

Girilambone Public School

Annual Report



2018



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Introduction

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

Angela Lewis

Principal

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Message from the Principal

2018 has been a very busy year, with students being involved in a range of academic and co-curricular activities. During the year we have continued to work closely with the Girilambone, Hermidale and Marra Creek Leading Learning Hub. This hub of schools provides support for both staff and students of the school and has become an integral part of our day to day operations.

Girilambone is supported by the Early Action for Success Program which aims to improve student' performance through a targetted approach in the early years with an emphasis on the development of Literacy and Numeracy skills.

Students competed in swimming, cross country and athletics carnivals with the other schools. This provides the students with a larger cohort for competition before heading into district carnivals. A number of students qualified to go onto both District as well as Regional carnivals. Through the Sporting Schools Program, we combined with Hermidale to participate in a gymnastics program. It was great to have an expert come to the school to work with the students to develop their skills

Students entered Dubbo Eisteddfod in both individual and group performances. The students performed credibly in both individual and group sections. The Small Schools' Verse Speaking Girilambone came first, while Indy and Ida participated and performed well in the Individual Poetry Recitals.

.Girilambone hosted Hermidale for a Claymation workshop. The students worked in groups and developed a short story idea, made characters out of plasticine and then photograph them doing different things. For each movement they had to adjust their character just a little then take a photo then another and another. Once the photography was done, they put a title, credits and a soundtrack to their short film.

Girilambone traveled to Hermidale for our NAIDOC day celebration. The students learned all about didgeridoos, how they are made and some of the traditional history. Some Dreamtime stories about our local area as well as some aboriginal dance.

Girilambone was externally validated in Term 3. This self-assessment process gauges our performance against the School Excellence Framework. Then we had to provide sets of evidence to back up our judgments. This evidence was analyzed by the external validation panel who endorsed our findings.

2018 has been a very hard year with the drought. It is great that some of our eastern counterparts are starting to understand the hardships faced by our rural families. I was approached by three different schools; Maitland East, Kurrajong North and Lochinvar Public Schools who wished to fundraise for our community, they sent us a total of almost \$3000. With these funds, we have purchased the school a woodfired pizza oven and are planning to build a Community BBQ area. As part of the launch of this area, we hosted a community pizza night which was well attended.

School background

School vision statement

Girilambone Public School's vision is to provide every child the opportunity to engage in quality learning experiences to achieve their potential which will develop respectful and successful life long learners. A strong network of partner schools will support staff and student learning to provide a culture of evidence based practice and collaboration within and beyond the community.

School context

Girilambone Public School is on the traditional lands of the Wongaibon people and is situated within the Bogan Shire and belongs to the Mitchell Schools Network. Girilambone is a TP1 school had an enrolment of 10 students for the majority of 2018 with 50% of the population identifying as Aboriginal. Girilambone's local centre is Nyngan which is a distance of 45km away. Our school is supported by the Nyngan AECG, the Girilambone Public School P&C Association, as well as the Girilambone, Hermidale and Marra Creek Leading and Learning Hub.

The school is well resourced with excellent facilities for its students; including a well-resourced library, Stephanie Alexander Kitchen and Garden, covered playground equipment and large open playground areas. Girilambone school has a focus on quality student outcomes in literacy, numeracy and engagement. Students have access to a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

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.

In 2018 our school undertook self-assessment using the School Excellence Framework and participated in 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:

The results of this process indicate that in the School Excellence Framework domain of Learning Girilambone is:
Sustaining and Growing

We believe we are excelling in the element of wellbeing and sustaining and growing in all other elements except for assessment where we have rated ourselves as delivering.

We have a culture of high expectation in all aspects of student learning. It is our belief that for students to reach their full potential they need the support of teachers, parents and the systems that we operate within. We need to provide engaging activities as a vehicle for their learning. Student progress is monitored, and achievements are celebrated regularly.

The development of a more rigid assessment schedule should see improvement in the element of assessment in the future.

The results of this process indicate that in the School Excellence Framework domain of Teaching Girilambone is:
Sustaining and Growing

We believe that we are sustaining and growing in the elements of Effective Classroom Practice, Learning and Development and Data Skills and Use, whilst delivering in the elements of Professional Standards.

Girilambone is a multistage classroom that encourages individualized learning. All students receive point of need instruction throughout literacy and numeracy lessons. The individualized programs provide both extension and support where necessary ensuring students are actively engaged and succeeding in their learning.

Engaging more thoroughly with the 7 elements of the professional teaching standards will ensure that all teaching staff regularly monitor and reflect on their practice.

The results of this process indicate that in the School Excellence Framework domain of Leading Girilambone is: **Sustaining and Growing**

We have rated ourselves at sustaining and growing for all elements of the Leading Domain except with Management Practices and Process it rated as delivering.

