

# Ganmain Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Ganmain 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.

Sandy Schmid

Principal

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### Message from the Principal

2018 has been a year of great learning and progress for the children and staff at Ganmain Public School. Many successes have been achieved from the classroom to the sporting field. All achievements, big or small, from a sticker, stamp or smile to an award or a state selection, have been highly valued by all and been extremely rewarding to witness over the year.

The year started with an excellent triathlon organised by a hard working P&C. From here the children participated in the many sporting carnivals. The children succeeded at school, district and Riverina level, in swimming, athletics, cross country, cricket, tennis AFL and netball –with Kaitlin Logan again gaining state selection in the PSSA Girl's NSW Cricket Team.

The children were very privileged to participate in a variety of activities this year including Robotics Education with a visit from 'Robot Revolution', a visit from the Riverina Environmental Education Centre, cricket coaching, soccer coaching, ANZAC Day participation, Red Cap – Salvation Army ran Building Social Emotional Resilience programs, Stage 3 GRIP Leadership, a visit from Steph Cooke– the member for Cootamundra, NAIDOC Day celebrations, Friendship Day and Healthy Harold and excursions including trips to Wagga to see George's Marvellous Medicine, Wagga Art Gallery, Coolamon Central School Careers Day and Stage 3 went to Borambola Sport and Recreation Centre.

All these extra activities provided the children with an education that is expansive and as engaging as possible.

We received a letter and very old library book early this term and I would like to share it with you. It read

Dear Sir or Madam,

I am sorry this book is a little overdue as I have no knowledge of which member of our family borrowed it. It was handed to me by the young man that bought my mother's house with other papers. The whole of the Tindle family attended the Ganmain school. I am at 85 years, the last remaining male. I have two sisters living, Isabelle 89 years and Reneth 94 years. I worked in ship building and travelled the world. I enjoy painting. I have a painting in the Ganmain museum.

I shall always be thankful for my education at Ganmain Public School.

Yours sincerely

Tom Tindle

Mr Tindle recognised the great education he received 80 odd years ago and as a result he has travelled the world, living a long and wonderful life. This is what everyone at Ganmain Public School wishes and aims for, for each and every

student that passes through our gate. A long, happy and healthy life, with a great education, that can take them anywhere and everywhere they want to go. We wish this for our three wonderful Year 6 students who are moving onto big and better things next year. Kaitlin, Tristan and Ben will be greatly missed but all good things must come to an end and it is time to let them go on to high school where they will expand their learning and continue to be provided with many more wonderful opportunities.

That brings me to Ganmain Public School's motto "**Each for ALL**". A saying that represents Ganmain Public School where:– **Each** and every student is there for **each** other, **each** and every parent and carer is there for **all** their children, **each** community member is there for the school and its community and most of **all**, **each** and every staff member at Ganmain Public School is there for **your** children and gives their **all** for **each** and every student, **each** and every day, **each** and every year.

I am proud to be the principal of this wonderful little school. I am forever grateful to everyone who has supported myself and the school in any way this year. Big or small contributions all add up and together **each** and every one of us is part of a successful working team that delivers a fabulous education to **all** our children at Ganmain Public School.

**The school motto 'EACH for ALL'** stands strong at Ganmain Public School.

### Message from the school community

As we finish off another year at Ganmain Public School I would like to celebrate the efforts of the P&C who have worked hard to raise funds and work in partnership with the school for the benefit of all our students. This year our fundraisers consisted of the Triathlon, PSSA Cross Country Canteen, Mothers Day raffle, chocolate flower arrangement and Bunnings BBQ. In addition to our fundraisers we have benefited from the Beyond Bank Rewards Program. We were also lucky to once again be recipients of the Kellogg's Breakfast Buddies, who donated many boxes of cereal.

Thanks to our fundraising efforts we have been able to help fund:–

Robotics

Karen Fryer as Student Wellbeing Support Officer for the year

Fruit for the students

Subsidising students who make it to State for sport

Books for the library

Healthy Food days

Thank you to all P&C members, volunteers and community members that have made this all possible, especially the executive of Kylie, Rachael and Brooke who have supported me throughout the year as president. To Sarah who has provided the students with some delicious food for Healthy Food Days. These days are enjoyed by all.

Thank you again to anyone who has put their hand up and volunteered in any way, your help and support is greatly appreciated. I would also like to acknowledge what is most likely Kerrilee Logan's last year on the P&C and thank her for all her years of hard work and dedication.

Finally, thank you to the wonderful staff at GPS, led by Principal Sandy Schmid, for all the hard work that you put in to give our children the best opportunities to learn and grow. We are very fortunate to have such a caring, extraordinary team working with our children to provide the best education and welfare for all.

