

# Gralee School Annual Report



2017



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## Introduction

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

Peter Hingston

Principal

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### Message from the Principal

This year we implemented the How2Learn strategies that we engaged with through our professional learning program in 2016. With the enthusiastic support of the SRC the five super-heroes are becoming a feature of how we do things and how students learn. In 2018 the SRC members will design a weekly award to recognise an individual's achievement against the standards set by our super-heroes.

Teachers and executive staff members across the Department have developed personalised professional development plans for some years and this year, for the first time, all support and administrative staff members developed such a plan with internal support. These plans now form a springboard from which individuals can plan and grow professionally.

Revised student reports were established this year and, by all accounts, parents were generally very happy with the new format. A National Disability Insurance Scheme (NDIS) workshop promoted and hosted by Gralee School was well-attended with a significant percentage of participants from the wider community. In particular the outcomes for those individuals who were just commencing their NDIS journey were significant. In 2018 communication between ourselves and NDIS providers will be a key process as the roll-out gathers momentum.

Once again this year the Graduation Evening to recognise Brodie completing Year 12 was well managed: from Brodie's arrival at the MIA club in *Black Betty* (1971 Dodge Phoenix ) escorted by three Harley Davidson bikes to the cutting of the cake. Well done to all involved!

My thanks are extended to Brodie and Tammy for their efforts as our school captains in 2017 and they will handover the captaincy reins to Luke and Deon. Our student representative council members: Bryce, Deon, Amy were ably supported by Tammy and Brodie for some significant achievements including fund-raising events for genetic and cancer research plus their roles in the inaugural Sensory Day.

The Sensory Fun Day was a huge success and has set the standard for providing support to students with a disability across the whole region let alone the Leeton Community of schools. The day was well-planned and executed despite the rather windy conditions and thank-you to all staff members and senior students who were involved in the preparation and management on the day. The event is now established and will become an annual feature. Thanks also to the student-helpers from Leeton HS and Yanco PS. Emma doggedly applied for sports funding and was successful in providing student opportunities in basketball and dance plus address some of the costs associated with the Sensory Day.

Equally dogged in their approach were Jo and Heidi in raising funds via our Krispy Kreme fund-raiser where we raised over \$3500 and staff members hope to maintain this source of fund-raising as an annual event.

Our water-safety program again featured heavily for our students with all students receiving positive reports from our

swimming teacher. Many thanks to all teachers and support officers for managing this program but particular thanks to our favourite swimming instructor: Robyn Simpson– she is the best and really supports our school and students.

Our appreciation is extended to all sponsors and supporters of Gralee whose combined generosity continues to amaze and inspire all members of the Gralee community. The P&C continues to support our students through the on-going speech pathology services and the newly installed Occupational Therapy service. The P&C provided support also for our two key excursions this year: the trip to the School Spectacular and the adventure to Albury. We are indeed an inclusive environment giving all students equal opportunities to participate across all areas and the P&C greatly assists in this regard.

Staff members who left this year: Marianne took LWOP to be closer to her family and is unlikely to return in semester one 2018. Carly has commenced maternity leave and will return on April, 2nd 2018.

Emma Mandaglio recommenced her association with Gralee in term Two and Emily Bethe commenced in the RFF role plus two days. Arthur Stavrow joined the teaching group in term 4.

Samone Martin commenced as a casual support officer this year and has seamlessly engaged with the school processes and students. Maggie has seen a lot of change in the administration area with the roll-out of the on-line financial arrangements and is managing well. These changes will benefit the school in the longer term.

New students transitioning during term 4 include Isabella Bull and Mason Watts and both will commence Kindergarten in 2018. Harry Mallinder commenced year 7 this year. Murrah Bond and his brother Djuraim left during term three and we wish both boys well. Next year sees the introduction of the new 3-year planning cycle for all schools and I would like to thank all who have contributed to the processes so far this term including Year 10/11 Leeton HS students who contributed to the revised school vision statement.

