

Gadara School Annual Report



2017



5674

Introduction

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

Moira Kingwill

Principal

School contact details

Gadara School

92 Capper Street

Tumut, 2720

www.gadara-s.schools.nsw.edu.au

gadara-s.School@det.nsw.edu.au

6947 2164

Message from the Principal

Our vision at Gadara School is for all students to develop skills to become independent citizens within their local community. The School Plan captures the means by which we are facilitating this development in our students. The first strategic direction is student-centred and is intended to guarantee all students are actively engaged in meaningful, challenging and future focused learning experiences with teachers differentiating learning to meet the needs of all students in their classes. Our second direction acknowledges the importance of our community, and the intention to work with and access support from the community. Growing stronger connections with our school and wider community is very important to the work we do in the development of our students to become independent and responsible members of their local community. Our third direction focusses on staff, and recognises the importance of having well trained teachers and support staff. Teachers have the ability to achieve great things and teacher quality is the single biggest influence on all students' educational attainment.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

We empower students to develop skills and strategies to become successful, independent citizens striving to reach their full potential in a supportive learning environment.

School context

Gadara School is located in Tumut and is part of the Cootamundra Network of schools. The school provides a vibrant and energetic educational environment in which all students' access quality educational programs within a varied and balanced curriculum.

The school caters for students from Preschool to Year 12. The students present with a diverse range of disabilities, requiring individualised planning which is developed in consultation with parents and interagency groups. Students, parents and staff work as a team to create a positive school culture with high expectations. Education through collaboration is the cornerstone of Gadara School's philosophy.

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.

We have provided high quality educational opportunities for all students, as set out in the School Plan. The impact of key school strategies has improved learning, teaching and leading. The benefit to all students from the expenditure of resources, including equity funding can be seen in all aspects of the school, including classrooms and new programs that have been implemented. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

In the domain of **Learning** Gadara School is **Delivering** and in some areas we have moved towards **Sustaining and Growing**. Our efforts continue to be focused on curriculum and learning. The improved performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in their learning. Attention to individual learning needs has been another component of our progress throughout the year. Planning and Review meetings with each student's parent/caregiver has been the focus in the development of Individualised Learning and Supports Plans for each student, addressing key learning issues for every student in the school.

In the domain of **Teaching** Gadara School is **Delivering**. Our major focus in this domain continues to be on ensuring all classrooms are well managed with students engaged in learning that is productive, rather than just busywork. Opportunities have been provided to staff members in relation to planning, teaching and growing as a school team. The use of technology for learning, the growing of teaching practice through classroom collaborations and the development of expertise in literacy and numeracy programs all highlight a teaching culture that is moving student learning. Importantly, staff are developing a whole school approach to evidence-based practice through their reflections and evaluations of their work.

In the domain of **Leading** Gadara School is **working towards Delivering**. Our priorities have been to progress management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to the development of capacity building across the school. This development has begun to build the capabilities of staff to create a vibrant school learning culture and facilitate the beginnings of leadership growth.

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

High expectations for student learning.

Purpose

To develop within a culture of high expectations learning that leads to students becoming independent and productive members of the community.

Overall summary of progress

All teachers continue to differentiate their curriculum delivery identifying and addressing student learning needs. With the use of differentiated strategies there is continued improvement in student learning with students engaged and producing improved educational outcomes. Literacy programs are achieving quality learning experiences with all students engaged in Literacy programs and associated activities. Staff are using L3 data to identify where their students sit within the continuum. Staff continue to implement TENs and are seeing growth in numeracy skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students using evidence based teaching practices and innovative delivery mechanisms where appropriate which results in growth for all students along the continuum	Three staff training in L3 – first year Continued utilisation of TENs strategies in all numeracy programs. Continued engagement of the Speech pathologist to assist teachers to develop communication strategies for identified students.	L3 training – 3 staff members \$6000 Professional Learning Funds Speech pathologist support for all students \$6000 Socio-economic background Resources for Literacy and TENs programs. \$2000 Socio-economic background
Individual learning is supported by the effective use of school systems and community expertise and resources through contextual decision making and planning underpinned by high expectations.	Improved data collection and tracking systems. All students tracked using L3 data. This will also display Literacy growth. TENs/SENA numeracy assessment of all students during the year.	Staff training and support in developing quality programs and assessment. Training as above.

Next Steps

Continue development of the L3 program within all classrooms. Continue professional discussion and learning in literacy especially the needs of the students who are pre-emergent readers.

The transition to NDIS for all students and lessening the impact that this will have on both students and staff. How the school will work with NDIS providers in supporting students through the involvement of speech pathologists, occupational therapists and other allied health therapists.

Professional learning as identified in staff PDPs in literacy.



Strategic Direction 2

Promote a positive culture within the local community.

Purpose

To promote a positive culture and set of values based on expectations of support for the wellbeing of all within the school community.

Overall summary of progress

We continue to implement a whole school approach to wellbeing that is creating a positive teaching and learning environment. In 2017 we decided to evaluate our Student Welfare and Wellbeing program. The school has better defined behavioural expectations and reward systems. Expectations of behaviour continue to be taught to students and related to the classroom and playground settings as well as the wider community. This is now fostering a more positive and inclusive culture in which the school community shares and celebrates the successes of all student achievement. The school investigated suitable and appropriate programs to support the cognitive, emotional, social and physical wellbeing of students. The Transition to Work program continues to develop and supports all secondary students pathways to post-school vocations and work opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has in place a framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves the individual and whole school wellbeing.	Partnerships with parents, families, local businesses and community organisations are continuing to develop well with many new local businesses now involved with the school and providing alternative work placements for the students. Investigations into programs to support students wellbeing– social and emotional. From this investigation the school commenced 2 programs that intertwined So Safe and Celebrate Me. Students are now more self aware and are developing positive relationships with their school peers and following school rules. These programs were supported by the Student Welfare teacher, the School Chaplain as well as. all classroom teachers.	Employment of SLSOs to support students at work placements. \$23 000 Socio-economic background \$1000 Aboriginal funding Training of staff \$1000 Professional Learning Funds Purchase of identified programs. \$2000 Socio-economic background
Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.	The students are actively contributing to the school and the community they live in through their involvement in work experience plus participation in many of the local community activities eg. ANZAC Dawn Service	Continued resourcing of the Stephanie Alexander Kitchen Garden Program \$2000 Socio-economic background

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.	<p>and March, Festival of the Falling Leaf parade, Lanterns in the Lagoon, Tumut Show.</p> <p>Continued implementation of the Stephanie Alexander Kitchen Garden Program (SAKGP) which has facilitated improved relationships between students and fosters a collaborative learning environment and a sense of wellbeing and healthy eating habits.</p>	<p>Continued resourcing of the Stephanie Alexander Kitchen Garden Program \$2000</p> <p>Socio-economic background</p>

Next Steps

Partnerships with parents, families, local businesses and community organisations continue to grow stronger and more connected to the school. These partnerships will provide ongoing opportunities to improve and grow all students.

With the support of the Transition teacher and the school's Job Coach continue to source potential community partners on the basis of their capacity to contribute and improve student achievement and/or wellbeing and supporting students undertaking work pathways.

Continue to source volunteers to assist at the school with the Stephanie Alexander Kitchen Garden Program.



Strategic Direction 3

Quality teaching and leadership.

Purpose

Build leadership capacity and consistent, high quality educational practices enabling quality educational delivery, consistent high standards and shared professional practices.

Overall summary of progress

The school staff continue to work collaboratively ensuring the continuity of learning for students with all teaching staff understanding the relationship between student engagement and successful learning. There continues to be a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers understandings of effective teaching strategies in these areas. This targeted professional learning has begun to empowered staff to effectively plan and program differentiated learning in both literacy and numeracy and use data to promote achievement but also to further inform students' future learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The teaching and leading staff are highly skilled and responsive, understand and value themselves and each other and contribute to a culture of high expectations.	Professional learning continues to be provided to build teachers' skills so that they are highly skilled and responsive to their students needs in literacy and numeracy through the use of the TENS program for numeracy and L3 for literacy Focusing on improving Literacy and numeracy results through data collection and analysis leading to staff having high expectation for their students.	Staff support in developing quality numeracy and literacy programs. Teachers provide support to their peers across all classes
The teaching staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence based teaching strategies.	Discussion and sharing, informally and formally of teaching strategies and content of current programs, that is L3, SoSafe/ Celebrate Me program, literacy for pre-emergent readers and PBL. These programs have then been implemented in the school, some across the whole school.	Staff to attend training in identified programs. (as identified previously). \$2000 Professional learning funds \$2000 QTSS funding

Next Steps

Staff to continue to participate to collaborate with the aim of promoting professional sharing of evidence based teaching practice.

Continue to participate in professional learning, both locally and further afield so staff are able to meet the diversity of needs within the school population.

Continue to utilise the curriculum as a basis for ongoing staff discussions about the best ways to maximise student learning.

Staff PDPs are used to indicate improvements evidenced by the Australian Teaching Standards and personal goals.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO support for Transition to Work program.</p> <p>Resources for the cultural enrichment programs implemented during NAIDOC week.</p> <p>\$2900 Aboriginal Funding</p>	<p>Students have been engaged in work placement, with one student working with the Department of Environment and Heritage, the Indigenous ranger. SLSO support for some of the indigenous students.</p> <p>SLSO support provided when attending cultural activities outside the school environment.</p> <p>Cultural significance is included in all activities in consultation with Aboriginal Elders. We provide a range of opportunities that enhance learning experiences eg. Harmony Day, NAIDOC Week– Cultural Day celebrations. Students continue to attend and represent the school at local aboriginal community activities.</p>
Quality Teaching, Successful Students (QTSS)	<p>Staff release for collaborative practice.</p> <p>\$2000 QTSS funding</p>	<p>Quality Teaching Successful Students funding has been used for staff to work collaboratively in literacy and numeracy.</p>
Socio–economic background	<p>Purchasing resources for the identified programs.</p> <p>Speech pathologists services</p> <p>SLSO support for students at work placement.</p> <p>\$35 000 Socio–Economic background</p>	<p>Stephanie Alexander Kitchen Garden Program– This program has continued to enhance students’ access to a wider range of learning experiences and as a result this has increased the level of students’ participation and their engagement in the activities and improved the wellbeing of the students –targeting a healthy lifestyle. Continue to employ a garden specialist half day once a fortnight.</p> <p>Transition to Work Program – Continues to strengthen the partnerships between the school and local businesses. Employment of a job coach who continues to source job placements with local businesses and supports some students at placement.(Funding for the Job Coach is from the Targeted Programs – Link). SLSOs continue to support students at work placement, although this is dependent on the student's need/level of ability. Generally this support is weekly.</p> <p>Speech Pathologist – attends once every 3 weeks to support both teachers and students with literacy and communication skills.</p> <p>Other Programs – implementation of PDH programs – SoSafe/Celebrate Me.</p>
Support for beginning teachers		<p>Have undertaken targeted professional learning appropriate to the needs of their students.</p> <p>Attended Beginning Teachers Conference.</p> <p>Time to gather evidence and complete documentation for Accreditation reports.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	12	14	17	17
Girls	8	10	9	9

The school remains secondary heavy with students numbering 17 in the secondary section of the school compared to 9 in the primary section of the school.

Management of non-attendance

Non-attendance is managed at several levels. The school may be informed by the parent or carer via the following methods: communication books, school developed absentee forms and phone calls. Generally there is good communication between the school and home and non-attendance with out notice rarely occurs.

If a student does not attend and there is no contact from the family, the school will follow up with a phone call to the family to ascertain the reason for the absence. With some students longer absences have been due to medical reasons.

Structure of classes

The structure of classes at Gadara School are the following:

1 Autism class and 3 IO/IS classes.

The Autism class is a mixture of year levels – Year 2–Year 10.

The other three classes are populated based on literacy levels.

Class 1 – pre-emergent readers; Class 2 – emergent readers; Class 3 – more capable readers.

Retention Year 10 to Year 12

All secondary students undertake work placement in the local community generally from Year 10 onwards. The work placement increases over the three years with students in Year 12 involved in Transition to post school opportunities for longer parts of the school day.

This Transition to Work program is now providing students with valuable work skills that will translate into their post-school placements once they have left school in Year 12.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	5.62
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.21
Other Positions	0

*Full Time Equivalent

At present one staff member at Gadara School identifies as being of Aboriginal heritage, connecting with the local Wiradjuri and Wolgalu people.

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	10

Professional learning and teacher accreditation

All support staff and class teachers at Gadara School participate in professional learning activities both mandatory and elective training.

Activities were undertaken at Staff Development Days, Staff Meetings and selected professional development courses. Courses and activities for teachers were chosen in line with the school priorities as expanded upon in the school plan and the identified needs of the students in the school.

Several new scheme teachers, permanent and temporary, are working towards NESA accreditation.

SASS/SLSO training – implementation of programs and update of knowledge about disabilities and the impact on student's learning as well as courses such as Health Care Procedures.. Other training included: Financial Management, Performance Development Framework for non teaching staff.

Other student or staff specific focus training ensured all staff are kept abreast of current practices.

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	127,144
Global funds	58,499
Tied funds	56,213
School & community sources	13,972
Interest	1,706
Trust receipts	117
Canteen	0
Total Receipts	130,508
Payments	
Teaching & learning	
Key Learning Areas	10,206
Excursions	0
Extracurricular dissections	15,143
Library	1,303
Training & Development	1,623
Tied Funds Payments	32,884
Short Term Relief	10,768
Administration & Office	20,156
Canteen Payments	0
Utilities	8,379
Maintenance	27,021
Trust Payments	102
Capital Programs	0
Total Payments	127,584
Balance carried forward	130,067

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	252,749
Appropriation	229,784
Sale of Goods and Services	65
Grants and Contributions	22,527
Gain and Loss	0
Other Revenue	0
Investment Income	373
Expenses	-175,688
Recurrent Expenses	-175,688
Employee Related	-111,403
Operating Expenses	-64,285
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	77,061
Balance Carried Forward	77,061

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.

	2017 Actual (\$)
Base Total	338,362
Base Per Capita	8,179
Base Location	1,798
Other Base	328,385
Equity Total	48,186
Equity Aboriginal	2,951
Equity Socio economic	45,235
Equity Language	0
Equity Disability	0
Targeted Total	814,673
Other Total	3,491
Grand Total	1,204,712

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

At Gadara School only one student in Year 5, sat the NAPLAN tests in 2017 for Literacy or Numeracy. Therefore, results cannot be advised in this report. Gadara School has a school based assessment schedule that was developed in 2016. The assessment schedule identifies assessments to be implemented for all students in literacy and numeracy across the school years, although in 2017 with the implementation of L3 training the literacy schedule has been on hold due to the assessments undertaken with L3 training.

The teachers also use PLAN to record student outcomes from Kindergarten to Year 8 inclusive and then NESAs Life Skills Outcome Worksheets that include all subjects for students from Year 9 to Year 12.

The Stephanie Alexander Kitchen Garden program also has identified outcomes which the students are also assessed against.

Parent/caregiver, student, teacher satisfaction

Parent satisfaction with Gadara School continues to be very high with parents indicating that Gadara School, as a learning community, is an attractive and well-

resourced school that is connected to the community and welcomes parental involvement. Parents agree that they are encouraged to contact the school to discuss concerns relating to their child. Parents also strongly agreed that students are the schools main concern and that Gadara School has competent teachers who set high standards and undertake training to upgrade their skills. The staff of Gadara School are very proud of the school and the job that they are undertaking in educating the students. Staff are committed to setting high standards of achievement for all students that attend the school.



Multicultural and anti-racism education

At Gadara School we value the diverse multicultural nature of Australian society and celebrate the rich diversity of nationalities represented at our school.

Multicultural perspectives are integrated across all Key Learning Areas. Units of work are linked to the achievements of outcomes through the study of countries, cultures and the Stephanie Alexander Kitchen Garden Program.

Gadara School also participates in Harmony Day activities with Adelong PS with all students included, working in collaboration and understanding the message of Harmony Day, that everyone is valued and an important member of their school.

We have one staff member, trained in 2017 as an Anti-Racism Contact Officer who is available to improve understanding of cultural diversity or restorative practices when called upon.

Policy requirements

Aboriginal education

Gadara School works intensively to ensure that Aboriginal perspectives are embedded throughout the school programs in many ways.

This was achieved in 2017 by:

- Staff members ensuring that the Aboriginal perspectives are included in curriculum areas so that Australian indigenous heritage is understood and celebrated appropriately.
- Celebrating NAIDOC week at Gadara School with A Cultural Day with visiting elders, artists and providing workshops for both students from Gadara School as well as Franklin PS and Brungle PS.
- The school students attend special cultural events, for example Education Week activities are always based on Aboriginal Dreamtime stories, in 2017 How the Birds got their Colours. We participated in the annual 'Proud and Deadly' awards for the Tumut area.
- Staff from the school attend all AECG meetings

