

Gunning Public School Annual Report



2018



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Introduction

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

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Principal

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School background

School vision statement

Gunning Public School strives to create resilient, future focused, global citizens.

School context

Established in 1871, Gunning Public School is a small rural school situated half way between Goulburn and Yass on the Hume Highway. The school is part of the Southern Tablelands Network of Public Schools and works closely with both the Yass Community and Goulburn Community of Schools.

Initially established as a central school GPS is set in spacious grounds and has excellent facilities with large classrooms, an assembly hall, specialist rooms for craft, cooking and music.

In 2018, there are currently 98 students from K–6 across three classes. With 5% of students identifying as Aboriginal.

The town of Gunning is currently experiencing a growth in population, resulting in an anticipated increase in enrolments in the coming years.

Community support is valued, aiming for partnerships in education between students, teachers, parents and the broader community.

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.

Learning

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

Underpinned by data collection and analysis; the school has focused on the delivery of high–quality, evidence–based teaching and learning. All teachers utilise PLAN data and knowledge of individual students to inform the planning of rich learning experiences to meet the needs of the students.

Wellbeing is of high importance to the school, with strategic strategies implemented to support all students and families. Our planning indicates a need to support student holistically, which has been achieved through offering a range of high interest activities and opportunities to engage and inspire all stakeholders. This is underpinned by a consistent and respectful behaviour management process.

Teaching

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

The basis for teaching is set upon an effective Professional Development Planning, processes that are linked to the needs of each staff member and the School's Strategic Planning. This has resulted in staff implementing a range of teaching strategies to support the needs of all students.

The use of data has been a strong focus, with staff collegially analysing information and samples to inform best practice.

Leading

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

School planning and reporting including the Annual School Report and Strategic Planning Document are created collegially and respectful of all stakeholders. Distributed leadership is critical in the effective running of the school.

The school plays a significant role in the development and leading of Networks of schools to promote support for staff and opportunities for students and communities. This network of schools has been responsible for creating large scale opportunities over the previous three years.

The school has formed some very strong relationships with the local community who help to provide opportunities for students.

The school has worked closely with its network of schools to employ a full time Business Manager across six schools to ensure that they are leading the way in managing practices and processes.

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

Learning

Purpose

To ensure every child is known, valued and cared for through quality teaching and whole school practices.

Overall summary of progress

Progress with Strategic Direction 1 – Learning, has included;

- Development of knowledge and implementation of differentiated practices.
- Opportunities for distributed leadership.
- An understanding of Future Focused learning concepts.
- Whole school assessment and student mapping.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School-based assessment data indicates that students are achieving at or beyond expected stage standards. Measured against Literacy and Numeracy continuums. With all students experiencing growth and further development of knowledge.		
Increased percentage of students in the top two NAPLAN bands by 8% by 2020		The school has continued to increase the number of students in the top two bands for both Numeracy and Reading at an average of: <ul style="list-style-type: none">• Year 3 – 40%• Year 5 – 30%
Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019		

Next Steps

- Staff training and develop around the Implementation of Future Focused classrooms K–6.
- Data to be recorded using Learning Progressions.

Strategic Direction 2

Connecting

Purpose

Preparing students to be actively engaged in all levels of their community. Whilst building confidence in Public Education within the wider community.

Overall summary of progress

Progress with Strategic Direction 2 – Connecting, has included;

- Working within the network of schools to provide opportunities for staff and students.
- Linking staff with other schools to inform best practices particularly with the set up of Future Focused Classrooms.
- continued to partner with the local community to inform directions for the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Connections across our Networks of schools continue to provide learning and well-being opportunities for students K–6.		<ul style="list-style-type: none">• Gifted and talented camps and /or curriculum days have been established to support students.• Education week concert is used to provide connections between school groups.• Binnit Binit Learning Community Principals meet regularly to organise joint learning opportunities.• Combined SDD term 3 for all 200+ staff.• NAIDOC Week celebrations
Engagement in the school supports student attendance rates above 96%.		Attendance rate is >96%

Next Steps

- Provide opportunities for students to drive connections/partnerships with their community.
- Continuation of programs plus the addition of; Creative Arts Program, Combined SDD and the creation of staff networking groups to facilitate programs.

Strategic Direction 3

Living

Purpose

Preparing students to be digital citizens of the future.