Thankyou

## Message from the school community

### 2017 GRALEE SCHOOL P&C REPORT

The P&C have had another great year, not as hectic as the 2016, we still put in 100%

We had a very successful Bonaire Golf Day in April raising much appreciated funds. Thank you to the Celi family for once again supporting Gralee School. In May we helped out at the Yanco Lions Bird Sale where we held a raffle during the day with the lucky winner getting to take home a present for Mother's Day. Our students danced at the Country Round-Up and at the Light Up Leeton carnival where the P&C operated a BBQ.

The P&C has continued to fund access to Speech Therapy for those children in need. As the NDIS roll-out P&C funding support for the speech program will be withdrawn. This will in turn allow us to fund another service or use that money towards other student activities or to purchase new resources. P&C also fund an Occupational Therapist providing support to both students, parents and staff members.

Currently we are in the process of purchasing new school buses as our current bigger bus is not meeting our needs. Some of the funds raised this year have also been allocated to assist towards some of the expenses associated with the 2017 Schools Spectacular. Tammy, Connor, Bryce, Deon & Amy travelled to Sydney with Heidi and Jo.

In November the P&C supported the school with respect the hosting of a Carers Workshop regarding the NDIS. This was well attended.

## Message from the students

SRC report 2017

This was our second year as a Student Representative Committee and the members were Bryce, Amy, Deon, Tammy and Brodie. We were very busy throughout the year and our achievements included:

Pirate Day where we raised over \$50 for Cancer Research

We helped establish the **5 super-heroes** throughout the school: **Responsibility, Resourcefulness, Self-Regulation, Reciprocity** and **Reflectiveness**.

We opened the new bike track, our new flagpole and represented the school at the ANZAC Day ceremony.

We helped staff members raise over \$4000 towards the school spectacular excursion by assisting with the Krispy Kreme fundraiser. We **kept the secret** with respect activities planned to recognise our marvellous school learning and support officers and administration staff members during SASS Week.

Raised \$30 for genetic research by hosting Jeans 4 Genes Day and at the inaugural Sensory Fun Day we helped supervise the younger students both from Gralee and other participating schools.

The Sensory day was a real highlight and it was great to see so many students participating and having fun. We appreciated the support from our School Director, Mr. David Lamb and we made sure that no colour was thrown in his direction!

Thankyou

SRC team

## School background

### School vision statement

Gralee School staff members working in collaboration with parents, therapists, and the Leeton Community of Public Schools strive to enhance all students with the skills and strategies so empowering them to reach their full potential: academically, socially, emotionally, and physically, whilst preparing them for independent or supported living beyond school.

Students at Gralee are engaged in supportive learning environments assisted by developing technologies and underpinned by innovative and effective teaching practices. In turn our students will use their developed skills to enrich and improve their lives and the lives of those within our community.

Gralee School is committed to excellence in education and equity for all.

### School context

Gralee School is situated in Leeton, NSW. We are a small School for Specific Purposes occupying a leased site. We provide support for students with a moderate to severe intellectual disability and/or a physical disability.

We service an area ranging from Barellan in the north to Narrandera in the South–East. The school currently has two school buses that service students who are supported by the Assisted Travel program and these buses also assist to further–engage our students with community events and integration within the sphere of the Leeton Community of Public Schools.

We are staffed to adequately support our students' needs and our students' personalized learning plans reflect this support.

We believe in a diversity of habits, opinions and beliefs. The staff members are trained to reflect the requirements of the Department of Education and Communities and the needs of our students. Staff member training is a key focus.

Parents are a key component of our structures and our systems of communication between the school and home are second–to–none.

We present best–practice literacy and numeracy programs and the Leeton Community support enables us to have an expanding and diverse work–experience program.

The professionalism and commitment of our staff members is only matched by the enthusiastic and effervescent nature of our students.

# 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.

**Learning Domain:** across the five elements we settled upon an overall rating of *Delivering*. Effectively the school maintains positive and respectful relationships across the whole school community. There is consistency with respect student well–being within a positive learning environment with systematic policies, programs and processes to identify and address student learning needs. Parents have an understanding of what their children are learning and are satisfied with the levels of communication both developmentally and academically.

**Teaching Domain:** across the five elements we settled upon an overall rating of *Sustaining and Growing*. Teachers evaluate the effectiveness of their own and others classroom practices through a developing collaborative work–place environment. Teachers are actively engaged in planning their own professional development in–tandem with a school focus upon improved teaching methods in literacy and numeracy. The school has effective learning for induction, teacher quality, leadership preparation and leadership development.

**Leading Domain:** across the four elements we settled upon an overall rating of *Sustaining and Growing*.. There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Succession planning is in place with leadership development and workforce planning designed to drive whole–school improvement.

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

Quality literacy and numeracy teaching practices

## Purpose

Quality literacy and numeracy teaching practices in line with the Australian Curriculum evidenced and directed by the gathering of assessment–data

Context: Individuals leading successful lives in the 21st Century

## Overall summary of progress

Premiers targets were not met with all eligible students being withdrawn by parents.

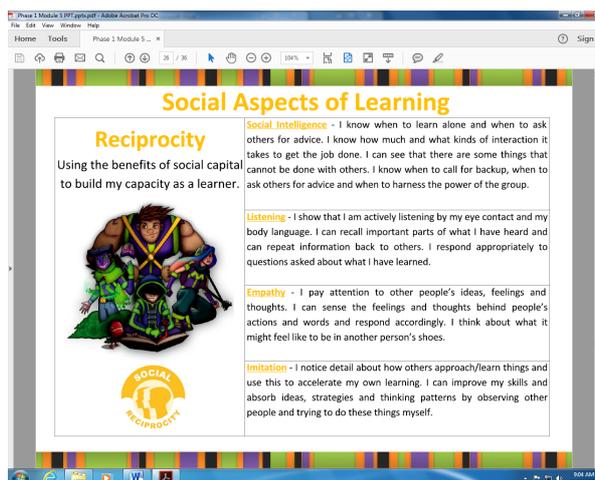
## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Premiers Targets:</b> <ul style="list-style-type: none"><li>• Increase the proportion of NSW students in the top 2 NAPLAN bands by 8%</li><li>• 30%improvement</li></ul>	nil	Not achieved– Naplan tests not delivered
100%of teaching staff members trained in 2017 Professional learning: differentiated curriculum	nil	Staff member changes did not facilitate meeting the professional learning target however all staff who were here for the full year did complete the PL
At least 80% of staff member survey responses and 60% of student survey responses indicated recognition of 2016 professional learning now embedded in classroom practices	nil	Using the SRC as a vehicle for change has seen the HOW2Learn super–heroes heavily featured across the school with the strengths of these heroes being adopted by our senior students.  Staff members support senior students to recognise and value these attributes.
PLAN– continuum	nil	All teaching staff members trained

## Next Steps

L3 Kindergarten training: 3 teachers for 12 half days across the four terms– professional learning option.

Implement 8–ways pedagogy across whole school via language learning promoted with the support of the Leeton AECG. across 2018 and 2019



## Strategic Direction 2

### Teaching and Leadership

#### Purpose

Context: to build a professional learning community and promote effective leadership opportunities within the school.

#### Overall summary of progress

Literacy continuum evaluation/review embedded every ten weeks.

Annual review meeting opportunities increased.

All non-teaching professional development plans were completed with mid-year and annual reviews undertaken with 75% of participants indicating that at least one goal was achieved.