Tracy Clark

Ganmain Public School

P&C President

## Message from the students

It's been an honour to be captain of this great little school, sharing experiences and friendships with about 30 people every day. Having started kinder in 2012 with Ben and Tristan, Ganmain Public School has shown us how to be more respectful, responsible, resilient, reflective and resourceful. Many have joined our year and left over the years, leaving us with the three originals as the Leadership Team in 2018.

The highlights for me at Ganmain Public School would have to be all of my sporting endeavours such as making the NSW cricket team two years in a row and going to the National carnival in Western Australia and down by the river at Barooga. One of my other achievements was making the Riverina Netball Team and going to Homebush and playing at the Genea Stadium. Our PP5 Swimming Relay Team made it to State this year and I was lucky enough to be a part of a great group of kids. Sport has been a massive part of my school life and gotten me through some tough times. I am so very proud to have been awarded with The Ian Lucas Memorial Sports Shield which was the ultimate highlight of all my sporting achievements.

I have been on many excursions and have met a lot of different people and have seen a lot of new places like Altina Wildlife Park, Canberra, the Evolution Goldmine at West Wyalong, many small trips to Coolamon Library, Allawah lodge, Narrandera Easter play and the Wagga Civic Theatre for plays. We've been to Brungle for an Aboriginal cultural day, Boree Creek to see author Phil Kettle, another author John Heffernan came to our school to give us writing instructions and advice and the list goes on and on but just last week Year 5 and 6 went to Borambola and had a tremendous time doing fantastic activities.

I have had many teachers over my 7 years at Ganmain Public School including Mr and Mrs Campbell, Miss Roden, Miss Veale, Mrs Graham, Mrs Crocker and Mrs Schmid as a teacher and as a principal. All of these teachers have taught me to do my best, to persevere and to never give up and to be kind and to wear a smile even in the toughest of times. Mrs Booth, our office lady, was always there for us when we had forgotten notes or lunches etc and we couldn't do without her knowledge and expertise. Mrs Fryer is a superstar. She helped us with everything. She mowed the lawns, watered the gardens and kept us motivated to carry on with our work and day.

I'd like to thank The Ganmain Public School P&C of which my mum has been a member of since Harrison started school in 2005. They have provided us with many Healthy Food Days, CBC books for the library, subsidies for excursions and swim school, and have raised money for the school by running triathlons to help buy playground equipment and support the learning of the children. They have also given me subsidies for my sporting triumphs at State and National level.

The Leadership Team of Ben, Tristan and I have worked together to raise funds for our Year 6 gift which is a plaque to be placed where the school time capsule is buried for the one hundred and fifty year celebration of Ganmain Public School, which will come in handy in 24 years when we are trying to locate the time capsule.

On behalf of the Leadership Team, I would like to present Mrs Schmid with this framed library book and letter received from a former student of Ganmain Public school, who was lucky enough to be educated and nurtured at this school. I know that when looking back on my educational journey that I will always think fondly of my days and years at G.P.S, just as Mr Tindle and his family have done all those years ago.

Thankyou

Kaitlin Logan

School Captain 2018



## School background

### School vision statement

Ganmain Public School is committed to providing each student with consistent quality teaching and learning. Our goal is to motivate students to be respectful, responsible, resilient, resourceful and reflective life long learners.

### School context

Ganmain Public School has served the local community since 1912, maintaining close and supportive ties with our families and the local community. The school has a reputation for successful academic, sporting and cultural programs in a K–6 context. These programs reflect the principle that it is the right of all young Australians to succeed in learning and to have the knowledge, skills and understandings essential to their effective participation in civic life. It is a dynamic and progressive place for learning. The school provides a safe and positive learning environment that caters for the individual needs of the students. We have a strong focus on Quality Teaching and Learning which is enhanced by a growing number of digital technologies. The dedicated teaching staff are committed to nurturing the best possible outcomes for all students, with a focus on literacy, numeracy, technology and creativity.

The school's teaching and learning programs create adaptability, skill transference and social awareness in students, preparing them for their future. It is valued for its high expectation of student excellence in all areas and for the diversity of extracurricular opportunities available to students. Technology learning in our digital age is fundamental to this success. A strong participant with local schools consisting of Ganmain Public School, Matong Public School, Marrar Public School, Beckom Public School and Coolamon Central School provides enhanced academic, sporting and social opportunities for the 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

In **Learning** during 2018 Ganmain Public School was 'Delivering' in Learning Culture, Wellbeing, Curriculum, Assessment and Reporting. The school was 'Working towards Delivering' in Student Performance Measures.

In **Teaching** during 2018 Ganmain Public School was 'Sustaining and Growing' in Learning and Development and 'Delivering' in Professional Standards, Effective Classroom Practice and Data Skills and Use.

