

Gillwinga Public School Annual Report



2017

Introduction

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

Philip Cavanagh

Principal

School contact details

Gillwinga Public School

Hyde St

South Grafton, 2460

www.gillwinga-p.schools.nsw.edu.au

gillwinga-p.School@det.nsw.edu.au

6642 2344

School background

School vision statement

We strive to:

- Provide a safe environment where respect, trust and responsibility are expected.
- Develop in students an understanding of how they can contribute positively towards society.
- Develop enthusiasm and commitment to Life Long Learning.
- Develop strong Literacy and Numeracy skills in all students.
- Foster partnerships that allow our community to work towards continual improvement.
- Develop within students a strong sense of personal identity which provides a firm foundation for their future.

School context

Gillwonga Public School is a single site school and will have an enrolment of approximately 125 students. The Schools FOEI ranking attracts additional funds to help cater for the needs of these students. A proportion of these funds are used to employ additional teaching and non-teaching staff to provide support for all students. A breakfast program is run each morning to help ensure that students are ready to begin learning when they attend class.

Under the Early Action for Success project an Instructional Leader was appointed in term 4 of 2012. The school is well resourced and is structured to offer smaller learning groups to all its students, catering for learning support and enrichment.

The permanent teaching staff are all experienced teachers with the majority of having over ten years of service. Staff have always been willing to be involved in innovative programs designed to improve learning outcomes for students.

Permanent SASS staff are comprised of predominately experienced personnel.

The school has been involved in a number pilot programs including the implementation of the Learning Management Business Reform model which includes utilising a number of new student management and finance packages.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

Domain – Learning

- Learning Culture – Sustaining and Growing
- Wellbeing – Sustaining and Growing
- Curriculum and Learning – Sustaining and Growing
- Assessment and Reporting – Delivering
- Student Performance Measures – Delivering

Domain – Teaching

- Effective Classroom Practice – Delivering
- Data Skills and Use – Delivering
- Collaborative Practice – Sustaining and Growing
- Learning and Development – Sustaining and Growing
- Professional Standards – Sustaining and Growing

Leading Domain

- Leadership – Developing
- School Planning, Implementation and Reporting – Sustaining and Growing
- School Resources – Sustaining and Growing
- Management Practices and Processes – Developing

Our self-assessment and the external validation 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

Strategic Direction 1: Enhancing the quality of holistic student development

Purpose

Research clearly demonstrates that schools play a vital role in promoting the intellectual, physical, social and emotional development and wellbeing of all children. It is paramount that all young Australians need to become successful learners and confident individuals.

It is our purpose to provide opportunities for all students to set and achieve personalised, purposeful academic and social/emotional goals.

Overall summary of progress

Student Wellbeing is a major focus at Gillwinga Public school. The school utilises substantial funds to ensure that students are provided with a range of opportunities in the areas of academic, social, cultural and sporting development to help ensure that our students receive experiences similar to students that attend larger primary schools. Teachers continually strive to create productive and engaging classroom and students are continually and consistently rewarded and recognised for their positive behaviour. The schools utilises and a whole school approach to student Wellbeing that focuses on the social and emotional development of students. This program is reinforced through the development of positive partnership with parents. The school utilises the newsletter and social media to provide ideas for parents to use at home to help reinforce what is being provide for students at school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students achieving Principals Award by >12%.	\$1056 – Reward days	In 2017 the student wellbeing program implemented at Gillwinga was successful in helping 13% of students achieve Principals Award Level which was an improvement on the previous year.
Decrease the number of students receiving purple levels or above by 10%.	No funds expended	In 2017 the number the number of students being placed on the negative levels of purple and above increased by 25%. Although this result was disappointing staff remained focused on developing clear lines of communication with parents/carers to ensure that parents were informed of their child's behaviour and the need to work with the school to achieve a positive outcome
Establishment of a monitoring system for behaviour specific feedback within classrooms.	No funds expended	100% of classroom teachers and support teachers recorded students positive behaviour and utilised a common language so as to recognise and reward appropriate behaviour
100%of staff involved in Professional Learning on the topics of Mental Health/Trauma.	Mindfulness in Education workshop – \$ 2955	100% of staff participated in Professional Learning concerning the importance of maintaining their own positive Mental Health and the Mental Health of their students
Students completing the Tell Them From Me Surveys and implementation of suggested improvements where appropriate and where necessary	No funds expended	Tell them from me survey's were not completed in 2017

