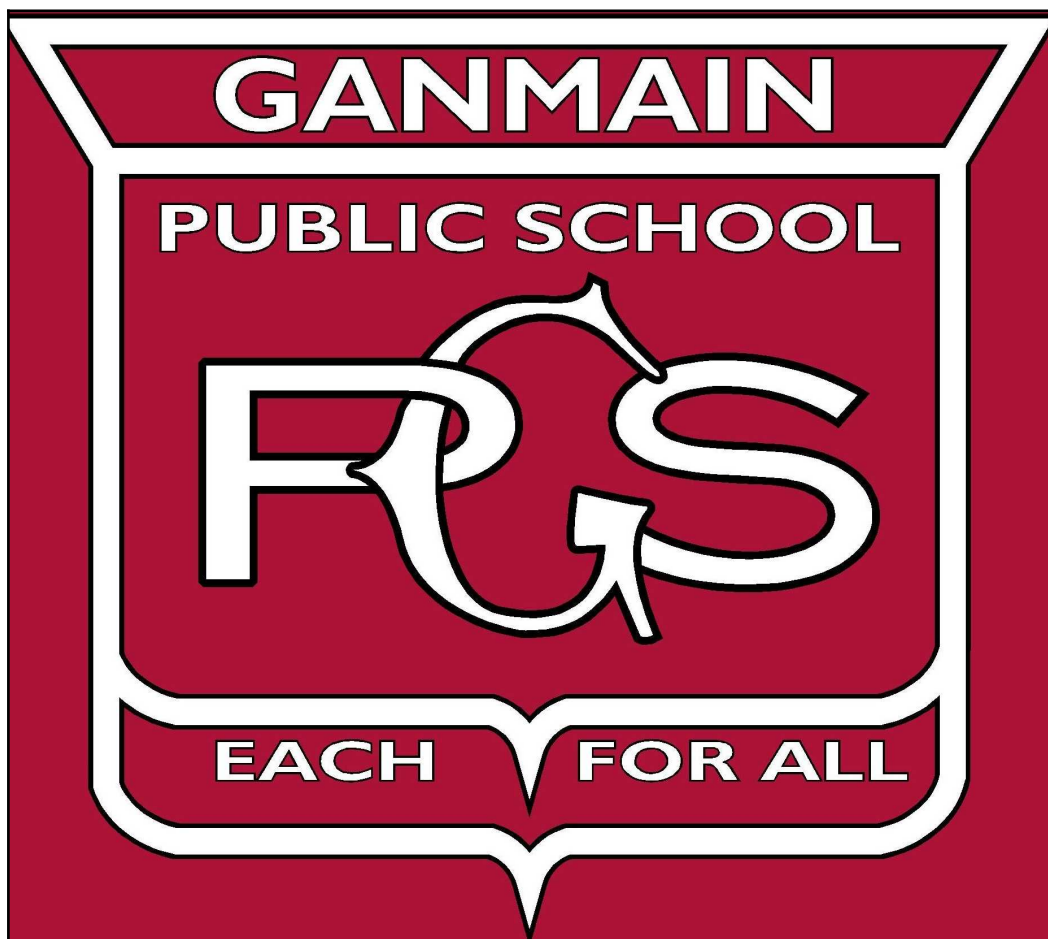


## Ganmain Public School

### 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Ganmain 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.

### School contact details

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### Message from the principal

As 2019 principal of Ganmain Public School I feel very proud to acknowledge what a successful year it has been with exciting achievements in the classroom, the sporting field and within the school community. The growth that I have witnessed in the children in both classes has been very rewarding indeed. The children succeeded at school, district and Riverina level in sport: swimming, athletics, cross country, cricket, netball and AFL. They attended excursions to Wagga, Coolamon and Canberra and received compliment after compliment for their amazing and respectful behaviour. Their positive attitudes a credit to their parents and teachers.

