-style-type: none"> • Additional student support through the employment of additional staffing – SLSO and LaST • Additional teacher RFF to increase partnership between school and community. • Mentoring program established to support all staff.
Socio-economic background	\$648 + 0.1 (FTE)	<ul style="list-style-type: none"> • Additional student support through the employment of additional staffing – SLSO and LaST • Additional teacher RFF to increase partnership between school and community.
Support for beginning teachers	\$13450	<p>Beginning teacher was provided with;</p> <ul style="list-style-type: none"> • Additional release from face to face (RFF). • Training and development (L3) • Support through a mentoring program.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	31	34	35	44
Girls	24	24	36	38

Student enrolment has consistently increased with the establishment of a fourth class in 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	94.5	94.4	96.1
1	97.5	95	94.8	95.6
2	97.3	95.6	95.3	97.2
3	97.1	94.5	96.5	96.7
4	98.6	93.2	93.5	96.4
5	95.1	94.2	90.3	94.5
6	95.8	90.8	98.1	95.8
All Years	96.7	94.2	94.5	96.1
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

Student attendance is at or above state average in all but one year group. All absences are recorded and monitored in keeping with NSW Department of Education policies and the schools Procedures for their implementation.

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	0.21
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

Currently there are no members of staff that 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	80
Postgraduate degree	20

Professional learning and teacher accreditation

In 2017, significant professional learning was conducted with all staff. This included;

- Language, Learning and Literacy (L3)
- Focus on Reading,
- Aboriginal Leadership,
- Quality Learning Environments,
- Google Apps,
- LMBR support, and
- iPads in the Classroom.

It is anticipated that all teaching staff will be accredited at a base level of proficient by the start of 2018.

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.

In 2017, the school received additional money to carry out a range of building works. Some projects have not been completed and as such there is a variation between money received and money spent.

Receipts	\$
Balance brought forward	99,551
Global funds	57,041
Tied funds	52,430
School & community sources	20,109
Interest	664
Trust receipts	3,526
Canteen	0
Total Receipts	133,769
Payments	
Teaching & learning	
Key Learning Areas	9,207
Excursions	0
Extracurricular dissections	9,957
Library	633
Training & Development	2,609
Tied Funds Payments	64,580
Short Term Relief	1,264
Administration & Office	16,404
Canteen Payments	0
Utilities	4,768
Maintenance	5,465
Trust Payments	2,788
Capital Programs	5,299
Total Payments	122,974
Balance carried forward	110,346

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	238,148
Appropriation	204,237
Sale of Goods and Services	3,863
Grants and Contributions	29,684
Gain and Loss	0
Other Revenue	0
Investment Income	364
Expenses	-153,647
Recurrent Expenses	-153,647
Employee Related	-69,606
Operating Expenses	-84,041
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	84,501
Balance Carried Forward	84,501

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 schools processes to manage funds include the employment of a 0.2 (FTE) Level 5/6 Business Manager.

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	731,335
Base Per Capita	10,851
Base Location	13,980
Other Base	706,504
Equity Total	40,057
Equity Aboriginal	3,198
Equity Socio economic	10,806
Equity Language	0
Equity Disability	26,053
Targeted Total	43,080
Other Total	26,538
Grand Total	841,009

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.