Next Steps

In 2018 a new strategic direction of Leadership and Wellbeing will be created to emphasis the focus that Gillwinga has on catering for the overall Wellbeing of students. The effectiveness of the YOU CAN IT will need to be evaluated and if

necessary changes made to better reflect the current needs of the students and the expectations of the community and the staff. A particular emphasis will be placed on developing closer links with South Grafton High and developing a more effective transition process between Primary to High School beginning in Year 4.

Strategic Direction 2

Strategic Direction 2: Fostering quality teaching and leadership

Purpose

Our purpose is to promote, build and sustain the professional learning of all staff members in line with the Australian Professional Standards for Teachers and Principals. Our school will be creating systems for teachers and leaders to learn from each other; allowing the alignment of policies, research and practices while enhancing our leadership and building school capacity.

Overall summary of progress

During 2017 Gillwina has achieved all targets in the area of Fostering Quality Teaching and Leadership. All year six students participated in Leadership activities aimed to develop their confidence and sense of responsibility. Staff Leadership has also been a focus as the school attempts to contribute to the Department of Education Succession planning through the development of Leadership skills throughout the workforce. All staff have contributed towards their colleagues professional development and have taken on specific leadership roles within the school and within the community of schools. Stage 1 staff have worked extensively with the schools Instructional Leader to successfully implement the Tens numeracy program which aims to improve the overall achievement of numeracy outcomes. The stage two focus has been in the area of writing with 100% of staff now trained in the Seven Steps Writing program which is helping to developing students written skills through the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of year six students involved in leadership training	Grip Conference – \$1333 Halogen – \$396 Leadership Day – \$1502	In 2017 the school captains and prefects attended the Halogen Young Leaders Conference in Brisbane. All Year 6 students attended the GRIP Leadership conference in Coffs Harbour. Throughout 2017 all year students were rostered to complete specific leadership jobs through the school to develop their own sense of responsibility and confidence.
100% of teaching staff prepare and deliver professional learning for colleagues	No funds expended	In 2017 100% of teaching staff were involved in delivering professional learning for their colleagues, specifically revolving around the external validation process and school excellence framework, student wellbeing and the use of successful strategies to improve student outcomes in literacy and numeracy
100% of staff involved in the completion of their Professional Development Plans linked to ATSIL standards	No funds expended	100% of teaching staff successfully engaged in the Professional Development Process and fulfilled all requirements needed to complete the PDP process
100% of K–2 involved in Professional Learning to enable the implementation of the TENS program	Professional Learning \$12000	See EAfS report

Next Steps

As a result of the external validation process self evaluation utilising the school excellence framework will become an ongoing process to better inform the direction of school and identify specific areas need for improvement and monitor and maintain areas of strength.

Strategic Direction 3

Strategic Direction 3: Developing productive school community partnerships

Purpose

To build productive, purposeful, collaborative teams and school networks through quality community partnerships which highlight and enhance community strengths and priorities. To facilitate community ownership that ultimately leads to improved student engagement and outcomes.

Overall summary of progress

Gillwinga has worked hard to develop positive community partnerships and has utilised the schools band, choir, dance group and skipping team to draw attention to skills and attributes of our students. The school breakfast was recognised through sponsorship of the Whiddon group and the St. Vincent De Paul Society. The development of whole school Leadership is critical to the development and sustainability of community partnerships and this was emphasised through the external validation process in 2017. Whilst community involvement will always be something that needs to be a focus the school remains active in trying to develop positive community partnerships both within and beyond the local community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Moving the schools Leadership and from Delivering to Excelling as per the School Excellence Framework	Staff released to participate and complete the external validation process – \$9 000	Overall Leadership domain has moved from developing to sustaining and growing. External validation process validated the following areas in the Leadership Domain <ul style="list-style-type: none">• Leadership – Delivering• School Planning, Implementation & Reporting – Sustaining and Growing• School Resources – Sustaining and Growing• Management Practices and Processes – Developing
Establishment of a functioning Aboriginal Educational Committee that meets regularly and is involved in school activities	\$3500	Unable to establish a viable committee. Utilised funds to employ Balun Budjarahm group to run cultural awareness activities throughout the school
School represented at major community functions and Community of Schools functions	Skipping Tours – \$730 Community Functions – \$540	Gillwinga represented at all major community functions in 2017 including NAIDOC, Anzac Day, Remembrance Day, Vietnam Veterans Day. School's dance, choir and band performed at local nursing homes during the Jacaranda festival. Dance group completed a number of workshops and performances at local pre-schools and the Skipping Team completed a number of tours of schools within the local community and beyond.