A-Z policy compliance measures at 100% completion

#### Progress towards achieving improvement measures

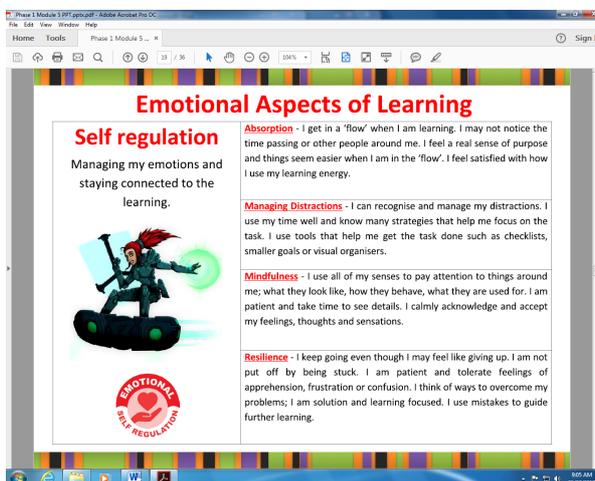
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of support and administration staff members can identify at least one goal that has either been completed or partially completed.	Socio-economic background (\$450.00)	Improvement measure met
Physical education benchmark testing in Term Two are bettered by 10% after similar testing in Term four	nil	80% of students recorded improved results however improvement rates varied and not all achieved the 10% target

#### Next Steps

Continue to develop leadership potential across the school staff member community.

Continue with successful peer collaboration scheduling and reviewing.

Continue with physical education benchmark program. Initiate sports integration with Leeton High School for year 9 in 2018.



## Strategic Direction 3

Community Engagement and Participation.

### Purpose

Context: developing community strategic support to ensure our students develop as independent, active and informed citizens with effective communication strategies.

### Overall summary of progress

Parenting program not well attended with little feedback.

Parent survey indicated full support for the changed school reporting format.

Hosting of a National Disability Insurance Scheme seminar proved very successful with many parents, for the first time, engaging with or intending to engage with local planning contacts. Over 40% of participants were not from our school community.

Development of a school action with respect Aboriginal teaching and learning practices was re-scheduled until 2018.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Clear parental vision regarding Aboriginal teaching and learning programs: survey	nil	.
T4 survey: 100% of parents reflect a shared knowledge and understanding of school planning and targets.	nil	
Parenting program term 4 survey indicates a significant uptake of learned support mechanisms at home.	socio-economic (\$900)	

### Next Steps

Host a National Disability Insurance Scheme information wrap-up session during term two and prior to the official program roll-out.

Support for the development of a parental view with respect Aboriginal teaching and learning programs across the three-year cycle.

Support for parents with the establishment of an early learners program at Gralee for parents of students with disabilities.

Phase 1 Module 3 PDF.pptx.pdf - Adobe Acrobat Pro DC

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Home Tools Phase 1 Module 3...

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Sign In

## Ethical Aspects of Learning

### Responsibility

Thinking about how my actions impact on me and on others



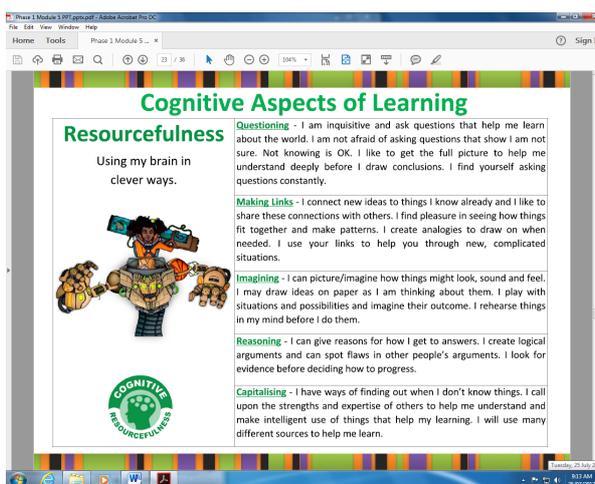
**Accountability** - I understand that my choices and actions impact on the people around me. I am willing to stand up for what I think is right. I recognise that the choices of others can impact positively or negatively upon the people around me. I feel a sense of responsibility to the people and the world around me. I am willing to commit to trialling new things.

**Open-mindedness** - I am open to new ideas, beliefs and options. I am considerate and respectful when learning about other people, cultures and perspectives. I think about my own views on issues and think about the implication of thinking this way. I am interested in other people and their perspectives. I am not easily upset by opinions that differ from my own.