The classrooms were a buzz with terrific teaching and productive learning thanks to the dedication of our teachers, Mrs Graham, Miss Veale and Mrs Perkins. Our children were supported in their learning with the help of Mrs Fryer and Ryan Fryer. A very hard-working P & C and supportive parents continued to raise valuable funds to assist in resources. The grounds and classrooms look brilliant thanks to the hard work of Mrs Fryer and Mrs Buttagie and the office runs so smoothly thanks to the excellent organisation of Mrs Booth. We are very fortunate to be surrounded by the WHY we are here –our amazing children who fill the school with such beautiful smiling faces, eager to be learning each and every day.

This year the school has been upgraded with a lot of renovations from painting, a new verandah for the original Derain Public School building which we now use as a craft room, major electrical rewiring of the main building and tomorrow reverse cycle air conditioners will begin to be installed in the Library and Classrooms as part of the Cooler Classrooms initiative run by the government. Considering the air conditioners were installed when Mrs Graham attended Ganmain Public School as a student, Mrs Graham and the air conditioners have done very well. All this work enhancing an already terrific school.

It is all about improving the learning environment for our children to grow and flourish in a positive learning environment for many, many more years to come.

When writing this speech, I did wonder what could I say this year that I haven't already stated over the past seven years. I have already said what a privilege it is and has been principal of this sensational little school, I have and am still surrounded by wonderful staff who give their all each and every day to better the lives of your amazing children. I still have the opportunity to work with a super P @ C, a small but wonderful group of tireless workers giving their all each and every year to better the learning conditions of your amazing children. Again, I have had so much support from terrific parents who work with the teachers and students to better the improvement of their amazing children and last but not least the opportunity to be surrounded by such beautiful children who all have hearts of gold– reaching today 1000 acts of kindness in and around the school this year. Treating each other with respect and kindness and understanding that each and every one of them is special in their own way is a unique attribute that Ganmain Public School can take credit for.

All this verified during the External Validation process Ganmain Public School completed this year with a card in the mail from the reviewing panel who came to the school to interview Mrs Graham and myself on the running of the school. Lorraine Bradwell and Gayle Pinn.

The card read–

" To Sandy and the Ganmain Team, Thank you for sharing your wonderful school with Gayle and I. I came away thinking– "Wow! That's a great place to be a kid at school!– what more could you ask for!" Enjoy and celebrate your success, as there's a lot of it. From Lorraine and Gayle."

Finally, I sat down last night after getting home from the Year 6 Farewell with a heavy heart with the realisation of having to say goodbye to four beautiful young people – Nate, Eva, Caitlin and Callum who are heading off to high school next year. Ganmain Public School has had the pleasure of guiding these terrific students through all their primary schooling for the past 7 years and how lucky have I been to be with them every step of the way. We have witnessed their growth with great pride and we wish them a wonderful future and know they will be greatly missed.

I am one for quotes as the children all know, so I could not go without leaving you one to consider by Brooke Hampton.

"Speak to your children as if they are the wisest, kindest, most beautiful and magical humans on earth, for what they believe is what they become"

**Sandy Schmid – Ganmain Public School Principal**

### **Message from the school community**

I would like to start off by acknowledging all those that have helped out throughout the year by it selling raffle tickets, cooking a sausage on a barbie, cooking cakes and slices or chasing up donations for the mega raffle. Your help is really appreciated.

To our sponsors, through your kind donations and the help of our volunteers we are able to help fund many programs at school including yoga, happy food day each term, breakfast program, state donation for swimming and AFL and able to help keep our valuable student wellbeing officer, Karen, for another year.

I would like to thank the executive committee Sarah Brill – vice president, Rachael Kember – treasurer, Keri Sullivan – secretary for all the time and effort you have put in throughout the year. I would like to welcome Trudi Murry on board as vice president for 2020.

I would also like to thank Sally Thompson, our happy food day coordinator, who at the end of each term has provided all the students with a delicious recess and lunch.

To our out going committee member, Kylie Hamblin, thank you for all the years you have been on the P&C either as an executive or a committee member, we appreciate all the time and effort you have put in over the years.

