

Garah Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Garah Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jenny Johnson

Principal

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Message from the Principal

2018 has been a successful year at Garah Public School, with many outstanding achievements in academic and extra curricular programs and student wellbeing.

This year we have continued with our Positive Behaviour for Learning program. Our core values of Respect, Responsibility and Personal Best have continued to be promoted and supported by the students, staff and the broader school community. These expectations are an integral part of everything we do, and have created optimal conditions for learning and wellbeing.

We maintain a robust culture of learning at Garah Public School. Our teaching in literacy and numeracy is guided by best practice, evidence–based research. We have seen noticeable gains in the academic achievements this year and we will continue to strive to improve our teaching practice in order to improve student–learning outcomes at our school.

We provide a rich and varied extra curricular program at our school. The students are provided with numerous opportunities to engage with a broad range of curricular and extra–curricular programs. We promote and celebrate student achievement and school initiatives through ongoing communication with our community including fortnightly assemblies, newsletters, Facebook, and our website.

Garah Public School will continue to go from strength to strength, striving for excellence in learning, teaching and leading to deliver the best possible educational outcomes for our students.

School background

School vision statement

At Garah Public School we are committed to providing students with high quality learning experiences and opportunities that encourage them to become successful learners, confident and creative individuals and active, informed members of society. We actively encourage and promote a school culture underpinned by the beliefs of respect, responsibility and personal best.

School context

Garah Public School is a small rural school located 50 km north–west of Moree in the Barwon Network. It is a school that provides education for students of the town and local farming community.

The school takes pride in offering a safe, enjoyable, motivating and challenging learning environment for students from Kindergarten to Year 6.

All teaching and non–teaching staff are highly experienced and work collaboratively to support all students and parents. The school has a family atmosphere where all of the students interact and learn from each other in a supportive and caring environment.

Key programs at the school include a focus on student wellbeing, through Positive Behaviour for Learning (PBL). Our core values of 'Respect, Responsibility and Personal Best' underpins and supports student development in Literacy and Numeracy. Learning in all KLAs is supported through the strategic access to technology, thus linking students to real world learning opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning:

At Garah Public School all teaching staff are committed to providing a safe, supportive and engaging learning environment for all our students. Our wellbeing approach, which includes Positive Behaviour for Learning, maintains a creative and effective environment for learning by all key stakeholders. Our delivery of curriculum meets the needs of all students through a variety of settings which are inclusive of differentiation. Teachers deliver a curriculum which provides educational opportunities for all students, with a focus on self–directed learning that enhances their knowledge, understanding and skills. Teachers use assessment as a tool that supports and informs learning across the school. The school includes parents as partners in their child's learning and regularly update them on the learning progress of their children. An area to focus on is to continue to implement the visible learning processes to further develop the abilities of our students to be self–directed, engaged learners.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Garah Public School has explicit teaching as the main practice used in the school. Teachers routinely review and reflect on their own performance through lesson observations based on the Australian Professional Standards for teachers. They have ample opportunity to provide explicit, timely and specific feedback to their students. Curriculum provision is enhanced by learning alliances with other schools, and teachers work together to share ideas, experiences, challenges and approaches. All classrooms are well–managed with organised and well–planned teaching taking place in positive and productive environments. Teaching staff work together to improve the standards of teaching and learning in their multi–stage classes. All staff access professional development guided by their Professional Development Plans to achieve their professional goals. An area to improve on is for teaching staff to access professional learning or support to enhance their ability to analyse student performance data to further inform their teaching practice.

The results of this process indicated that in the School Excellence Framework domain of Leading:

Garah Public School encourage the wider school community to be actively engaged in numerous opportunities provided by the school. The school promotes and maintains positive and productive relationships with the community. The school leader ensures that teaching programs form a sound basis for student learning and encourage every staff member to create a culture of high expectations. School leaders collaborate with a community of small schools to plan, implement, monitor and self-assess the School Plan. The school's financial and physical resources are well managed to best support the learning outcomes of all students and meet the challenges of our small school. The school has effective administrative practices in place which support school operations and teaching.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Pedagogical Practice for Learning Success

Purpose

To lead learning through research based pedagogy and develop high quality educational leadership practices to guide students' understanding of the characteristics of effective learners and learning achievement.