**Critical Thinking** - I look for the whole picture and evidence before believing something. I actively scrutinise my own position on things. I rely on reasons not emotions. I am okay about feeling confused whilst searching for more information that will provide me with a more complete picture. I recognise that my own knowledge and experiences may bias my judgement, but I remain open to new perspectives.

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Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Fund-raising options to support all students to access extra-curricula programs.</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$8 962.00)</li> </ul>	All students fully engaged across all curriculum areas plus integration and work experience options. Over 85% of funding is targeted towards staff support
<b>Socio-economic background</b>	<p>Fund-raising options to support all students to access extra-curricula programs.</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$18 912.00)</li> </ul>	Funding appropriately used to support all students across all areas if the curriculum.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	10	11	11	9
Girls	8	10	10	8

The school enrolment numbers have been consistent across the past few years. The school caters for students from Kindergarten to Year 12 with most students completing Year 12. at Gralee school.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	100
Unknown	0	0	0

Exiting Year 12 students are supported to move to either a *Transition to Work* program or a *Transition to the Community* program. Significant funding is assigned to provide appropriate transitional support throughout the year. In most instances transition processes commence from year 10.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.54
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	4.18
Other Positions	0

\*Full Time Equivalent

The Aboriginal composition of the workforce is zero.

### 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	20

### Professional learning and teacher accreditation

Literacy and Numeracy software training

Programming for an integrated program

Visible Learning

Incident and Emergency Management Planning

Inferential Comprehension

Recertification of Health Care procedures

Reading and Comprehension: re-engaging Stages 3 and 4.

Differentiation in Practice.

Working Mathematically

Teacher accreditation X1

Mental Health First Aid– 2 Days– whole staff PD

Road Safety Education: safer behaviours through PDHPE K–6

## Parent/caregiver, student, teacher satisfaction

Focus on Learning Teacher satisfaction using the *Tell Them from Me* online survey model.

Summary of the 8 drivers of student learning with scores *out of 10*:

Collaboration– 8

Parent involvement– 7.5

Inclusive School– 8

Technology– 7.8

Teaching Strategies– 7.8

Data informs Practice– 7.3

Learning Culture– 7.4

Leadership– 7.5

Parents were invited to be involved with this survey model however most parents were unable to access the survey. The Centre for Education Statistics and Evaluation (CESE) have advised to revisit the program in 2018

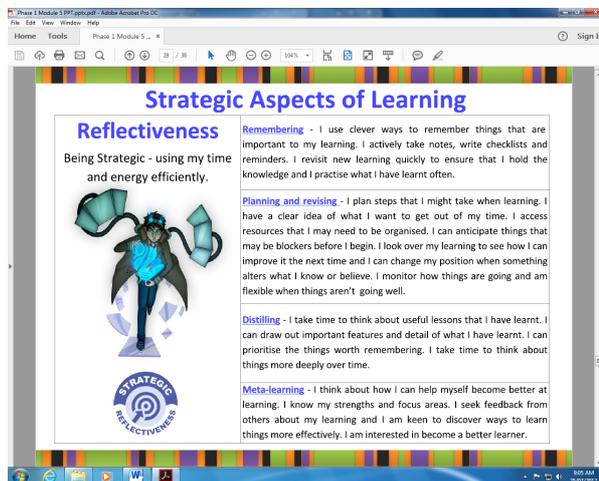
## Policy requirements

### Aboriginal education

Involvement in NAIDOC Week activities with the Leeton Community of Public Schools. Executive level involvement with the local Aboriginal Education Consultative Group ( AECG).

Two students (Yr One and Year 8) received encouragement awards at the 2017 Proud 'n Deadly awards.

*Eight Ways* ( including stories, symbols and signs, connection to the land, kinship and community) learning embedded involving consultation (AECG), local relevance and learning through culture rather than learning about culture.



### Multicultural and anti-racism education

Student cooking skills were a feature at our Multi–Cultural Day with parents and guests. Our anti–racism working document was strengthened during 2017 after further input from our parents following a policy review in term 4.