

Gilgai Public School Annual Report



2018



1978

Introduction

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

Lachlan Stewart

Principal (Relieving)

School contact details

Gilgai Public School

Woodford PI

Gilgai, 2360

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

gilgai-p.school@det.nsw.edu.au

6723 1309

School background

School vision statement

At Gilgai Public School we value and nurture the uniqueness of every student. A positive learning culture and our safe, respectful learning environment builds a sense of belonging. We work in partnership with families to encourage our students to hold aspirational expectations for their learning and for success in life.

School context

Gilgai Public School is located in northern New South Wales in the rural village of Gilgai, on the traditional land of the Kamillaroi People. The school is set on the banks of Gilgai Creek, nestled under magnificent trees and surrounded by bushland, providing a rich, natural environment.

Gilgai PS offers individualised learning in small composite class groups supported by personalised teaching, excellent resources and committed staff. The Early Action for Success initiative fosters a strong focus on providing early literacy and numeracy skills to ensure continual improvement throughout all stages of education.

We strive to provide our students with a variety of academic, social, cultural and sporting learning opportunities.

We have a comprehensive technology network across all classrooms, supporting future focused learning and access to the wider world.

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

In 2018, Gilgai Public School sustained its focus on Learning Culture, Assessment and Reporting, completing the second year of partnership with the other schools across the Sapphire Community of Schools, focusing on John Hattie's research on developing visible learners. Through an external assessment, Gilgai Public School demonstrated improvement across all the agencies measures for effective visible learning. They noted that collaboratively with the school community, the school has adopted five focus learning dispositions being brave, resilient, engaged, creative and reflective. The company identified that common learning language was evident across all classrooms with the aim to embed the understanding of effective learner characteristics and the knowledge that these characteristics are central to student learning achievement. Teachers are effectively differentiating curriculum, reflecting on evidence and programming to meet the needs of students at different levels of achievement. Our teachers routinely collaborate with parents and students to co–develop learning goals and additional steps have been implemented to assist students in monitoring their own learning progress.

Overall, Gilgai Public School has assessed itself in the learning domain as **delivering**.

Teaching domain

In the domain of teaching, all teachers at Gilgai Public School use the Australian Professional Standards to reflect on their practice, plan for and monitor their own professional development. Teachers actively share their professional learning and experiences with colleagues, improving teaching methods across all areas of the school including curriculum, technology, assessment, behaviour management and mental health. Literacy and numeracy has had the ongoing support of the instructional leader who has made herself available across all stages of the school. She is building teachers' understanding of effective teaching strategies and helping to analyse and plan future educational directions for students.

Overall, Gilgai Public School has assessed itself in the teaching domain as **delivering**.

Leading domain

In 2018, Gilgai Public School further developed a distributed leadership model aiming to enhance the capabilities of all staff members and limit the disruption of potential future staff changes. A culture of high expectations for every staff member exists, with an increasing emphasis on effective use of individualised goal setting, student data and measurement tools. Gilgai Public School began implementation of the 2018–2020 School Plan. Parents and community have had the opportunity to engage in a range of school–related activities which have re–established positive relationships and built a cohesive educational community. Throughout 2018, professional development has been central. The school's instructional leader and visible learning coaches have been key components in developing whole school capacity and understanding. We strengthened our alliance within our Sapphire Small School Community collaboratively hosting combined sports coaching clinics, sporting carnivals and excursions for students, as well as joining together to provide meaningful professional development to staff members.

Overall, Gilgai Public School has assessed itself in the leading domain as **delivering**.

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

Support high quality teaching and learning experiences with positive collaboration to define targets for each student.

Purpose

To raise expectations and focus on high quality teaching to achieve significant, measurable learning achievement across the school. Students and staff will be actively engaged in meaningful, challenging and future focused learning experiences, reflecting on data and curriculum knowledge to inform planning to support our students to be adaptable, responsible, productive citizens.

Overall summary of progress

Throughout 2018 Gilgai Public School concentrated on improving the identification, recording and analysis of relevant data to answer identified questions about student performance in literacy and numeracy. This has enhanced professional discussion to develop learning goals for every student. The school has enjoyed an extremely successful year in relation to a variety of curriculum related targets across all subject areas.

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">• All teachers will lead and plot student progress along the progression steps in alignment with student PLSP's.• All teaching and learning programs show evolving curriculum knowledge and learning experiences with a future focus.• Collaboration within the Sapphire Community of Schools supports consistently high achieving teaching and learning programs.• 100% of students show progress against the Literacy and Numeracy Plan 2 and in school assessments. If this does not occur the school will have a plan in place to address concerns.	<p>Corwin subscription \$8,085.00</p> <p>Teacher Release \$3,000.00</p> <p>Accommodation \$1,000.00</p> <p>Teacher Release and accommodation expenses was a combination of time working with Impact Coaches, attendance to professional learning and time to work on their classroom resources.</p>	<p>Improvements have been made developing teacher knowledge on types of data and recording practice. More development on data reflection continues capacity building.</p> <p>Teachers have consolidated the learning dispositions and language of learning in classrooms. Walkthroughs by Impact Coaches provided evidence of feedback conversations and allowed for individualised teacher professional learning pathways.</p>

Next Steps

In 2019, the school will continue the focus on using data with understanding and confidence. Visible Learning feedback practices will be a high priority with all staff members developing a consistent school language of teaching and learning.