Stronger processes in regards to planning, budgeting and delivering school resources will enhance the implementation of the school plan.

Our Leading Learning Hub provides support for both staff and students across the schools. Professional dialogue is instrumental in both school and classroom development.

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

Life Long Learning

Purpose

To enable students to set their own learning goals to identify and monitor their individual progress, while engaging parents to understand how to support their children along their learning journey, within the school and beyond.

To implement and evaluate learning activities and programs to optimize learning improvement for all students in Literacy and Numeracy.

To ensure collaborative professional practice is constantly developed and evaluated to meet the needs of all students with a focus on assessment and planning.

To promote a learning culture that is strongly focussed on innovative, collaborative and critical thinking practices.

Overall summary of progress

Parents Staff and students worked together to set individual student goals through the Personal Learning Plan (PLP) meetings. All three stakeholders identified ways they could contribute to assist the student to achieve these personal goals. All students achieve success with students achieving one or more of the personal goals set down in each meeting.

With a high change of staff around the Western Plains Small Schools network, as well as the change in Departmental Networks this group is no longer the cohesive group who meets each term. Therefore the main collegial focus has been the Girilambone, Hermidale, Marra Creek Leading Learning Hub. Through this Hub and the Small School's Programming Project, we have developed a 3 year across curriculum scope and sequence and planned units of work for all of Year A.

Girilambone Public School is a part of the Early Action for Success Program which gives us a one day per fortnight staffing allocation for an Instructional Leader. Through this program student performance data is collected every 5 weeks to enable constantly monitoring of individual student progress in the areas of Literacy and Numeracy. Student growth has been recorded and tracked enabling students who require further assistance to be identified. This process will be continued practice throughout the year.

During the year the physical environment in the classroom has taken a big change. Collaborative workstations were set up in the classroom for student use. All student desktops now have a whiteboard surface to enable students to practice writing and spelling skills, work out maths problems and for collaborative planning. Students are using the chromebooks more readily rather than going out to the computers in the library.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students demonstrate expected growth in reading, writing and numeracy.	RAM Equity funds Aboriginal Background funding	All students have demonstrated at or above expected growth in literacy and numeracy
Increase the number of Personal Learning Goals achieved for each student.	RAM funds	All students achieved one or more of the personal goals set down in personal learning plan meetings, with many of the students achieving almost, if not all goals set.
Students using critical thinking skills. Students using an increased range of strategies to problem solving.	RAM funds	<i>The students are using the new Smartboard, the dual monitor work stations in the classroom and the Chrome books more readily. The bench in the computer room has been cut down to make more effective collaborative work spaces.</i> Further emphasis will be on developing the critical thinking skills through the use of various technology platforms.

Next Steps

This is the first phase of personal goal setting, our next step is to develop a more comprehensive process to record, monitor and celebrate student goal achievement. Literacy and Numeracy goals will be derived from the Student Learning Progressions and students will have a record of achieved goals. Student goal achievement will be celebrated both in class and more publicly through newsletters and assemblies.

The Girilambone, Hermidale, Marra Creek Leading Learning Hub will continue to be our focus collegial network with the purpose of staff support, improved student learning and across school collaboration. The three schools will continue to work together to plan units of work for years B and C as well as common assessment schedules and general school planning.

Through consultation with our Instructional leader student progress will be measured against the Student Learning Progressions in both Literacy and Numeracy. For the benefit of students, these Progressions will be in the form of "I can" statements so they have a clear understanding of the learning intention. This will give students a clearer record of what they know and what they need to know next.

The next step in developing innovative practice within the classroom will be to integrate platforms such as Google Suite applications into the in order to prepare the students for the highly digital world in which we live in. Staff will need to access Professional Learning in order to facilitate this.



Strategic Direction 2

Collaborative partnerships for learning

Purpose

To establish more effective partnerships with families and build community identity by recognizing the role everyone plays in the learning process.

To foster strong partnerships across the Girilambone, Hermidale and Marra Creek Leading Learning Hub, the community and within the school to support staff and student learning in order to provide a culture of evidence based practice and collaboration to inform practice.

Overall summary of progress

Throughout the year there has been a focus on building on the school and community connections, with the aim of the community becoming an integral part of the school for mutual benefit. There has been good attendance throughout the year at school assemblies and in particular, the Annual Presentation Night was very well attended by people with a family connection to the students but also many with no children at the school. A Community Pizza Night was held during the year as a result of some drought relief funding received by three schools the Blue Mountains and Hunter regions. This night was well patronized and the plan is to have more into the future.