Next Steps

Leadership and the development of positive community partnerships will continue in 2018. The school's band, choir, dance and skipping teams continue to a great source of pride for the school and provide an opportunity for students to show case their talents. The importance of developing a greater Awareness of Aboriginal culture will continue through the involvement of the Balun Budjaraham as will participation in community and community of schools based activities. In 2018 the band program will be re-shaped to become more of a percussion group to better reflect the skills of the students and the capacity of parents/carers to pay the necessary tuition fees.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Cost of additional staff – 2 fulltime teachers Cost additional staff – SLSO time \$204010	Two additional teaching staff were employed to reduce class numbers from years 4 to 6. An additional teacher was employed K–6 to provide targeted Literacy and Numeracy support.
Low level adjustment for disability	Cost of additional staff – 0.6 teacher – \$61850	An additional teacher was employed for 3 days per week to provide targeted Literacy and Numeracy support for students in years 4 to 6
Socio–economic background	Cost of additional staff SLSO x4 – \$ 176951 Ready Set Go Program – \$9675 Cost of additional SOA time – 0.2 – \$8356 Total – \$194982	Four additional School Learning and Support Officers were employed to support the implementation of differentiated small group work throughout the school. The additional SLSO's provided targeted support for students in the playground and to support transitions program between Primary to High School
Early Action for Success	Professional Learning activities \$24000	<p>Gillwinga is part of the Early Action for Success program, which saw K–2 staff engaged in reflective analysis of their teaching practices with the Instructional Leader throughout 2017. This allowed staff to work collaboratively, implement quality teaching programs, use effective strategies for differentiating the curriculum to cater for all students learning needs. Assessments, data analysis of PLAN results in Literacy and Numeracy and the use of effective feedback were all strategies used.</p> <p>All K–2 staff were involved in L3 (Literacy, Language and the Learner) which developed skills in reading, comprehension and writing. Three teachers attended regular professional learning delivered by an L3 Trainer to enhance their understanding of the program and develop the skills required to implement L3 effectively. Mentoring meeting were attended by the Instructional Leader and K–2 staff to discuss and critic all students' performance and progress and determine future goals.</p> <p>Most students have demonstrated improvement in reading, comprehension and writing with some exceeding grade expectation. Identified students for targeted programs showed growth in student outcomes.</p> <p>In Reading, 68% of Year 1 students met EAFs reading expectations of Levels 17–18 while in Year 2 71% of students were reading at or above the EAFs expectation of Level 22.</p> <p>In Writing, 78% of Kindergarten met EAFs writing expectations, 38% in Year 1 were</p>

<p>Early Action for Success</p>	<p>Professional Learning activities \$24000</p>	<p>writing at Cluster 6 and 33% in Year 2 at Cluster 8.</p> <p>In Numeracy students have all shown growth in all areas as a result of targeted teaching strategies that were differential to meet the needs of student's in years K-2. EAFs target of 80% was met in Kindergarten in the areas of Forward /Backward word sequence, Numeral Identification, Counting by 10s & 100s and Patterns and Number Structure. Year 1 students achieved 80% in Numeral Identification and Fractions and 70% in Forward /Backward word sequence. Year 2 students achieved EAFs of 80% in Numeral Identification, Counting by 10s & 100s and Early Arithmetical Strategies, with 70%achievement in Forward /Backward word sequence.</p>
--	---	---

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	66	77	76	84
Girls	51	52	52	48