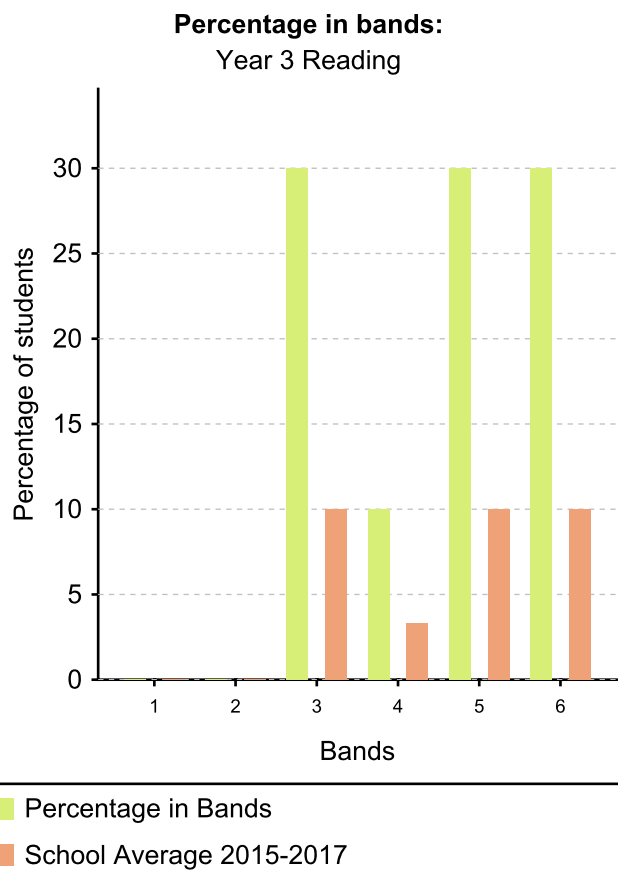
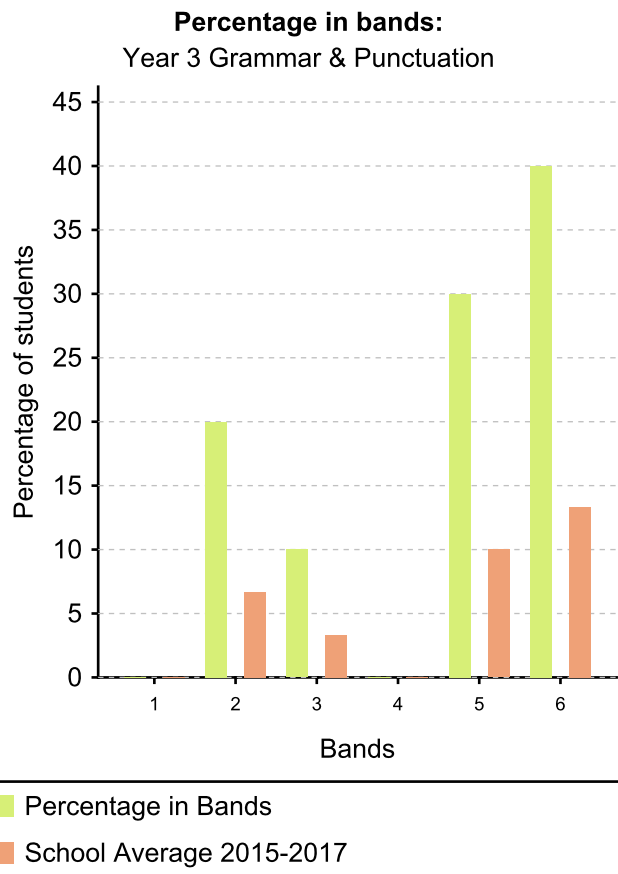
School performance

NAPLAN

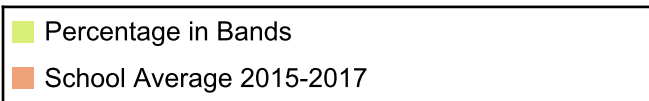
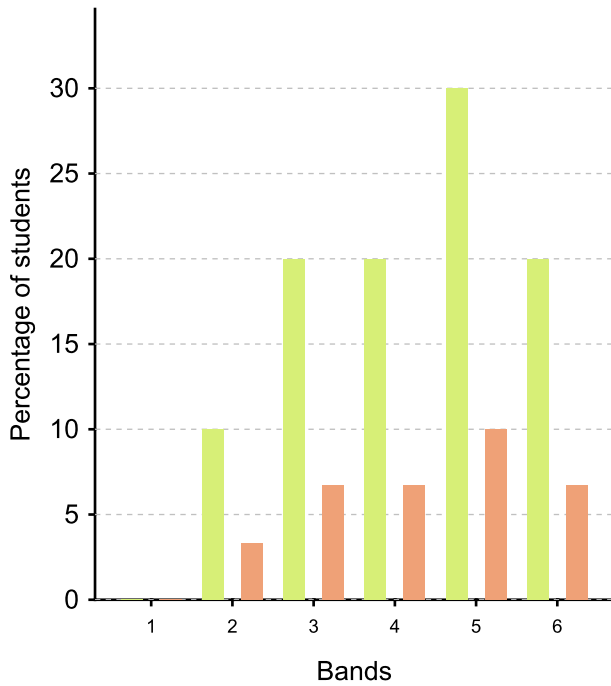
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Literacy results indicate that younger stage students are achieving state average results within NAPLAN. With the added achievements of no student being in the bottom band across all literacy areas.