In **Leading** during 2018 Ganmain Public School was 'Sustaining and Growing' in School Resources and 'Delivering' in Educational Leadership, School Planning, implementation and Reporting and Management Practices and Processes.

Focus areas for development in 2019 include Learning Culture, Wellbeing, Curriculum. Assessment and Reporting, Student Performance Measures, Data Skills and Use, Professional Standards and Effective Classroom Practice.

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

Create high performing and engaged learners

### Purpose

To ensure all students will be actively and consistently engaged in high quality learning that is meaningful and developmental, ensuring motivated, creative and confident learners.

### Overall summary of progress

This Strategic Direction was a focus in the 2018. In 2018 Early Action for Success (EAfS) was implemented in the K–3 area with Macqlit, Focus on Reading 3–6 and How2Learn.

An Instructional Leader was utilised as part of the schools involvement in the EAfS program and worked with K–3 each week in Term 1, providing teacher support and training in L3, TEN and Guided Reading resulting in strong student growth in most areas.

Due to a decrease in numbers the children had access to more one to one assistance in the class as well as the benefits of the Youth Worker program. Extra STL days lead to special individual learning programs for students with learning difficulties leading to pleasing growth. WARP assessment showed terrific growth for those children involved in the Macqlit program.

The parent culture was a focus for 2018 as flagged in the Tell Them From Me 2017 survey where the school scored a 4.7 out of 10 for parents supporting learning at home. In the 2018 survey this rose to 7.8 out of 10 which is a very pleasing improvement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>• Increase the numbers of students achieving proficiency in line with the Premier's Priorities.</b>	Teacher 2 days per week.– \$40 000  SLSO 3 mornings – 12 hours per week– \$12000 Macqlit Program delivery	41.67% of students were in the Top 2 band for Reading and Numeracy in 2018 Increasing the numbers from 22.22% in 2017.  Children in the K–3 class showed a huge improvement in everything according to the Instructional Leader 23–5–2018 ( Especially the ones engaging in the Macqlit program)
<b>• Students will achieve their year appropriate expected growth in Literacy and Numeracy.</b>	\$12550 on student and teacher resources i.e. IT equipment, books, stickers, etc	All students had the opportunity to interact with their continuum progress from last year using the 'I Can' statements and be introduced to the new format of progress through the Literacy and Numeracy Progressions. This lead to an evaluation of their progress towards their yearly goals through Personalise Learning Plans (PLPs) established at the beginning of the year. Students were evaluated through end of term reports reflecting the children's progress and parent/student/ teacher meetings were held when required  Unfortunately the mentoring from the Instructional Leader was disrupted due to other commitments. The Macqlit and Minilit program was still delivered by SLSO to children in Acacia. Three Year 3–6 children received individual learning instruction, (two hours of extra support through STL two days per week). This enabled the children to achieve success at their personal level.
<b>• Students experiencing difficulty with engagement are</b>	Release costs for Infants teacher to work with	Having a Student Wellbeing Officer in the school all year, supporting the wellbeing of the children,

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>supported and provided with alternative learning programs.</b>	<p>Instructional Leader, teachers to conduct meetings with students and parents to establish and review Personalised Learning Plans for each student and to conduct report interviews if/when requested.</p> <p>(\$1000–Teacher release–to conduct interviews</p> <p>\$500–Release for teacher to visit another school for Professional Learning</p> <p>\$1000– Progressions Professional Learning funded from School Professional Learning</p> <p>\$1000 Kindergarten Professional Learning funded through EAfS</p> <p>\$1500 'Summative Assessment' Conference. Professional Learning)</p>	<p>proved to have a positive impact on student and teacher morale. The school finished the year very positively in regards to greatly improved student behaviour.</p> <p>NAPLAN results indicate good growth in Year 5 in all areas of Literacy and Numeracy showing pleasing improvement. Students evaluated through end of year reports and parent/teacher/student meetings offered.</p>

## Next Steps

Professional Learning will again need to be a priority again next year due to changes and retention of staff. Tighter requirements regarding parent home reading support will be needed to optimise the Macqlit program's success in 2019.

Mentoring provided by the Instructional Leader was stretched due to the number of schools being supported within a wide area this year. Distance and travel proved an issue. This will be resolved next year as an extra Instructional Leader will be appointed and be allocated to our school one day a week. This consistent approach is set to improve the support received. The focus will be implementing the gradual use of the progressions across K–6 in 2019.

The Macqlit program will be delivered by SLSO to children in years 3–6 children 4 days per week.

## Strategic Direction 2

Deliver high quality teaching, leadership & management

### Purpose

To build the capacity of each staff member through professional learning to ensure our staff provide high quality learning for every student every day.

### Overall summary of progress

Ganmain Public School continued to deliver high quality teaching, leadership and management in 2018 and continued to upskill teachers to provide best-practice in all areas. Involvement in quality professional learning with the assistance of a shared Instructional Leader assisted in the mentoring and supporting of staff. Striving to improve Literacy and Numeracy student outcomes was a priority through the use of best practice focusing on high expectations, evidence-based research, quality and engaging teaching delivery. Knowledge and implementation of the progressions was a successful outcome for the K–3 teacher, due to the expert guidance of the Instructional Leader.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• All programs show evidence of the Quality Teaching Framework (QTF) and PDPs reflect the Australian Professional Standards for Teachers in their teaching</li></ul>	Teacher Release \$1000 for peer observations.	<p>Staff reviewed their goals for the year, reflecting on their teaching and areas of continued development. Staff continued to source and request Professional Learning as required, reflecting the achievement of their goals which lead to improved quality teaching and learning in all classrooms.</p> <p>Instructional Leader and Principal mentoring of beginning teacher, focusing on student behaviour and elements from the Quality Teaching Framework. was beneficial to the delivery of Quality Teaching.</p>
<ul style="list-style-type: none"><li>• All teachers understand standards accreditation and have high expectations for themselves</li></ul>	<p>Management of Actual or Potential Aggression (MAPA) Staff Training PL– \$300</p> <p>Staff Professional Learning attendance Costs – \$1200</p> <p>First Aid training costs– \$1052</p>	<p>Staff attended appropriate PL– First Aid, MAPA, Literacy and Numeracy, Progressions, Aboriginal Education and Formative Assessment Professional Learning. This along with assessing students for, of and as learning to gather baseline data to establish achievement levels for all students enabled teachers to successfully deliver student needs based teaching and learning. The SLSO support to teachers assisted in improving the outcomes of all students.</p> <p>Adjustments for high/low performing students evidenced through staff professional dialogue in K–6 meetings was very beneficial to addressing individual student needs, providing adjustments where necessary.</p>

### Next Steps

Ganmain Public School will continue to upskill teachers to provide best-practice in all areas with a particular focus on Literacy and Numeracy and Progressions in 2019. We aim to provide quality educational experiences at all times, whilst achieving our school vision and key strategic directions. The staff will continue to develop their teaching and learning skills focusing on the use of assessment and student data to formulate engaging programs reflecting and addressing the needs of each individual student.



### Strategic Direction 3

Provide wellbeing for all

#### Purpose

To grow a strong positive culture within the school community so everyone is engaged and has a sense of belonging and wellbeing.

#### Overall summary of progress

Consolidation of the 5 Rs of Respectfulness, Resilience, Reflectiveness, Responsibility and Resourcefulness, with more explicit lessons, was not implemented as much as the staff would have liked due to a very full curriculum. Constant discussion, demonstration and explanation of what these areas look, sound and feel like, was successful in achieving a more positive school culture in 2018. The Tell Them From Me Parent survey verifying this with a 10 out of 10 score for 'parents feeling welcome when they visit the school'. The school continued to provide many opportunities for the community to be involved in the school. The continued support of the Personalise Learning Plans with students, parents and teachers was very important with all but one child being represented by a parent. The students rated 'positive teacher–student relations' at 8.6 out of 10 which is a positive result to build upon.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Students, parents and teachers take collective responsibility for student learning success as evidenced by parent attendance in school promoted activities.</li></ul>	\$12 600– hospitalities, ANZAC Day Wreath, trophies, printing, student rewards and incentives, first aid supplies, school painting, Skoolbag subscription, Life Education, playground equipment and excursions student costs support.	<p>The welcome and 'Meet and Greet' Dinner was very successful with a terrific turn up of old and new families. This important community function at the beginning of the year, to explain the organisational structures of the school for 2018, was very worthwhile.</p> <p>P &amp; C meetings newsletters, Skoolbag, display boards and Facebook, along with involvement and support by school staff with the P&amp; C annual Ganmain Public School P &amp; C Triathlon, were successful ways in keeping all parties of the school community informed.</p> <p>Parent/teacher/ Student half yearly report meetings were held and parent participation was well supported. Displays at the local post office were updated and received well with positive feedback being received.</p> <p>Children/parent/ teacher PLP review meetings to discuss progress towards goal achievement and adjustments had a positive attendance.</p>
<ul style="list-style-type: none"><li>Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school.</li></ul>	Student Wellbeing Support Officer funding Grant \$7000 DEC, \$7000 Community (P& C) contribution and \$7000 from school funds	Students worked with teachers and parents to formulate Personalised Learning Plans for the year. Year 4–6 students complete Tell Them From Me surveys. The community were invited to attend Easter Hat Parade with children from local Day Care, Pre–School, parents and community members attending. The Senior Citizens Week event, combined with St Brendan's Catholic School, hosted by Ganmain Public School was successful with a terrific attendance and pleasing comments given. The display board in local post office was updated regularly to showcase and advertise the school. School staff and children participated in the ANZAC Day March representing the school with 24 children out of 30 attending.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school.</li> </ul>		<p>The Student Leadership Team were involved in the 'Go for Gold' Catch-a Kid' Welfare program operating within the school to encourage ownership which lead improved engagement from the older students. The students demonstrated improved behaviours in relation to how to be respectful, resilient, resourceful, reflective and responsible as part of the HOW2Learn program implemented with in the school.</p> <p>Student Leadership Team meetings were regularly held to organise fund raising and activities , raising money for charities and an end of year, Year 6 present to the school. Involving the students in this gave them a sense of community spirit.</p> <p>The Student Wellbeing Support Officer employed for 11 hours per week, provided the students with support and guidance.</p> <p>The Red Cap program, focussing on building social skills across the grades, occurred throughout the year resulting in increased resilience being observed in the children.</p> <p>Child Protection lessons during Term 3 dealt with building positive relationships and how to cope with possible bullying. This gave our students useful strategies.</p> <p>Having a Student Wellbeing Officer in the school all year, supporting the wellbeing of the children, proved to have a positive impact on student and teacher morale. The school finished the year very positively in regards to greatly improved student behaviour.</p>