Student enrolment has fluctuated between 121 students in 2014 to 132 in 2017. Although enrolment figures have showed a gradual overall increase between 2014 and 2017 the enrolment numbers reflect the declining population and lack of employment opportunities within the town and the district as a whole.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	88.3	86.1	88.9	90.9
1	87.3	85	90.9	82.8
2	88.7	87.4	85.6	90.8
3	85.6	89.1	91.5	89.7
4	92.8	87.6	89	86.6
5	91.4	86.2	92.4	89.8
6	92.3	92	89.5	84.5
All Years	89.5	87.7	90	87.8
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

Teachers regularly monitor student attendance. Those students causing concern and discussed at regular communication meetings. Weekly reminder notes are sent home for those students who have not provided an explanation for their absence. These notes are recorded on the electronic roll marking system.

Continual absences are referred to the Learning and Support Team for review. If necessary an application for assistance from the Home School Liaison Officer is forwarded through the Principal who works with the HSLO to contact the parents/carers and develop a attendance improvement plan which

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	5.74
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.81
Other Positions	0

*Full Time Equivalent

Gillwanga employed 2 Aboriginal School Learning Support Officers 0.8 and in 2017

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	404,529
Revenue	1,986,635
Appropriation	1,952,628
Sale of Goods and Services	5,717
Grants and Contributions	21,476
Gain and Loss	0
Other Revenue	3,634
Investment Income	3,180
Expenses	-2,009,695
Recurrent Expenses	-2,009,695
Employee Related	-1,790,934
Operating Expenses	-218,761
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-23,060
Balance Carried Forward	381,469

The school successfully completed an audit in May 2017. No irregularities in spending and financial management practise were identified

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	1,129,947
Base Per Capita	19,562
Base Location	2,047
Other Base	1,108,338
Equity Total	597,218
Equity Aboriginal	224,317
Equity Socio economic	263,563
Equity Language	0
Equity Disability	109,338
Targeted Total	0
Other Total	192,698
Grand Total	1,919,862

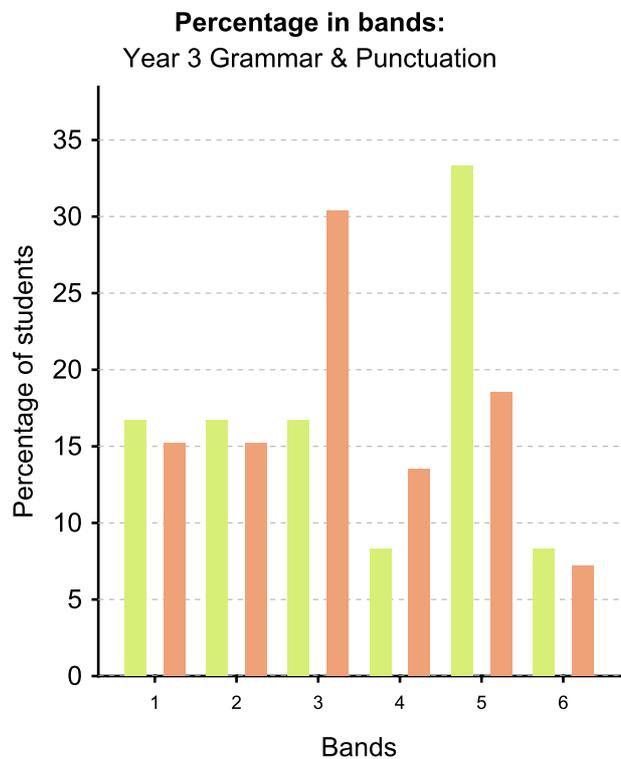
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

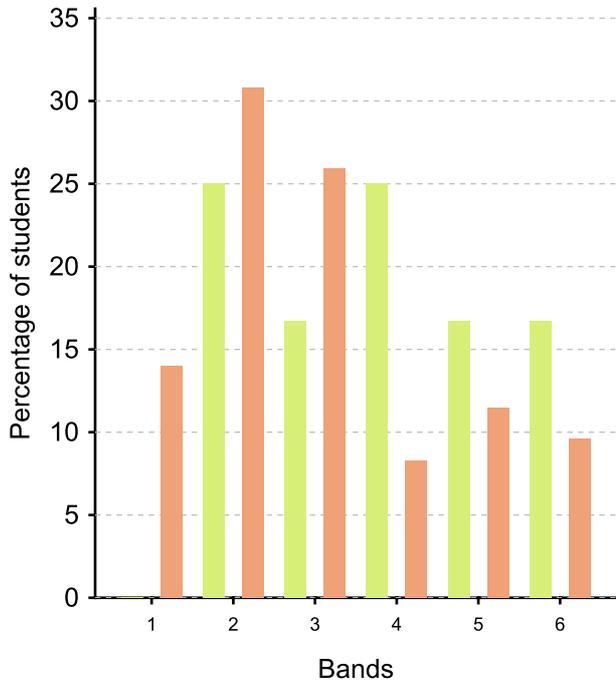
NAPLAN

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.



Band	1	2	3	4	5	6
Percentage of students	16.7	16.7	16.7	8.3	33.3	8.3
School avg 2015-2017	15.2	15.2	30.4	13.5	18.5	7.2

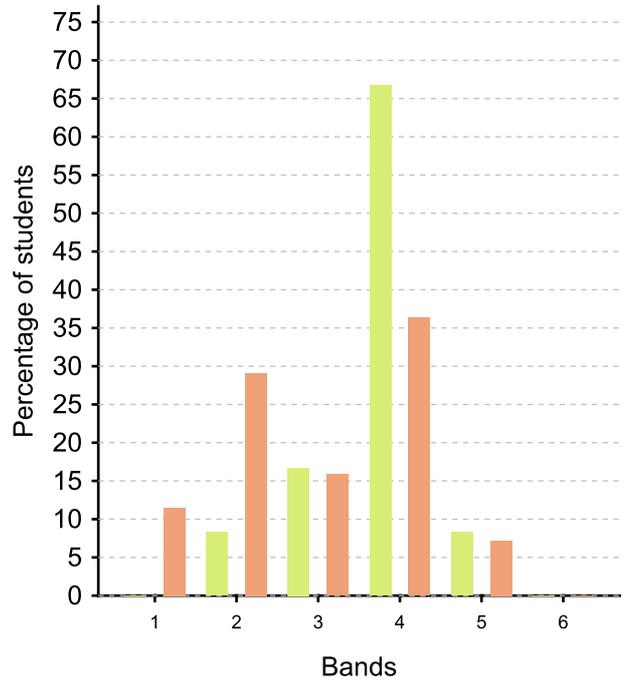
**Percentage in bands:
Year 3 Reading**



Band	1	2	3	4	5	6
Percentage of students	0.0	25.0	16.7	25.0	16.7	16.7
School avg 2015-2017	14.0	30.8	25.9	8.3	11.5	9.6

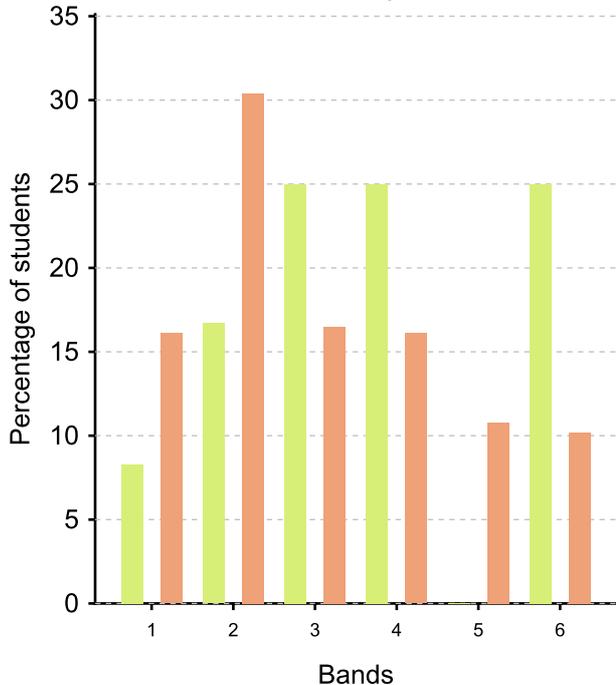
Band	1	2	3	4	5	6
Percentage of students	8.3	16.7	25.0	25.0	0.0	25.0
School avg 2015-2017	16.1	30.4	16.5	16.1	10.8	10.2