Overall summary of progress

Progress with Strategic Direction 3 – Living, has included;

- Integration of technology into lessons for teaching and learning.
- Targeted lessons taught K–6

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data collection indicates an improved use of technology K–6.		<ul style="list-style-type: none">• All classes have embedded technology (IPads, computers, smart screens) used in teaching and learning program.• Specialised computer lessons K–6
Increased growth against syllabus requirements with specific emphasis on digital texts.		
Increased knowledge of digital technologies by all staff.		<ul style="list-style-type: none">• Digital technologies embedded across all teaching and learning programs.

Next Steps

- Continue to explore a range of technologies to be used in future focused learning spaces.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4172	Funding used to partner with community to create individual learning plans for all ATSI students. Funding also contributed to the employment of additional staff to support the educational, social and emotion needs of students.
Quality Teaching, Successful Students (QTSS)	Our annual allocation for QTSS was an FTE of 0.132	Allocation used to support teacher's classroom teaching and learning. A school mentoring program has been established utilising the expertise of school and network staff.
Support for beginning teachers	\$4164	Additional RFF was given to beginning teacher as well as the continuation of a mentoring program to support their teaching & Learning as well as employment obligations.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	34	35	44	47
Girls	24	36	38	49

Enrolments have continued at the rate of +10%. This is forecasted to continue.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	94.4	96.1	94.9
1	95	94.8	95.6	94.7
2	95.6	95.3	97.2	93.3
3	94.5	96.5	96.7	92.6
4	93.2	93.5	96.4	95.6
5	94.2	90.3	94.5	94.2
6	90.8	98.1	95.8	93
All Years	94.2	94.5	96.1	94.1
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

Student attendance is managed in accordance with all Department of Education Policies.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.57
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*Full Time Equivalent

No staff member identifies as having Aboriginal and/or Torres Strait Islander heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

All staff, teaching and non-teaching have had access to a wide range of professional learning. This has been facilitated at a school level as well as by sourcing opportunities within the network and the broader Department of Education. All staff have had their professional learning linked to their individual Professional Development Plans and the school's Strategic Directions.

All staff at GPS have obtained or have maintained accreditation in 2018.

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	84,501
Revenue	979,788
Appropriation	914,054
Sale of Goods and Services	13,779
Grants and Contributions	39,441
Gain and Loss	0
Other Revenue	11,398
Investment Income	1,116
Expenses	-999,892
Recurrent Expenses	-999,892
Employee Related	-874,026
Operating Expenses	-125,867
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-20,104
Balance Carried Forward	64,397

In addition to staffing allocation to manage and over budget expenditure, the school collectively (with five other schools) employed a Business Manager, to support the professional learning of others and to oversee budget requirements.

Of the balance carried forward, \$39000 was made up of grants that are planned to be spent in early 2019.

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	767,393
Base Per Capita	15,856
Base Location	15,996
Other Base	735,541
Equity Total	42,820
Equity Aboriginal	4,172
Equity Socio economic	10,411
Equity Language	0
Equity Disability	28,237
Targeted Total	56,671
Other Total	35,634
Grand Total	902,517

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.

Results are unable to be published due to a small cohort of students assessed.

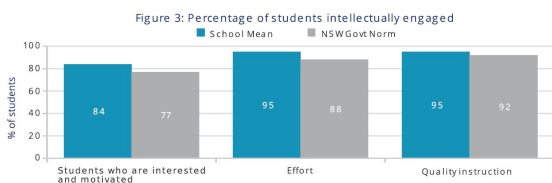
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Parent/caregiver, student, teacher satisfaction

Students were surveyed to determine engagement across a range of fields using the Tell Them From Me Surveys. The results for the Percentage of Students Intellectually Engaged are described in the graph below.



Policy requirements

Aboriginal education

A range of programs have been used to support the continued important emphasis on supporting students who identify as Aboriginal and/or Torres Strait Islander. Each ATSI student has an individual learning plan which has been created through consultation with staff, parents and students. All stakeholders worked throughout the year to address the goals within these plans. Additional support that was used to support this process came in the way of additional teaching and SLSO staffing.

In 2018, our Binit Binit Learning Community organised a large scale NAIDOC Week event.. This event saw the involvement of every student in our community of schools participate in an extensive array of cultural programs designed to celebrate Aboriginal cultures and heritages.

Multicultural and anti-racism education

Tolerance and diversity are part of our teaching and learning programs K–6, with units of work being delivered that address the cultural differences around the World. As part of our Personal Development, Health and Physical Education units, we run specific lessons on Anti–Bullying. Our school also has a well–developed Anti–Bullying set of procedures that is referred to and referenced throughout the course of the year.