As many of you may already know Zane has kindly laid our pavers for us and to acknowledge and show our appreciation for his hard work we purchased a gift of a paver in Zane's name. It may mean a little more work for you Zane but thank you.

To Sandy and all the Staff at Ganmain Public School thank you for all that you do for our little ones to help mould them into the people they are yet to become.

I just want to say thank you to all our wonderful sponsors for their kind donations and support, without people like you the students would not be able to thrive from all the extra programs and benefits that the P&C are able to provide through your generous donations.

**Tracy Clark– Ganmain Public School P & C President**

### **Message from the students**

We are so honoured to be Co –School Captains for the first time in GPS history. This year six group comprising of Caitlin, Callum, Nate and myself have been at G.P.S since our first year of kindergarten in 2013 ending with our last year in 2019 as year six leaders. We have lost a few and gained a few on the way but the four of us have finished hear as the Year 6 leaders together.

Something I admire about Eva is that she a very determined worker and never gives up. Another thing that I like about her is that she has an adventurous mind thinking of fun games when we were bored or just really good Ideas during learning.

Things I like about Nate are how he puts up with my perfectionist moments, he always makes us laugh and how he is

competitive towards EVERYTHING!!! He is always caring towards everyone and even though Nate doesn't win everything, he always gives it a go.

(On behalf of Caitlin): Things that Caitlin likes about Callum are that he is always ready to help, and his wacky sense of humour, although confusing, always makes us smile! She likes that he is kind to all living things. She thinks Callum is hardworking and an incredible artist!

(On behalf of Callum): Callum likes that Caitlin has a cheery and positive attitude (most of the time), she loves ALL animals, especially dogs, and she accepts everyone, no matter who they are! He admires that Caitlin stepped up when any of us were away, without question.

What we all admire about each other is that we are all kind, cheerful and helpful to each other and everyone that we may cross paths with.

Over our 7 years, our many different teachers have made our learning journey fun and exciting. In kindergarten, Mr Campbell made us laugh with all his funny jokes and entertained us with many different T.V shows including Round the Twist, Tin Tin and Madeline.

In Year One and Two, Miss Roden was our teacher. One of our favourite things she did for us was put on a great teddy bear picnic for us all to enjoy. Miss Roden had many great ideas including our AMAZING garden, which students, teachers and parents alike helped to create and our short-lived choir classes that we all enjoyed.

In our first year of Banksia, we had Mrs Campbell as our teacher. She had a creative soul, she was high-spirited and was always ready to help ANYONE!!! We all had an amazing experience with our "Untamed" dance performance. We danced in the Riverina Dance Festival and Kids Rapt on Performing, also known as KROP, and we got to compete in the Leeton and Wagga eisteddfods, which we came 3rd and 1st in! This was definitely a highlight of G.P.S.

We had plenty of fun times with Miss Veale in Year 4. For being fresh out of university, she was an amazing teacher. She is always helping others, through highs and lows. We helped Miss Veale become a more confident teacher, whilst she helped us become more confident in ourselves.

In Year 5, we had Mrs Schmid. Mrs Schmid was an amazing teacher and taught us lots. She loves her stickers, especially her scratch and smells. We all loved when we came in for the morning roll, and she gave out stickers for smiling and lining up. She always says that she will turn into an ogre if she doesn't get 5 smiles a day from each of us. It hasn't happened yet, but we definitely will not stop smiling anytime soon.

We also had Mrs Graham in Year 5. We think her book fairs are the best. When Clifford, Geronimo Stilton or the Very Cranky Bear came to school, we all loved it. Her passion for book and reading is second to none and her bright and colourful library always brings a smile to her face!

Year 6 has been very exciting with the addition of Mrs Perkins to our class. We have loved how she has brought technology and many new programs into our classroom including the Google Apps, Popplet, Essential Assessment and many, many more. We love that she is capable of correctly pronouncing our Level 7 spelling words, (most of the time). Don't worry, Mrs Perkins, we wouldn't have been able to say multitudinous or sphygmomanometer either!!!