**Percentage in bands:
Year 3 Writing**

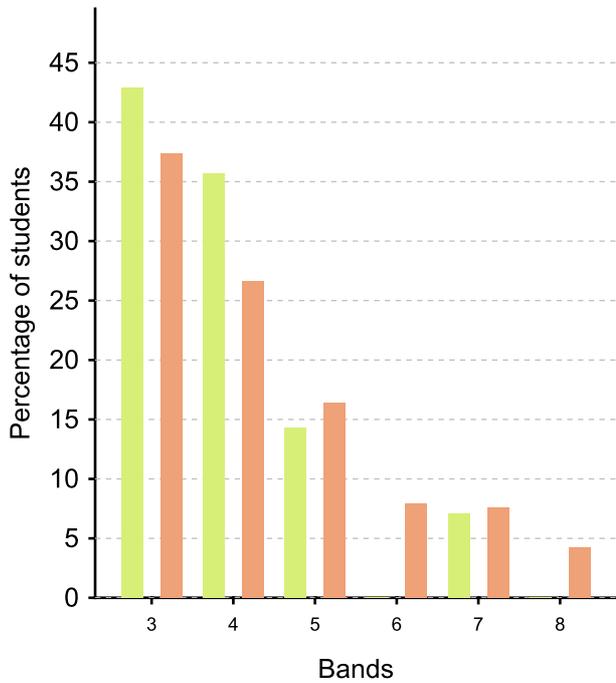


Band	1	2	3	4	5	6
Percentage of students	0.0	8.3	16.7	66.7	8.3	0.0
School avg 2015-2017	11.5	29.1	15.9	36.3	7.2	0.0

**Percentage in bands:
Year 3 Spelling**



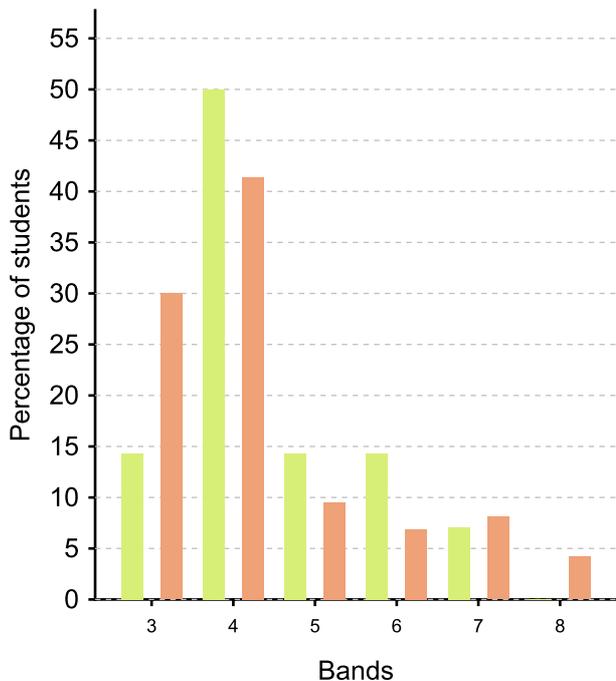
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	42.9	35.7	14.3	0.0	7.1	0.0
School avg 2015-2017	37.4	26.6	16.4	7.9	7.6	4.2