Strategic Direction 2

Respectful Relationships, Building School & Community Culture

Purpose

Develop a school and community culture which is respectful, considerate and understanding of individual differences. Enabling and modelling cohesively positive relationships to support and improve the social experiences of our students and the wider community.

Overall summary of progress

In 2018 an increased number of parents and community members attended P&C Meetings. This resulted in the group becoming an effective consultative and decision making body due to the presence of an engaged quorum at each meeting. The new group was able to successfully conduct a range of school and community shared events such as school discos, the school fete and sporting carnivals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased numbers of parents and community members actively engaging in and contributing to PLP meetings, parent teacher interviews, school events, programs, and committees.	Approximately \$100.00 was spent on light refreshments Approximately \$350.00 printing costs of new school packages. Additional release time for staff to update online profile material.	The number of parents and community members attending P&C Meetings increased. The presence of an engaged quorum resulted in active positive, community involvement.
Increased reports of positive citizenship in the playground and reduced reports of disrespectful playground behaviours between students.	A variety of small monetary amounts' for materials and resources for the SRC to run projects.	The SRC was a very active body throughout 2018 regularly holding meetings and organising fundraising days.
Increased leadership learning opportunities which results in students taking responsibility for speech and actions, while demonstrating increased resilience in learning and social situations	Re allocation of staff time and dedicating class time to these lessons.	Leadership and citizenship lessons are happening on a needs basis with the school participating in a variety of events such as Bullying No Way to build skills for resilience.

Next Steps

In 2019 the P&C is aiming to hold and then build upon the number of regularly contributing members, provide assistance in carefully considering the new options for our school uniform and developing a refined calendar of events to reflect school and community needs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,787.00 Funding	All students have quality Personalised Learning Plans (PLPs) to guide their learning. Parent participation in PLP meetings demonstrates high levels of engagement in the development of the individualised student Learning Plans.
Low level adjustment for disability	0.3 FTE Staffing and \$10,302.00 Funding	Two additional part time Aide positions supported students across all KLA's. All students showing growth as per individual learning plans, with a strong focus on literacy across the curriculum.
Socio-economic background	0.1 FTE Staffing and \$103,381.00 Funding	An additional class was created to support student development. All students have their progress in literacy and numeracy tracked and recorded on a digital platform in 7 key elements using the Plan software to plot next individual steps.
Support for beginning teachers	0	All teaching programs clearly show differentiation to cater for identified gaps in student learning for both groups and individual students. Teachers engage in professional dialogue and collaborative practices around assessment, tracking and reporting. Individual student reports include descriptions of the student's strengths and areas for growth.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	26	26	29	27
Girls	35	31	30	23

Student enrolments decreased from 2017 to 2018 as a result of complex school and community factors.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.6	94.3	93.7	87.9
1	95	93.2	94.9	87.4
2	88.1	94	90.9	95.3
3	95.9	87.1	92.5	92.9
4	92.5	95.1	87.1	93.4
5	92.1	93.1	93.3	92.4
6	89.2	94.3	93.5	95.2
All Years	93.3	93.3	92.2	92.6
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

Attendance at Gilgai Public School is monitored daily, through Sentral, in accordance with Departmental and school attendance procedures. The school follows up unexplained absences within seven days and maintains regular contact with the Home School Liaison Officer (HSLO) helping to ensure correct procedures are followed for students with low attendance rates.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.5
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Currently no members of staff identify as Aboriginal or Torres Strait Islander.

Additional staff were employed to support student learning in 2018.

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

Significant amounts of professional learning were undertaken by Gilgai Public School staff in 2018. Most teaching staff at Gilgai Public School are accredited at the proficient teacher level and thus in the maintenance phase of their accreditation with one beginning teacher accredited at graduate level developing her portfolio for accreditation at proficient.

All staff have had opportunities to participate in professional learning throughout 2018. Teaching staff participated in a range of activities either aligned with the strategic plan, identified through their personal professional development plan or addressing a school identified focus area.

Some opportunities included:

- Corwin Visible Learning workshops
- Primary Connections Science Conference
- Completion/ maintenance of L3K and L3S1 training

- Early Action for Success
- Accreditation workshops
- The Management of Actual and Potential Aggression

School Administration and Support staff participated in differentiated professional learning as the new SAP student management, HR and finance systems were introduced.