In the office, Mrs Booth is always keeping us on track to hand in our notes on time and she is always cheery and helpful. Because of her, we are always organised and on time for EVERYTHING! Mr Booth has been here for many years making sure that the school runs smoothly.

Karen, our SLSO/Gardener/Youth Worker/Everything Else Under the Sun is THE BEST! She always makes sure that everyone gets a fair go and no one is left out. She is a jack of all trades, and keeps suprising us every day. And for future reference. Karen has claimed to the whole school, that we always have been and always will be her favourite year!

Fun Fact is that I, Nate, am the first Boy school captain of GPS since Ryan in 2012, I hope to take on his many new saying, such as "That's great stuff mate.", "Then what happened?" and "You're a hero mate. Where's your cape?" Ryan only started working at G.P.S at the beginning of this year but has fitted in well with everyone in the school, especially us crazy leaders.

Our time at Ganmain Public School has been the best, and we will never forget the incredible memories and amazing experiences we have had. We would like to thank everyone who has helped and supported us and one thing we have learnt is that we are stronger together.

**Nate Hamblin and Eva Lucas– Ganmain Public School Captains 2019**





## School background

### School vision statement

Ganmain Public School is committed to providing each student with consistent quality teaching and learning. Our goal is to motivate students to be respectful, responsible, resilient, resourceful and reflective life long learners.

### School context

Ganmain Public School has served the local community since 1912, maintaining close and supportive ties with our families and the local community. The school has a reputation for successful academic, sporting and cultural programs in a K–6 context. These programs reflect the principle that it is the right of all young Australians to succeed in learning and to have the knowledge, skills and understandings essential to their effective participation in civic life. It is a dynamic and progressive place for learning. The school provides a safe and positive learning environment that caters for the individual needs of the students. We have a strong focus on Quality Teaching and Learning which is enhanced by a growing number of digital technologies. The dedicated teaching staff are committed to nurturing the best possible outcomes for all students, with a focus on literacy, numeracy, technology and creativity.

The school's teaching and learning programs create adaptability, skill transference and social awareness in students, preparing them for their future. It is valued for its high expectation of student excellence in all areas and for the diversity of extracurricular opportunities available to students. Technology learning in our digital age is fundamental to this success. A strong participant within the local school's network, consisting of Ganmain Public School, Matong Public School, Marrar Public School, Beckom Public School and Coolamon Central School provides enhanced academic, sporting and social opportunities for the students.



## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Create high performing and engaged learners

### Purpose

To ensure all students will be actively and consistently engaged in high quality learning that is meaningful and developmental, ensuring motivated, creative and confident learners.

### Improvement Measures

- Increase the numbers of students achieving proficiency in line with the Premier's Priorities.
- Students will achieve their year appropriate expected growth in Literacy and Numeracy.
- Students experiencing difficulty with engagement are supported and provided with alternative learning programs.

### Progress towards achieving improvement measures

#### Process 1: Learning – Culture

There is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. This will be achieved through the sharing and understanding of the literacy and numeracy progressions to support literacy and numeracy growth in the children.

Evaluation	Funds Expended (Resources)
<p>By the end of the year all students were plotted on the progressions according to Comprehension and Reading Texts in Literacy and Number and Algebra in Mathematics. Following the professional learning all staff were more familiar with the progressions. The expertise provided by the Instructional Leader had a positive impact on teachers understanding and implementation of progressions and student's growth. Pleasing growth in most children was achieved with a clearer understanding of specific children to be targeted during the year and follow up next year with continued individual instruction to improve their learning outcomes.</p> <p>We had a 100% parent/carer attendance for the beginning of the year PLP/ILP with students and teachers. Teachers reported these to be very productive meetings to enhance the learning outcomes of each individual student. Increased knowledge and understanding of the individual students resulted in parents, teachers and students working together to achieve pleasing growth for students. Having one literacy and one numeracy goal /focus per each child on the personalised learning plans/ individualised learning pathways allowed for explicit teaching to meet the needs of the students. These goals were reviewed with students and parents at the beginning of Term 4 allowing for revision and extension. as a result the working partnership between teachers, students and parents has been extended.</p> <p>Ganmain Public school have a very supportive and open staff who ask for support when needed which allows for productive professional dialog amongst teachers. This could be extended further next year with more targeted professional Learning.</p>	<p>SLSO– .023 School Funds</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional Learning (\$7500.00)</li><li>• School funds (\$100.00)</li></ul>