The Girilambone, Hermidale, Marra Creek Leading Learning Hub has been a strong focus and avenue of support throughout the year. This alliance has been strengthened through joint planning and collegial support. These three schools have similar contexts while each having their own unique identity. Staff have worked together on a joint programming project to deliver curriculum across all three schools to support student learning and develop staff skills in delivering a varied pedagogy. We currently have units of work across all KLA's for Year A which commenced in Term 1 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students report a positive sense of wellbeing.	RAM funds	Students willingly participate in extra-curricular activities. Children enjoy coming to school and willingly engage in all school activities.
Parent engagement in all aspects of student learning and school life.	RAM funds	The presentation night was a raging success with with well over 30 community members in attendance. Many parents and community members commented what an entertaining night it was and what a great job the students did. All families were represented at PLP meetings and were engaged in their children's learning. Most families were actively involved in P&C run activities.
Authentic interactions across the Girilambone, Hermidale and Marra Creek Leading Learning Hub.	RAM funds	The Girilambone, Hermidale, Marra Creek Leading Learning Hub is a focal part of our school's planning and operations for both staff and students. The staff from the 3 schools have decided to meet on the last two days of the term to do planning for 2019. The three schools have recently employed a staff member to develop a suitable 3 year scope and sequence for all KLAs except English and Mathematics. There are also prepared units to go with the Geography, History and Science scope and sequence. Regular HUB days are scheduled throughout 2019.

Next Steps

In order to increase our school community partnership, we will be aiming to include the community in more of our school activities. A social media page will be set up to increase our exposure in the community and engage the community in what we are doing within the school. School Newsletters will be published more regularly and sent to all mail recipients in the district. Personal invitations to attend school assemblies will be sent to community members. We are looking to develop a School/ Community BBQ area to be utilized by the school and community and to use to host community days/ evenings

Staff to meet together formally each term, during this term both the principals and the teaching staff will join together for various professional learning as well as program development. In these meetings, time will be allocated for the further development of units of work for all schools to deliver throughout Years B and C of the three-year cycle. The principals of each school will provide professional support for each other to carry out their leadership role to support the teaching and learning in each of the classrooms.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9,865 Aboriginal Background Funding RAM funds	<p>This money was used to employ an SLSO to be in the classroom to support both Aboriginal and Non Aboriginal Students from 9 am to 1 pm each day. This enables students to have extra support during all Literacy and Numeracy activities. All students have shown growth throughout the year with some students achieving at above expected levels of achievement. The growth in reading, writing and spelling in particular merit mention.</p> <p>The school plans to engage more regularly with the Local AECG. While the school has been represented at some meetings by a staff member we need to take a more active role in this.</p> <p>A greater degree of engagement with the AECG will be a focus in the future.</p>
Low level adjustment for disability	0.1 FTE	<p>This was used to employ a teacher one day per fortnight to work with students across all KLA's but with a main focus on Literacy and Numeracy.</p> <p>All students are showing excellent growth in Reading, Writing, Spelling and Numeracy. Students are heavily supported in all literacy and numeracy lessons. Kindergarten students have shown very pleasing progress throughout the year all reading at or above PM level 12</p> <p><i>Teaching staff are using L3 strategies in the classroom to support the student literacy. Students are reading more regularly to a teacher who has been up skilled in L3 teaching strategies.</i></p>
Socio-economic background	0.1 FTE \$1,400 Socio-economic Background funding	<p>Most students are showing excellent growth in Reading, Writing, Spelling and Numeracy. Students are heavily supported in all Literacy and Numeracy lessons. All students have participated in a range of extra curricula activities throughout the year. Every child has presented work at school assemblies and the Annual Presentation Night. Several students have participated in CWA Public Speaking competition and individual Eisteddfod performances. The two students who competed individually for the first time enjoyed the experience and are planning to do so again next year. All students participated in our group Eisteddfod performance, in which they were awarded 1st place.</p> <p>It has been recognized by parents and community members that the students are displaying a high level of confidence when presenting work and performing in front of an audience.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	3	6	4	6
Girls	5	5	3	4

Our student enrolment consisted of 6 infants and 4 primary students. With our oldest students being in year four in 2018 and a number of young children in the district this should see our enrolment numbers increase over the next couple of years.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.3	77.4	94	94.4
1		93.5	88.1	86
2	92.5	86.9	94.6	
3		83.3	91.8	93.9
4	92.9		88.1	83.7
5	96.3	91.7		
6	85.4	100	98.8	
All Years	93.6	89.9	92.7	90.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1		93.9	93.8	93.4
2	94	94.1	94	
3		94.2	94.1	93.6
4	94		93.9	93.4
5	94	93.9		
6	93.5	93.4	93.3	
All Years	94	94	93.9	93.5

Management of non-attendance

A high level of attendance is encouraged at Girilambone Public School. Comments are included in half yearly and yearly reports regarding student attendance and students receive Class Dojo points to reward attendance each day at school.

The school has processes to make it easy for parents to submit absentee notes to explain student absence.

This can be done electronically through the School App, verbally over the phone as well as via SMS to the principal. Parents are often contacted by phone or SMS when students are unexpectedly absent and have not made contact with the school regarding their child's absence.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.91

*Full Time Equivalent

During 2018 there were no staff at Girilambone Public School who identify as Aboriginal.

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

Staff attend PL in accordance with the identified areas for development that have been negotiated through the PDP process as well as PL that is in line with the School Plan. Professional Learning funds and opportunities are made available to both teaching and non-teaching staff at the school.

Throughout the year staff have attended professional learning in the following areas; L3, LMBR and efpt budgeting tool.

All staff at the school are qualified and meet accreditation requirements required by the NSW Education Standards Authority.

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	25,678
Revenue	357,218
Appropriation	351,156
Sale of Goods and Services	0
Grants and Contributions	5,506
Gain and Loss	0
Other Revenue	0
Investment Income	557
Expenses	-341,233
Recurrent Expenses	-341,233
Employee Related	-296,087
Operating Expenses	-45,146
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	15,985
Balance Carried Forward	41,663

2018 is the first full year of Girilambone Public School operating under the SAP finance. Staff have continued to participate in professional learning around SAP finance and Efpt budgeting in order to develop systems and processes that enable us to operate efficiently.

As per our Annual Financial Statement, Girilambone Carried forward an amount of \$41,663

- \$21,663 is for outstanding CEPs accounts and contingency funds heading into 2019
- \$10,000 has been earmarked for the purchase of a new lawn mower
- \$10,000 has been earmarked for the development of our school/ Community BBQ area.

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	286,427
Base Per Capita	1,354
Base Location	13,561
Other Base	271,512
Equity Total	32,089
Equity Aboriginal	9,865
Equity Socio economic	10,411
Equity Language	0
Equity Disability	11,813
Targeted Total	0
Other Total	28,940
Grand Total	347,457

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.

During 2018 only two students participated in the Year 3 NAPLAN – Literacy at Girilambone Public School.

Due to the small cohort students, it is impossible to compare results against the state without identifying individual students. Individual results in Literacy results were discussed with parents upon receipt of their results.

During 2018 only two students participated in the Year 3 NAPLAN – Numeracy at Girilambone Public School.

Due to the small cohort students, it is impossible to compare results against the state without identifying individual students. Individual results in Numeracy results were discussed with parents upon receipt of their results.

Due to the small cohort students, it is impossible to discuss school progress against the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, without identifying individual students.

All students have shown growth across both Literacy and Numeracy throughout 2018.

Parent/caregiver, student, teacher satisfaction

Parents have expressed their satisfaction with the direction the school is heading. They value the range of extra-curricular experiences their children are exposed to and have acknowledged the boost this gives the

students' confidence. Parents believe the community is supportive of the school and the programs it runs. They have been willing to assist with community-based events to promote community involvement within the school. Parents support continuous acknowledgment of all student achievements, academic, sporting and extra-curricular.

Students enjoy coming to Girilambone Public School. They believe that they are valued and feel safe at school. The students value the regular interaction we have with our neighboring schools and enjoy interacting with their peers. Staff feel valued and appreciated and feel that Girilambone Public School is a good place to work.

The teachers at Girilambone Public School work collaboratively with each other as well as the other staff within the Girilambone, Hermitdale Marra Creek Leading Learning Hub. All staff share ideas and strategies in order to provide a happy safe and stimulating learning environment for the students.



Policy requirements

Aboriginal education

Girilambone Public School strives to deliver a culturally sensitive curriculum to all students. Units of work have an Aboriginal perspective where possible.

Students from Girilambone Public School joined with the students from Hermidale Public School for NAIDOC week activities. Students were immersed in a range of activities such as dance, storytelling as well as using recognized Aboriginal symbols to write their own stories. At all school events, visitors are welcomed through our acknowledgment of Country. We openly acknowledge that we meet on the land of the Wongaibon People.

Our school continues to build connections with the Aboriginal community through the Nyngan AECG and having open and transparent communications with all families around their student's learning. All students have Personal Learning Plans.

During 2018 Girilambone received funding for Aboriginal Background, these funds were expended through the employment of a School Learning Support Officer to support students during Literacy and Numeracy sessions.



Multicultural and anti-racism education

During 2018 our school programs fostered student's understandings of cultural diversity, antiracism as well as active citizenship. Some cultural Themes covered throughout the year included a country study of Poland and the teaching of Indonesian studies including language. Days of significance in history, such as ANZAC Day and Remembrance Day were acknowledged throughout the year. Girilambone Public School fosters a tolerant, inclusive environment where all people live in harmony and display respect for each other.