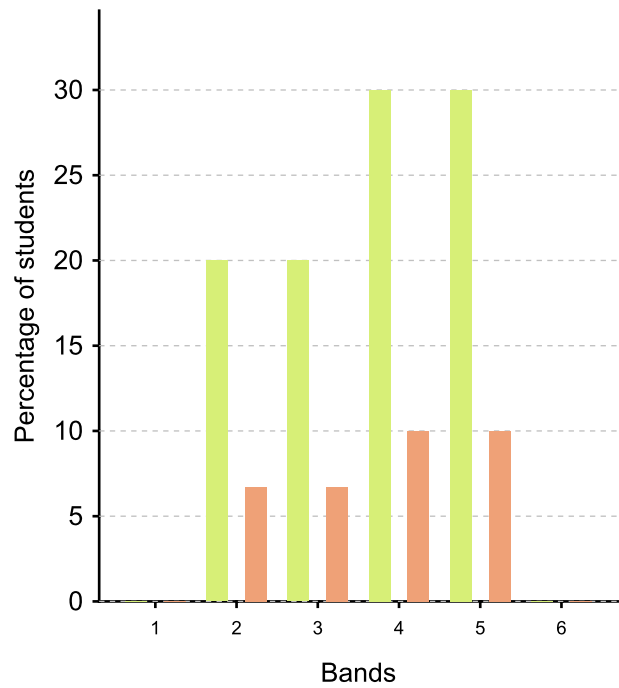
Year 5 results are unable to be published due to a small cohort of students assessed.



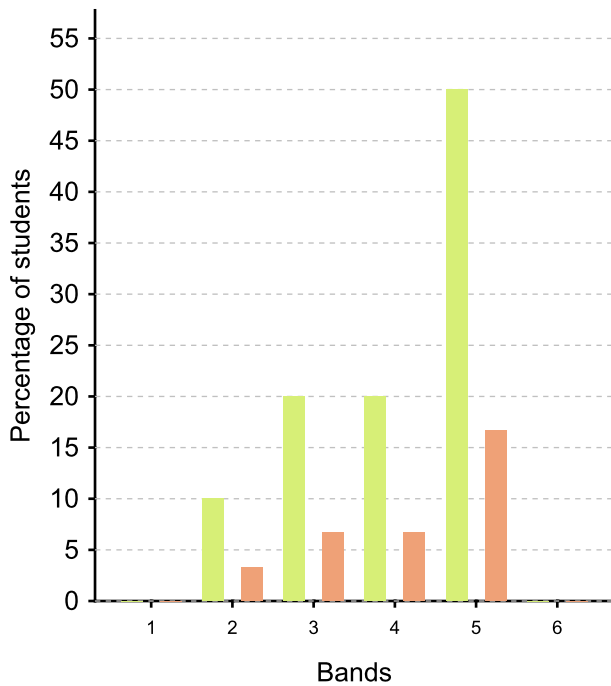
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 3 Writing



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.

Improving education results

The school has been working extensively to lift results K–6. Part of this process was to monitor achievements using both internal measures and standardised tests. In 2017, NAPLAN results have been brought into line with state averages. This has been the result of specific literacy and numeracy programs including the employment of additional staffing (0.6 FTE) to target the needs of students.

Improving Aboriginal education outcomes

All students have individual learning plans as per DoE policy. Strong connections have been established to ensure genuine partnerships have been formed. All students are tracked using literacy and numeracy continuums with interventional provided when needed.

Parent/caregiver, student, teacher satisfaction

In 2017, parents, students and teachers were given many opportunities to indicate their level of satisfaction with the school across the areas of education, student engagement and community connections.

Overwhelmingly parents indicated that they were happy with the initiatives at Gunning Public School. Students have shown a significant improvement in their own

Students results in the lower stages we grouped in the middle four bands with no student achieving band 1 or band 6 results. Although this has been an improvement from previous results there is still a need to move students up from the middle bands.

Year 5 results are unable to be published due to a small cohort of students assessed.

engagement with the school thanks to a diverse range of activities made available to them.