#### Process 2: Learning – Assessment and Reporting

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

BEST START assessment was conducted for Kindergarten students and data entered. The school's involvement with the Early Action for Success (EaFS) initiative required data to be uploaded using Literacy and Numeracy progressions each five weeks which was completed. The school's Instructional Leader provided assistance to the K-2 teacher, to analyse results and formulate lessons to meet the students needs and was very beneficial to the students learning and the teachers quality teaching delivery.

The Instructional Leader (IL) attended Ganmain Public School two days (Thursday and Friday) once a fortnight and worked side by side and mentored the K-2 teacher in professional practice that promoted the learning outcomes of all students. This new format for the Instructional Leader, of two consecutive days per fortnight, allowed for a more consistent approach of support and guidance and was much more successful than previous years of one day each week.

The Professional Learning delivered by the Instructional Leader on progressions was beneficial to the teaching and learning skills of the teachers, enabling the teachers to enter the progression data in ALAN confidently.

The Principal attended SCOUT Executive Professional Learning to understand how to interpret and best use the data that SCOUT offers. This was very informative and used to understand the performance of the students and the principal felt the SCOUT data analysis was well used to benefit the teachers in improving the learning outcomes of the students through understanding the 'Value Add' component of the reports as it was helpful in indicating how the schools was progressing from year to year regarding the learning improvements made by the children from year to year.

The Literacy and Numeracy progressions for Writing and Quantifying Numbers data were entered on ALAN and indicated varied results. During Semester 1 many of the children did not make expected growth as a result of being involved in the Macqlit Remedial Reading Program being offered in the school. They did not engage in vital follow up reading at home, leading to lower results than expected. This was discussed with parents to improve the program requirements being met in Semester 2. This did improve the overall results.

Marking the children's making good progress along the progressions was slow going in Year 3-6 class as difficult for children to obtain levels as there are so many descriptors per level, with one level representing one year's average growth. Movement within the level was positive. The Kindergarten children moved quicker and at a pleasing pace due to the format of the progression plotting in PLAN 2.

The K-2 teacher felt that the IL mentor program made a positive difference and helped to improve her teaching and learning practice over the year. Clever staff organisation allowed the IL to spend quality time with the K-2 teacher to discuss quality practice. The collaboration of staff across the schools led to beneficial sharing of teaching ideas. This was as a result of Marrar and Matong Staff attending a special PL session on progressions with Ganmain Public School's Instructional Leader

### Funding Sources:

- Professional Learning (\$3500.00)

## Process 3: Learning – Wellbeing

**Quality teaching and professional practice** are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Evaluation	Funds Expended (Resources)
The K-2 teacher delivered quality teaching with mentor assistance from the Instructional Leader on a regular basis of two consecutive days per fortnight.	Year 3-6 Teacher- .4 –Teaching Principal's Relief.

## Progress towards achieving improvement measures

This consistent support from the IL proved to be more beneficial to all parties as apposed to the last two years where consistency was an issue. A Year 3–6 teacher was employed with the assistance of Teaching Principal's Relief funding to allow the teaching principal to mentor and team teach. The benefits were achieved primarily in the Numeracy area as the principal taught Stage 3 Mathematics and the teacher taught Stage 2 Mathematics. This allowed for a explicit student/ stage based educational delivery. