

# Gadara School

## Annual Report

2018



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## Introduction

The Annual Report for **2018** is provided to the community of Gadara School for Specific Purposes 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.

Moira Kingwill

Principal

### School contact details

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## School background

### School vision statement

We empower students to develop skills and strategies to become successful, independent citizens striving to reach their full potential in a supportive learning environment.

### School context

Gadara School is part of the Department of Education schools in N.S.W. The school is located in Tumut and is part of the Gundagai Network of schools. The school provides an enthusiastic and specialised educational environment in which all students' access quality educational programs within a varied and balanced curriculum.

The school caters for students from Preschool to Year 12. The students present with a diverse range of disabilities, requiring individualised planning which is developed in consultation with parents and interagency groups. Students, parents and staff work as a team to create a positive school culture with high expectations. Education through collaboration is the cornerstone of Gadara School's philosophy.

## 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.

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.

We have provided high quality educational opportunities for all students, as set out in the School Plan. The impact of key school strategies has improved learning, teaching and leading. The benefit to all students from the expenditure of resources, including equity funding can be seen in all aspects of the school, including classrooms and new programs that have been implemented. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

In the domain of **Learning** Gadara School is **Delivering**. Our efforts continue to be focused on curriculum and learning. The improved performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in their learning. Attention to individual learning needs has been another component of our progress throughout the year. Planning and Review meetings with each student's parent/caregiver has been the focus in the development of individualised learning, addressing key learning issues for every student in the school.

In the domain of **Teaching** Gadara School is **Working Towards Delivering**. Our major focus in this domain continues to be on ensuring all classrooms are well managed with students engaged in learning that is productive, rather than just busywork. Opportunities have been provided to staff members in relation to planning, teaching and growing as a school team. The use of technology for learning, the growing of teaching practice through classroom collaborations and the development of expertise in literacy and numeracy programs all highlight a teaching culture that is moving student learning. Importantly, staff are developing a whole school approach to evidence-based practice through their reflections and evaluations of their work.

In the domain of **Leading** Gadara School is **Working towards Delivering**. Our priorities have been to progress management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to the development of capacity building across the school. This development has begun to build the capabilities of staff to create a more vibrant school learning culture and facilitate the

beginnings of leadership growth.

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

### Student learning and engagement

#### Purpose

To ensure a student-centred learning environment that nurtures and guides all students with quality programs so that every student reaches their full potential.

#### Overall summary of progress

All teachers continue to differentiate their curriculum delivery identifying and addressing student learning needs. With the use of differentiated strategies there is continued improvement in student learning with students engaged and producing improved educational outcomes. Literacy programs are achieving quality learning experiences with all students engaged in Literacy programs and associated activities. Staff continue to implement TENs and are seeing growth in numeracy skills. In 2018 we decided to evaluate our Student Wellbeing program. The school has better defined behavioural expectations and reward systems. Expectations of behaviour continue to be taught to students and related to the classroom and playground settings as well as the wider community. This is now fostering a more positive and inclusive culture in which the school community shares and celebrates the successes of all student achievement.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)  | Progress achieved this year  |
|---|---|--|
| An improvement in the behaviour of all students across the school is evident through the data captured.             | 4 days casual relief – \$1600<br><br>Signage ongoing –at present – \$3000.  | Relieving Assistant Principal with the principal reformatted the Student Wellbeing Procedures. This included a more extensive PBL program with appropriate values, whole school matrix, signage and PBL lessons. This has had a positive impact on the whole school community and students' behaviour has shown improvement in all aspects of school.. |
| Teachers use reliable assessment to capture information about student learning especially in literacy and numeracy. | Resources for literacy – readers, Cars and Stars – comprehension program<br><br>\$2500<br><br>New furniture to house books \$1000<br><br>Continued L3 training for 2 staff and new training for 1 staff member \$6000 | Continued use of L3 data to inform literacy programming. Continued increase in literacy resources. Further discussions about assessment for 2019.  |

#### Next Steps

Continue development of the L3 program within classrooms where the teachers are L3 trained or training. Students with significant learning needs are benefitting from the training that their teacher attended in 2017 and are making progress with their literacy and communication skills.

Investigation of assessment programs that will meet the needs of the teachers and students at Gadara School.

The school continues to work with NDIS service providers re processes to work at the school and provide effective support for students through the involvement of speech pathologists, occupational therapists and other allied health professionals. NDIS for some students continues to impact in relation to their ability to assess services locally.

Continue to provide Professional learning as identified in staff PDPs and School Plan.

## Strategic Direction 2

Strong and connected community partnerships

### Purpose

The school engages in strong collaboration between parents, school and the local community to enhance student outcomes.

### Overall summary of progress

The Transition to Work program continues to develop and supports all secondary students pathways to post-school vocations and work opportunities. There has been an increased number of students attending work placement in the community, independently. There continues to be an increase in the number of parents and community members engaging with school related activities.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)  | Progress achieved this year   |
|---|---|---|
| Increase in number of students attending work placement in the community, independently.  | SLSO support – \$20 000 – Equity funding<br><br>Job Coach – Targeted Funds (Link) \$13 000<br><br>Transition teacher 0.2 – entitlement plus staffing funds from Equity – \$10 000 | In 2018 there has been an increase in students who are participating in the Transition to Work program. Of the 15 students eligible to attend the School to Work Program there are only 2 students at present who are not participating in this program.<br><br>Of the three students who completed Year 12 only one student did not have their post school options in place. This was due to a delay in accessing the NDIS program. The other two students had most of their options in place to commence in 2019. |
| Parents and community members engage in a range of school-related activities which help build the school as a cohesive educational community. | Casual days – x 4 – \$1 600<br><br>Stationery, printing etc. \$300  | Parents were invited to attend PBL sessions to explain the new PBL program.<br><br>Parents were encouraged to attend whole school assemblies, planning and reporting opportunities for their child and school activities such as swimming carnivals, Education week etc..<br><br>School staff were available to provide information at NDIS planning meetings as requested by parents.<br><br>School meeting rooms were made available to parents for NDIS meetings.  |

### Next Steps

Development of new transition documentation. Continue to collect data about students work placements.

Continue to strive so that all Year 12 students have had meetings to discuss post school options and communication with employers or service providers have occurred and placement s are in place to begin the following year.

Continue to grow partnerships with parents, families, local businesses and community so there is an even stronger connection to the school. These partnerships will provide ongoing opportunities to improve students outcomes and future work placements.

With the support of the transition teacher and the school's job coach continue to source potential community partners on the basis of their capacity to contribute and improve student achievement in the work place and provide students with alternate work pathways.

## Strategic Direction 3

### Quality teaching

#### Purpose

To promote high quality educational practices with consistently high standards.

#### Overall summary of progress

There continues to be a focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers understandings of effective teaching practice and strategies in these areas. This targeted professional learning has begun to empower staff to effectively plan and program differentiated learning in both literacy and numeracy and use data to promote achievement but also to further inform students' future learning. Teachers continue to engage in professional learning targeted to the needs of the students and achievement of their professional goals.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)   | Progress achieved this year  |
|--|--|--|
| Teachers engage in professional learning targeted to school priorities, the needs of their students and the achievement of their professional goals. | 2x staff final year of L3 training – \$6000<br>1x staff member – first year of training – \$3000     | All mandatory training undertaken by all staff.<br><br>Continued focus on up skilling in literacy teaching with attendance at L3 training. In 2018 we included a new staff member into the L3 training. At the end of 2018 we had two staff members trained in L3 and implementing these strategies into the classroom.<br><br>Training related to new syllabuses. |
| Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.   | Staff sharing classes were given programming days in the first semester.<br>4 x casual days = \$1600 | All teaching and learning programs illustrated differentiation by a) the delivery of individual programs and/or b) adjustments recorded through out the program.   |

#### Next Steps

Staff continue to participate in professional learning, both locally and further afield so they are able to meet the diversity of needs within the school population. Continue to utilise the curriculum as a basis for ongoing staff discussions about the best ways to maximise student learning and continue to collaborate and share knowledge gained from professional learning.

Staff PDPs are used to indicate improvements evidenced by the Australian Teaching Standards and personal goals.

Continue to develop the Student Wellbeing position in lieu of an allocated school counsellor

| Key Initiatives                                     | Resources (annual)   | Impact achieved this year   |
|---|--|---|
| <b>Aboriginal background loading</b>                | Aboriginal background loading (\$2000.00)<br><br>• Aboriginal background loading (\$1 000.00)                              | All students engage in the opportunities provided and displayed some understanding of the cultural experiences they have participated in.   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | • Quality Teaching, Successful Students (QTSS) (\$ 4200.00)<br>• Quality Teaching, Successful Students (QTSS) (\$4 200.00) | By the end of the first semester students have settled into the learning routines and are making gains in both literacy and numeracy.   |
| <b>Socio-economic background</b>                    | • Socio-economic background (\$ 36000.00)<br>• Socio-economic background (\$36 000.00)                                     | Students have developed hands on skills in the garden and kitchen and improved their knowledge in the science, history/geography subjects.<br><br>Transition to work students have a better understanding of work and the expectations of the employer. |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 14         | 17   | 17   | 18   |
| Girls    | 10         | 9    | 9    | 8    |

Student numbers continue to be steady although during the year some preschool students began transition to school activities.

With the inclusion of these students numbers have increased in the primary section of the school.

### Structure of classes

The structure of the classes at Gadara School are as follows:

1x Autism class with a mixture of abilities and year levels.

3x IO/IS classes. These classes are based on student's literacy ability.

Class 1 – pre-emergent readers; Class 2 – emergent readers; Class 3 – more capable readers.

## Workforce information

### Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Assistant Principal(s)                  | 1    |
| Classroom Teacher(s)                    | 3.65 |
| Teacher Librarian                       | 0.17 |
| School Administration and Support Staff | 5.64 |
| Other Positions                         | 0.1  |

\*Full Time Equivalent

At present one staff member at Gadara School identifies as being of Aboriginal heritage, connecting with the local Wiradjuri and Wolgalu people.

### 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             | 10         |

### Professional learning and teacher accreditation

All support staff and class teachers at Gadara School participate in professional learning activities both mandatory and elective training. This is reflected in school plan and staff PDPs. Activities were undertaken at Staff Development Days, Staff Meetings and selected professional development courses.

Courses and activities for teachers were chosen in line with the school priorities as expanded upon in the school plan and the identified needs of the students in the school. Some new scheme teachers, permanent and temporary, are working towards NESA accreditation.

SASS/SLSO training – implementation of programs and update of knowledge about disabilities and the impact on student's learning as well as courses such as Health Care Procedures.. Other training included: Financial Management – LMBR, SAP.

Other student or staff specific focused training ensured all staff are kept abreast of current practices.

## 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>                | 77,061                  |
| <b>Revenue</b>                        | 1,326,633               |
| Appropriation                         | 1,296,190               |
| Sale of Goods and Services            | 565                     |
| Grants and Contributions              | 28,921                  |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 958                     |
| <b>Expenses</b>                       | -1,289,732              |
| Recurrent Expenses                    | -1,289,732              |
| Employee Related                      | -1,207,632              |
| Operating Expenses                    | -82,100                 |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 36,901                  |
| <b>Balance Carried Forward</b>        | 113,962                 |

The balances shown in the report are reflective of the December Overview report.

### 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>     | 401,093                 |
| Base Per Capita       | 10,349                  |
| Base Location         | 1,798                   |
| Other Base            | 388,946                 |
| <b>Equity Total</b>   | 49,676                  |
| Equity Aboriginal     | 3,025                   |
| Equity Socio economic | 46,651                  |
| Equity Language       | 0                       |
| Equity Disability     | 0                       |
| <b>Targeted Total</b> | 773,427                 |
| <b>Other Total</b>    | 5,729                   |
| <b>Grand Total</b>    | 1,229,925               |

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.

## Parent/caregiver, student, teacher satisfaction

Parent satisfaction with Gadara School continues to be high with parents indicating that Gadara School, as a learning community, is an attractive and well-resourced school that is connected to the community and welcomes parental involvement.

Parents agree that they are encouraged to contact the school to discuss concerns relating to their child. Parents also strongly agreed that students are the schools main concern and that Gadara School has competent teachers who set high standards and undertake training to upgrade their skills.

The staff of Gadara School are very proud of the school and the job that they are undertaking in educating the students. Staff are committed to setting high standards of achievement for all students that attend the school.

## Policy requirements

### Aboriginal education

Gadara School works to ensure that Aboriginal perspectives are embedded throughout the school programs in many ways.

This was achieved in 2018 by:

\*Staff members ensuring that the Aboriginal perspectives are included in curriculum areas so that Australian indigenous heritage is understood and celebrated appropriately.

\*Celebrating NAIDOC week at Gadara School with a cultural day with visiting elders, artists and providing workshops for both students from Gadara School as well as students from Franklin PS and Brungle PS.

\* We participate in the annual 'Proud and Deadly' Awards for the Tumut area.

\*Staff from the school attend all AECG meetings.

### Multicultural and anti-racism education

At Gadara School we value the diverse multicultural nature of Australian society and celebrate the rich diversity of nationalities represented at our school.

Multicultural perspectives are integrated across all Key Learning Areas. Units of work are linked to the

achievements of outcomes through the study of countries, cultures in the Stephanie Alexander Kitchen Garden Program.

Gadara School also participates in Harmony Day activities with Adelong PS with all students included, working in collaboration and understanding the message of Harmony Day, that everyone is valued and an important member of their school.

We have two staff members, trained as Anti-Racism Contact Officers who are available to improve understanding of cultural diversity or restorative practices when called upon.