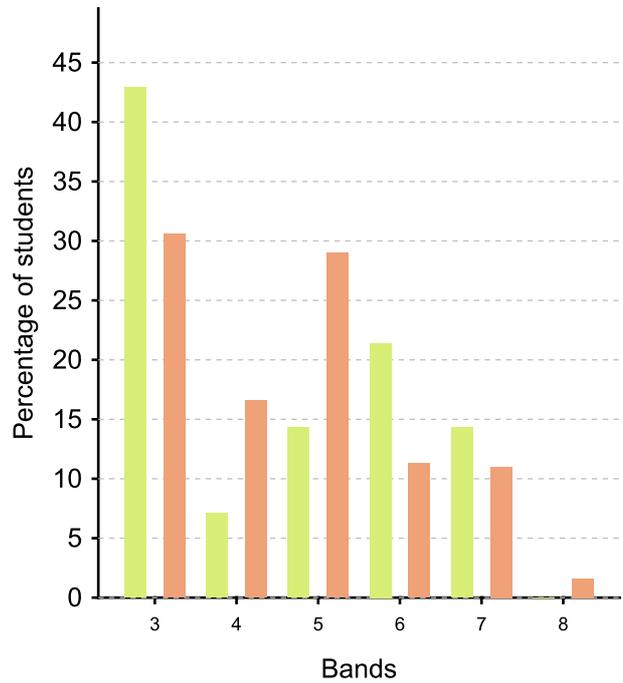
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	14.3	50.0	14.3	14.3	7.1	0.0
School avg 2015-2017	30.0	41.4	9.5	6.9	8.1	4.2

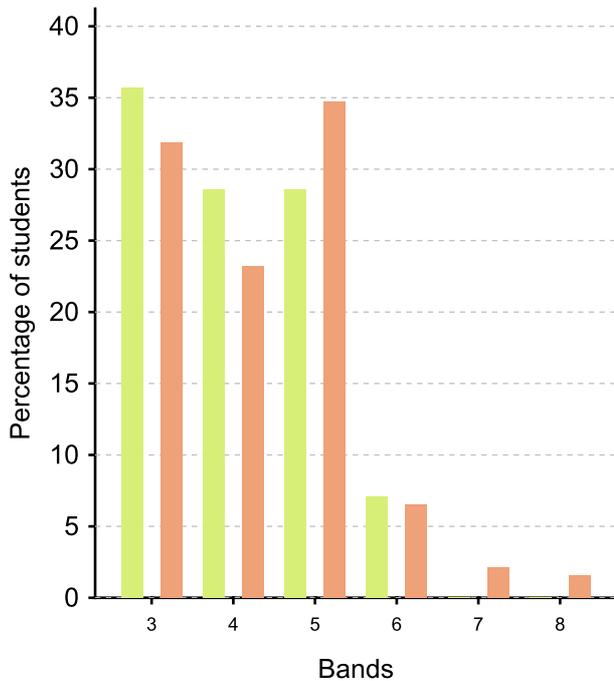
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	42.9	7.1	14.3	21.4	14.3	0.0
School avg 2015-2017	30.6	16.6	29.0	11.3	11.0	1.6

**Percentage in bands:
Year 5 Writing**



Band	3	4	5	6	7	8
Percentage of students	35.7	28.6	28.6	7.1	0.0	0.0
School avg 2015-2017	31.9	23.2	34.7	6.5	2.1	1.6

Policy requirements

Aboriginal education

All students were involved in Aboriginal Cultural Awareness through involvement with Balun Budjarahm. K-6 students complete the necessary units of work as part of the History syllabus. Students participated in NAIDOC day celebrations and activities along with community of schools activities that highlighted the artistic talents of Aboriginal students. Staff participated in the Connecting Country Learning organise through the NSW AECG and run by the local AECG

Multicultural and anti-racism education

In 2017 Gillwinga participated in Harmony Day and students were involved in designing T-Shirts to display what Harmony Day means to us. Students participated in NAIDOC Celebrations at the Grafton Showground and at Gummyanney Preschool. Our dance group performed at the AGM for the Land Council of NSW to share our Indigenous and non indigenous culture coming together through dance. students also participated in Public Speaking competitions, games days and whole school activities.

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.

In 2017 40% of Aboriginal students in year 3 achieved results in the top two bands for Literacy and 20% for Numeracy

Parent/caregiver, student, teacher satisfaction

Gillwinga Public School has given my children the drive to excel in class, and has also encouraged and supported them when needed. My children now love going to school and come home happy and excited about learning. The best thing I ever did was enroll my children at Gillwinga.

All of my children have gone to Gillwinga, clearly the best school in the Clarence, culturally appropriate learning, respectful, inclusive, high standards of education, I would highly recommend anyone wanting to place their children in school.