## Next Steps

In 2019 Ganmain Public School will aim to provide more quality opportunities for community organisations and families to take part in genuine and authentic learning experiences, including communication and learning partnerships with the local preschools and surrounding primary and central schools. Encouraging parent participation in Personalised Learning Plans/ Individual Learning Pathways will be a focus area. In 2018, 22 out of 23 parents turned up for PLP review meetings. 100% participation will be the aim in 2019. The TTFM survey returned a low participation rate. This is another area the school would like to builds on. The students response to sense of belonging result, in the Tell Them From Me survey, was down on previous years. This will also need to be a focus area to build on in 2019. Participation in the 'Got it' wellbeing program will be high on our priorities next year as we work with the local schools and the Murrumbidgee Local Health District to improve the wellbeing of all students.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$8089 Aboriginal Background Loading allocated to SLSO to provide assistance to Aboriginal students through MACQLIT delivery and in class learning support. (4 1/2 hours per week)</p> <p>\$260 for Principal to attend Aboriginal Workshop.</p>	<p>Aboriginal children had access to one to one assistance in Mathematics due to the benefits of having and the SLSO in the classroom . Aboriginal students also engaged in the Macqlit Remedial Reading program to boost their Literacy progress. This lead to pleasing progress in most Literacy areas. The WARP assessment showed fluency reading growth for 75% of the children involved in the Macqlit program. Individual Learning Pathway (ILP) are completed as Personal Learning Plans with parents.</p>
<b>Low level adjustment for disability</b>	<p>\$20823 RAM staffing allowance for Support Teacher Learning (STL)</p> <p>Staffing to establish STL support two days per week to support Literacy and Numeracy across the school \$26 989:–</p> <p>\$6167 Low level Adjustment for Disability Loading allocated to SLSO/Student Wellbeing Support Officer to supplement 16 hours of support per week.</p>	<p>The Support Teacher Learning(STL) supported students on Individualised Learning Plans in the areas of Literacy, Numeracy and PDHPE ( Personal Development, Health and Physical Education)</p> <p>The Student Wellbeing Support Officer was an invaluable asset for the school in supporting the positive learning of the students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$4581 of Quality Teaching, Successful Students allocation supported Professional Learning to assist staff in delivering quality teaching and learning. Release costs and course fees included.</p>	<p>Collaborative practice and peer mentoring programs were carried out amongst the teachers. Teachers and the teaching principal were given time to mentor colleagues in the implementation of quality teaching and learning programs.</p>
<b>Socio–economic background</b>	<p>\$31242– Socio–economic background funding:–</p> <p>\$3170 Socio–economic Background Loading allocated to Student Learning Support Officer ( SLSO)</p> <p>\$23800 Socio–economic Background Loading allocated to Support Teacher Learning (STL) to supplement 2 days of student support per week.</p> <p>\$812–Robot Revolution</p> <p>\$3460–Student Textbooks</p>	<p>STL and SLSO allowed individual needs to be met more successfully this year. The children were more engaged and discipline problems greatly reduced due to children being heavily supported in their learning.</p> <p>'Robot Revolution' was very successful in supporting our STEM program as it sparked interest and improved the students knowledge in technology.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	20	16	15	13
Girls	16	14	12	11

Numbers fluctuated throughout the year reaching 30 students.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.5	91	96.8	94.7
1	92.3	93.5	93.5	78.6
2	96.9	94.5	96.3	93.6
3	92.3	93.1	98.4	85.6
4	96.6	95.2	94.1	96
5	94.2	93.4	95.7	93.7
6	96	94.3	96.6	88.3
All Years	95.3	93.6	96.2	90.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Rolls are marked daily with levels and patterns being monitored.

Letters are sent home to parents when unacceptable attendance is noted.

The importance of school attendance is communicated to the parents through the school newsletter.

Parents are reminded of their statutory obligations with regard to student attendance and asked to provide an

explanation to explain the absences.

The Home School Liaison Officer is contacted when the school is unable to resolve attendance issues.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.95

\*Full Time Equivalent

Ganmain Public School has zero Aboriginal composition of the school workforce.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

Whole school Professional Learning included Management of Actual or Potential Aggression (MAPA), First Aid, CPR, Child Protection, Code of Conduct and Anaphylaxis.

The Teaching Principal undertook Professional Learning in Finance, Formative Assessment, Introduction to Literacy and Numeracy Progressions, School Excellence– Supporting Schools with External Validation, Aboriginal Education Workshop, PLAN 2, HR and numerous eFPT( Enterprise Financial Planning) Essential Training workshops.

Various teachers attended courses on the School Website, Effective Reading in the Early Years, Progressions and Early Action for Success.

The School Administration Manager (SAM) completed Professional Learning on Finance, eFPT, School Website, Equipment and Stocktake, SAP Reports from a SASS Perspective, Small Schools Finance Network,

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	88,605
<b>Revenue</b>	585,885
Appropriation	562,246
Sale of Goods and Services	1,256
Grants and Contributions	21,263
Gain and Loss	0
Other Revenue	0
Investment Income	1,120
<b>Expenses</b>	-532,054
Recurrent Expenses	-532,054
Employee Related	-482,313
Operating Expenses	-49,740
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	53,831
<b>Balance Carried Forward</b>	142,436

Strategic financial management is used to carefully plan to recruit and sustain high quality staff for various programs and school initiatives including Quality Teaching Successful Students, Learning and Support, Macqlit and Early Action for Success. Ganmain Public School maximises resources available to implement the school's key year priorities including purchasing and installing new outdoor furniture, playground games, ICT equipment and expertise and quality Professional Learning.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	457,679
Base Per Capita	5,221
Base Location	12,563
Other Base	439,895
<b>Equity Total</b>	66,330
Equity Aboriginal	8,099
Equity Socio economic	31,242
Equity Language	0
Equity Disability	26,989
<b>Targeted Total</b>	13,735
<b>Other Total</b>	4,594
<b>Grand Total</b>	542,338

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to small cohort at Ganmain Public School, graphs are unavailable. Please refer to the My School website. 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.



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In The Premier's Priorities–Improving education results and State Priorities: Better services– Improving Aboriginal education for students in the top two NAPLAN band, Ganmain Public School had an 'Average % NAPLAN Reading and Numeracy in Top 2 Bands' of 37.5% .

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek opinions of parents, students and teachers about the school.

The results of the 2018 'Tell Them From Me Survey' are presented below:–

### Students

*Social Engagement*–67 % of students surveyed had a sense of belonging and 75% have positive relationships.

*Institutional Engagement*–83% value school outcomes, 92 % believe they have positive behaviour at school and 55% have positive homework behaviour.

*Intellectual Engagement*–73% of students are interested and motivated, 83% put in effort and 100% believe they receive high quality instruction.

*Early Signs of Disengagement*– 20% of Year 5 students surveyed showed early signs of disengagement..

*Drivers of Student Engagement* –83% of students believe they receive quality instruction, 86% have positive teacher–student relations, 70% believe they are in a positive learning climate and 86 % have expectations for success.

### Parents

*Parents Feel Welcome*– This survey was reported out of a score of 10 and Ganmain Public School scored a 10 for parents feeling welcome when they visit the school and can easily speak to their child's teacher and school principal. The parents who responded to the survey also believed that teachers listen to concerns they have, again scoring a 10.

*Parents are Informed*– in regards to a child's progress, behaviour, and social and emotional development, the school scored 9.7

*Parents Support Learning at Home*– 7.8 out of 10 ( An increase from 4.7 in 2017 ) overall with 6.8 ( An increase from 3.4 in 2017 ) discussing with their child

how they are doing in his or her classes and 6.8 ( An increase from 4.6 in 2017 ) talking about how important schoolwork is.

*School Supports Learning*– 9.8 out of 10 overall with the area of 'the teachers having high expectations for their child and the teachers taking their child's needs, abilities and interests into account', scoring positively.

*School Supports Positive Behaviour*– 9.8 overall with a score of 10 for teachers expecting their child to pay attention in class and 10 believing teachers maintain control of their classes.

*Safety at School*– 9.6 was the score for behaviour issues being dealt with in a timely manner and a score of 10 for their child feeling safe at school.

*Inclusive School*– 9.6 overall with 9.3 believing school staff take an active role in making sure all students are included in school activities.

### Teachers/Staff

There are not enough staff to complete a staff survey through the Tell Them From Me Survey. However, comments from staff include:

"My opinion of Ganmain Public School is a place where everyone is included and made feel safe and encouraged. It's a great place to come to learn and feel special."

"Ganmain Public School is well resourced and caters for the needs of all students in a positive and caring environment with very dedicated and professional staff."

"Ganmain Public School is a place where the whole community, young and young at heart, feel welcome and valued. It is a place of learning about self and others. Ganmain Public School is a place that cherishes creativity, curiosity, life long learning and team work."

"Ganmain Public provides an inclusive, happy and enjoyable environment for all students and families.

## Policy requirements

### Aboriginal education

Ganmain Public School continues to provide support for our Aboriginal students and provides programs designed to educate about Aboriginal history, culture and contemporary Aboriginal Australia.

All students study Aboriginal perspectives across learning areas of History.

### Multicultural and anti-racism education

The learning area of History provides the vehicle to study other cultures and encourages student attitudes to tolerance and respect for those different to

themselves. The students of Ganmain Public School work under the motto 'Each for All' which embraces differences in others and allows the students avenues for celebrating uniqueness.

## **Other school programs**

### **2018 SPORTS REPORT**

#### ***Carnivals***

2018 has been a busy year in sport, and there have been a huge range of sporting events throughout the year for students to become involved in. The first event of the year was the Small Schools Swimming Carnival hosted by Matong Public School at Ganmain. It was a great day and saw many students from Ganmain Public School go on to the Coolamon–Ardlethan PSSA Carnival. Lillyarna Clark, Kaitlin Logan, Eva Lucas, Nate Hamblin and Tristan Hare–Niki all progressed through to the Riverina Swimming Carnival where they represented the Coolamon/Ardlethan Zone. The PP5 team comprising of Kaitlin Logan, Eva Lucas, Nate Hamblin and Tristan Hare–Niki represented Ganmain Public School at the State Swimming Carnival. Beekom Public School hosted the Small Schools Cross Country Carnival and Ganmain Public School hosted the Coolamon–Ardlethan Cross Country, with both being successful days for Ganmain Public School. Lillyarna Clark, Lilly Brill, Nate Hamblin, Tristan Hare–Niki and Kaitlin Logan travelled to Gundagai to represent our school at the Riverina Carnival. Marrar Public School hosted the Small Schools Athletics Carnival at Coolamon. This was a fantastic day with students doing their best and showing some great sportsmanship and participation. Many students progressed to the Coolamon–Ardlethan Athletics Carnival held in Barellan. The students competed well again, with Kaitlin Logan, Tristan Hare–Niki, Nate Hamblin and Lilly Brill making it to Riverina level.

#### ***Trials***

2018 saw many great opportunities for students to compete in trials for Australian Rules football, netball, tennis and cricket. Australian Rules football saw a number of boys and girls from across the Coolamon–Ardlethan zone trial show great sportsmanship. Nate Hamblin, Tristan Hare–Niki and Kaitlin Logan were selected for the Coolamon/Ardlethan team to compete in the Eastern Riverina trials in Coolamon. Kaitlin Logan and Eva Lucas represented the Coolamon–Ardlethan PSSA Netball team at the Regional Schools Cup Final in Wagga Wagga, where they finished as runners up. Nate Hamblin and Kaitlin Logan had the great experience of attending tennis trials in Wagga Wagga. Cricket trials were also held throughout the year, with Kaitlin Logan progressing through the levels and making the State team to compete at the National Carnival. Kaitlin was named captain of the NSW girl's team that claimed the final at the School Sport Australia under 12 championships in Bunbury, WA. Nate Hamblin has been selected to represent the Coolamon–Ardlethan Zone at next year's regional trials in cricket.

## EXCURSIONS

The school completed many excursions this year. The Year 5 and 6 students travelled to the Borambola Sport and Recreation facility for a three day stay in Term 4. The children completed activities like flying fox and high rope adventures and other things like archery, canoeing and mud runs. The children had a great time and wore smiles from morning to night. Other excursions included Coolamon Library and Allawah visits, Wagga Civic Theatre to watch George's Marvellous Medicine, National Art Glass Collection in Wagga, Wagga Wagga Art Gallery and Museum. The children love getting out and about and expanding their learning opportunities in our community.