Overall summary of progress

In 2018, Garah Public School staff and students have consistently worked towards learning success through pedagogical practice. The focus for the year was for all students to develop and utilise individual personal and learning goals and visible learning characteristics. These goals and learning characteristics have supported the students to assist them in continual improvement of their learning. A further focus was the ongoing wellbeing of students, ensuring and supporting they follow the school's PBL core values of Respect, Responsibility and Personal Best to in turn develop student resilience and success. Behaviour data indicates students have maintained self-regulation and positive behaviour. The students have a clear understanding of the PBL expectations for all settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Expert use of feedback and formative assessment are observable in all contexts, as evidenced through classroom observation and teacher self-reflection data.		All students devised their own personal and numeracy learning goal with realistic steps that lead to achievement.
Learning intentions and success criteria are visible, explicitly used in all settings and can be clearly articulated by all students.		Staff have demonstrated an understanding and the importance of providing effective feedback to students. The students have then been able to apply this information in further learning experiences.
Wellbeing surveys indicate high levels of satisfaction in the areas of belonging and engagement, and students can identify 2 staff members who can support them.		100% of students have successfully progressed through the PBL Merit program with 40% achieving the highest level of Gold. In the element of Wellbeing in the School Excellence Framework the school is operating at the Sustaining and Growing stage.

Next Steps

The focus for 2019 is to continue to access and utilise visible learning processes for students. Staff will participate in professional learning to assist in the understanding and implementation of the Soundwaves Spelling Program. This will further refine and improve teaching strategies and learning opportunities for students in literacy. Staff will continue to participate in lesson observations and meet regularly to reflect on teaching practices and refine pedagogy according to student needs. The school will continue to promote and support the Positive Behaviour for Learning program through explicit teaching, regular merit certificate presentations and positive level award assemblies.

Strategic Direction 2

Excellence in Curriculum Application

Purpose

To collaboratively implement differentiated curriculum, assessment and evaluation for future focussed learning, with an emphasis on the teaching of literacy and numeracy skills across all learning areas.

Overall summary of progress

In 2018, the staff and students worked on creating a collaborative platform to share their learning experiences with peers. All staff worked consistently to achieve many of the ongoing milestones throughout the year. The school collaborated with the Barwon Community of Schools (Barwon COS) to provide teaching and learning programs that were current, engaging and helped develop a self-directed approach to learning for all students. Garah Public School accessed a diverse range of extra curricular activities that created collaborative learning experiences for students and staff from schools within and beyond the Barwon COS.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students achieve at or above expected growth in literacy and numeracy as indicated by internal measures and Literacy and Numeracy Progressions. If this does not occur, the school will implement explicit teaching programs to address concerns		Garah Public School has consistently provided collaboration and support in the learning processes for staff and students. Positive student growth is evident in individual assessment tasks, work samples and records.
Embedded and explicit systems for focussed teacher collaboration within and across schools are used to plan, implement and evaluate targetted curriculum areas.		Staff have participated in collaborative meetings with the Barwon COS to assist in planning and implementation for focus curriculum areas within the school.

Next Steps

In 2019, the school plans to introduce new assessment and reporting tasks using the Literacy and Numeracy Progressions, which will align with current practices in the school's assessment schedule. The school will also continue to access extra staffing through financial resources to support a part-time classroom teacher. And also continue to work together with the Barwon COS to support learning and teaching within the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4883	Aboriginal perspectives were integrated into the curriculum and authentic learning experiences were provided across K–6. All students participated in an excursion to the Terry Hie Hie Aboriginal Reserve as part of NAIDOC celebrations.
Low level adjustment for disability	\$13144	Teachers have a wide range of teaching strategies and resources to use to cater for individual needs as demonstrated in their teaching and learning programs. Additional staffing allows for targeted, individualised instruction.
Socio–economic background	\$5943	Students' needs are catered for in small, flexible groups across two multistage classes. Additional staffing facilitates the provision of curriculum differentiation.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	9	10	12	11
Girls	4	7	10	9

Student attendance profile

School				
Year	2015	2016	2017	2018
K	88.4	89	93.9	91.1
1	96.3	84.1	86.6	93.3
2	97.7	93.2	97.7	80.5
3	94.9	93.9	94.9	88.3
4	91.6	92	94.3	87.7
5		88.1	95.1	91
6	74.4		86.9	84.5
All Years	92.5	90.6	91.9	88.4
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		93.9	93.8	93.2
6	93.5		93.3	92.5
All Years	94	94.1	93.9	93.4

Management of non-attendance

Attendance has remained steady over the past four years. Student attendance is monitored regularly and follow up occurs where necessary.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.62
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.8

*Full Time Equivalent

No members of staff identify as being of Aboriginal and/or Torres Strait Islander descent.

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

The school is committed to ongoing professional learning in line with the Australian Professional Standards for Teachers, school and system priorities. Teachers meet regularly and engage in quality professional learning to build capacity to implement our strategic directions. Our two teaching staff are accredited at Proficient.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	76,513
Revenue	425,065
Appropriation	401,069
Sale of Goods and Services	1,478
Grants and Contributions	21,346
Gain and Loss	0
Other Revenue	0
Investment Income	1,173
Expenses	-381,256
Recurrent Expenses	-381,256
Employee Related	-334,488
Operating Expenses	-46,768
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	43,809
Balance Carried Forward	120,322

All financial management practices are undertaken in accordance with departmental financial regulations and guidelines.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	368,353
Base Per Capita	4,254
Base Location	15,634
Other Base	348,465
Equity Total	23,969
Equity Aboriginal	4,883
Equity Socio economic	5,943
Equity Language	0
Equity Disability	13,144
Targeted Total	0
Other Total	9,405
Grand Total	401,728

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.

In the NAPLAN literacy test in 2018, one Year 3 student and three Year 5 students sat the test. Progress

reporting in the National Assessment Program in literacy needs to take into account the limitations imposed by the small sizes of the Year 3 and Year 5 classes. To maintain confidentiality, the progress of students who sat the NAPLAN in Year 3 and Year 5 are not reported here.

In the NAPLAN numeracy test in 2018, one Year 3 student and three Year 5 students sat the test. Progress reporting in the National Assessment Program in numeracy needs to take into account the limitations imposed by the small sizes of the Year 3 and Year 5 classes. To maintain confidentiality, the progress of students who sat the NAPLAN in Year 3 and Year 5 are not reported here.

Garah Public school uses a combination of NAPLAN and local assessment tools to formulate teaching and learning opportunities. These opportunities are targeted to students to increase their achievement as shown in the top two bands of Reading and Numeracy in NAPLAN.

Parent/caregiver, student, teacher satisfaction

Data from parent surveys and anecdotal information indicates a high degree of satisfaction with the school and its teaching and learning programs. The students are highly engaged and motivated to learn as evidenced by attendance rates, minimal behaviour incidents, teacher observations and student surveys. The teaching staff state they are highly motivated and committed to their roles within the school.

Policy requirements

Aboriginal education

Garah Public School provides support for Aboriginal students and provides programs designed to educate all students about Aboriginal culture, history and contemporary Aboriginal Australia. These issues are integrated across all Key Learning Areas. This practice has given students a broader understanding of Aboriginal history and culture. The school also acknowledged local Aboriginal culture by participating in an excursion to the Terry Hie Hie Reserve, under the guidance of a local NSW Parks and Wildlife Ranger, as part of our NAIDOC celebrations.

Multicultural and anti-racism education

Multicultural perspectives are integrated into curriculum as a cross curriculum capacity.. We actively promote a culture of inclusivity of all students. We actively teach the values of respect and responsibility through our PBL matrix of behaviours and through our Student Wellbeing Policy. We participate in events that promote

multiculturalism through Harmony Day, NAIDOC week and CWA's International Day celebrations.

Other school programs

Positive Behaviour for Learning (PBL)

Garah Public School encourages and rewards high achievement, outstanding performance and excellent behaviour. In support of these standards, the school utilises the Positive Behaviour for Learning Program. This program forms part of the school's Wellbeing Policy and has the core values of respect, responsibility and personal best. Through rewarding students whose attitudes and actions meet our school's expectations and core values, we will encourage higher achievement, personal growth, resilience and success.

Preschool Transition

Garah Public School offers a Preschool Transition program during Term 4 to support and prepare those students who will commence Kindergarten in the following school year. This program provides incoming students with an opportunity to familiarise themselves with staff, students, school routines and classroom routines in a friendly, safe and nurturing environment.

Sport

Garah Public School promotes participation, teamwork and sportsmanship through a variety of sporting activities throughout the school year. These include in-school sport and PE as well as external sporting carnivals at inter-school, Zone, Regional and at times State level. All students are encouraged to increase their level of fitness and sporting skills. The school regularly accesses Sporting School's Grants to help offer a variety of sporting opportunities from external qualified sport providers. The school is very proud of the students' achievements in this area of school.