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	215,793
Revenue	1,104,132
Appropriation	1,063,390
Sale of Goods and Services	-282
Grants and Contributions	19,216
Gain and Loss	0
Other Revenue	19,630
Investment Income	2,179
Expenses	-1,028,713
Recurrent Expenses	-1,028,713
Employee Related	-941,718
Operating Expenses	-86,995
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	75,418
Balance Carried Forward	291,211

This year, Gilgai Public School carried forward a substantial amount of funds as a targeted management plan. The school's enrolment numbers were projected to decrease, reducing the school's staffing entitlement. Additional funds were kept to fund an extra position if that eventuated. The school plans to complete capital works in the future and the school has saved over a number of years. Finally, uncertainty with the new SAP financial system meant the school worked on a conservative budget to allow for any expenses that may have been overlooked.

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	631,592
Base Per Capita	11,409
Base Location	12,424
Other Base	607,759
Equity Total	161,115
Equity Aboriginal	5,787
Equity Socio economic	113,793
Equity Language	0
Equity Disability	41,536
Targeted Total	57,342
Other Total	107,067
Grand Total	957,117

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.

In 2018, 15 (8 in Year 3, 7 in Year 5) students sat for the National Assessment Program. Due to the small cohort size in both Years 3 and 5, graphs are unable to be published.

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.

Overall Gilgai Public School's literacy results were very positive in 2018 with significant growth in most domains with the exception of Year 5 writing which remains a focus area. Due to the small cohort size in both Years 3 and 5, graphs are unable to be published.

Gilgai Public School had 83.3% of Year 5 students achieving at or above state average individual student growth across the Reading, Spelling, Grammar and Punctuation domains.

The 2018 Year 3 results have continued a steady trend of improvement from previous years in Reading, Spelling, Grammar and Punctuation domains, with significant improvement notably in Writing.

In line with the Premier's priorities the school continues to improve the number of students who are achieving in the top two Bands in Reading with 39% now achieving this result.

The school's Year 3 Numeracy results show an improving trend while the Year 5 Numeracy results are consistent with the long term average. However due to the small cohort size in both Years 3 and 5, graphs are unable to be published.

The school continues to demonstrate growth in the Premier's priority with the number of students who are achieving results in the top two Bands in Reading and Numeracy with 25% of Gilgai Public School students achieving that result.

Parent/caregiver, student, teacher satisfaction

Parents/Carers were informally interviewed during a number of school functions to gauge their levels of participation and satisfaction in a wide range of curriculum and extra-curricular school activities. Overall, satisfaction ratings were high with many parents enthusiastic, optimistic and pleased about their child's educational experiences.

Many parents and grandparents identified that the school's focus on the safety of their child matched their own high expectations. They urged the school to maintain its current approach. Additionally many identified the deeply personal, individualised and caring approach of the staff as a major reason for their satisfaction with their school and the day to day service delivery. While assessing the increased out of zone enrolment applications, many of those families indicated they had been influenced to apply from hearing positive reports from existing families about the school culture and performance.

Students expressed a great sense of belonging to Gilgai Public School, identifying being friends with everyone, knowing their teacher cares for them and getting to do lots of different activities as the main reasons for satisfaction.

Policy requirements

through groupings that extended across the schools and included all year levels K–6.

Aboriginal education

Gilgai Public School has 12% of students who identify as Aboriginal. The school received Aboriginal background funding in 2018 to support the schools commitment to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students.

All Aboriginal students were supported in engaging with the curriculum and participating in all aspects of school life through a range of strategies, including the employment of a Learning Support Officer, the development of Personalised Learning Plans reflecting and responding to individual learning needs, development of wellbeing programs and extra curricula activities.

Gilgai Public School has comprehensive educational programs that are designed for the academic and cultural growth of all students. An Aboriginal perspective is embedded in learning sequences delivering the Human Society and It's Environment Syllabus, and the History Syllabus, to assist students to gain appreciation for and understanding of Aboriginal culture.

The weekly whole school assembly and all official school functions include an 'Acknowledgement of Country' to the Kamillaroi Nations and the elders past, present and future. We partner with other local schools and Indigenous elders for a variety of important events including NAIDOC week and Harmony Day.

Multicultural and anti-racism education

Gilgai Public School provides inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views.

The school vision provides guidance for all school interactions and clearly articulates the value of individual uniqueness; this forms the basis for building respectful relationships and a culture of getting along in all school activities.

A multicultural perspective is included in the curriculum areas of English, Human Society and It's Environment, History and PD/H/PE to assist all students to gain knowledge and understanding of other cultures, leading to increased cultural tolerance throughout the school and wider community.

Harmony Day is celebrated as an annual event on the school calendar and provides a focus for discussions and discovery of culturally significant rituals, games and foods. In 2018, all Gilgai Public School students and staff travelled to Tingha Public School to share in this annual celebration. Students enjoyed the opportunity to expand understanding of different cultures, increase their social contacts and practice cultural tolerance