## FROM THE STUDENT WELLBEING SUPPORT OFFICER

2018 has been an exciting and engaging year as the Student Wellbeing Support Officer at Ganmain Public School to which I think is the best little school in the world.

The need for a Student Wellbeing Support Officer was recognised by the principal Mrs Sandy Schmid and the position has been made possible thanks to a 3 way funding agreement between the State Government, Ganmain Public School and Ganmain Public School P&C.

Ganmain Public School is a very busy place between the hours of 8:45am – 3:05pm each weekday and the children can sometimes get a bit overwhelmed by school or just life in general. I have introduced what I think is a great addition to the school the "Chatroom", where the children have a safe, comfortable, non –judgemental space where they can relax, calm down ( if needed) and talk about their troubles or issues. Whatever is said in this "Chatroom" is treated as confidential unless it's a safety concern to the student or others.

I have also introduced Stage meeting talks. These are short 15 minute talks/ lessons that are designed to get the students talking and thinking about important issues such as feelings, why we need to eat a healthy breakfast, manners and kindness, just to name a few.

I have also assisted in organising special days during the year. Some of these days are for education, some are for fundraising and some of them are for fun. The children love these days and they also give the students an understanding about our community and things that are important to many areas of our lives. It teaches the students that if we give 'a little' we can sometimes change the world for one person or maybe a million people. Listed are just some of the days that the students have participated in during 2018:–

\*Easter– Year 6 Fundraiser

\* NAIDOC DAY–Indigenous Education

\*Royal Wedding – for fun

\* Heart Kids –Super Hero Day – Fundraiser

## Individual Accolades

Each year, individual students at Ganmain Public School are recognised for their achievements on the sporting fields. Nate Hamblin received the award for Sportsmanship for his participation, encouragement and display of fair play at all times. Kaitlin Logan was once again awarded the Sportsperson of the Year as a result of her outstanding results across a number of sports. We also had students receive individual awards at zone and regional levels. Kaitlin Logan was unanimously voted as the female recipient of the Ian Lucas Memorial Award for Sportsmanship as a result of her efforts for the Coolamon–Ardlethan PSSA. Kaitlin was also awarded the Bernie O'Connor Award at the 2018 Riverina Blues Awards Ceremony. This prestigious award *recognises outstanding sportsmanship, commitment and contribution to the team effort, positive attitude to training and self-improvement, ability to overcome adversity, achievement across a range of sports, team spirit and perseverance, displayed by a primary school student.*

Congratulations goes to each and every student at Ganmain Public School for another outstanding year in sport. From school physical education and sport programs through to state representation, Ganmain Public School continues to develop individuals who have a great attitude towards sport and enjoy all that it has to offer.

## LIBRARY/BOOK FAIR

This year was a very successful year for the library. We acquired new Children's Book Council Books for our shelves from a kind donation from the P&C. These books are high quality stories that enhance our library and the children's literacy development.

The library also held a successful Book Fair in November. This fair was visited by the Cranky Bear on his 10th anniversary. The community supported our school by visiting on our Book Fair Dress–up Day. It was a fantastic day showcasing our wonderful school.

The library is a great place for the children to come and find a quiet spot and enjoy a good story. The children enjoy their free time to explore the wonderful array of books. Borrowing has been consistent this year with some reluctant borrowers checking out some of our new books and enjoying them at home.

## GANMAIN SHOW

The Ganmain Show is another great community event where Ganmain Public School contributes and shines. This year our display theme was " We are AMAZING". Our children contributed wonderful examples of their amazing artwork and writing. The display is always well received by the community and the children love to see their learning on display for everyone to see.

\*R U O.K? Day – Mental Health Awareness

\* Day for Daniel – Child Protection and Safety

\*Anti– Bullying Day – Student Wellbeing

\*Friendship Day – Student Wellbeing

\*Happiness Day – Student Wellbeing

One of my favourite quotes is "KINDNESS IS LIKE CONFETTI, SPRINKLE THAT STUFF EVERYWHERE".

This year the marble jar was introduced into the school. This jar rewards students for small acts of kindness, when each milestone of 100 marbles is reached the children are rewarded. This teaches the students:

1 –To be KIND

2 – By working together, for a common goal great things can happen.

3 – To do small acts of kindness doesn't cost anything but can be so rewarding to all.

I look at the students during the morning assembly with great big smiles on their faces, ready to learn and make everlasting memories through knowledge and friendship and I know that a little bit of their happiness is due to this very worthwhile program.

This program is helping deliver a school where every student can feel safe, engaged in learning and feel worthwhile, like they matter to the school and our community and the world. Each student has the right to ask questions, to be listened to, and to be treated with respect.

Thank you

Karen Fryer – Student Wellbeing Support Officer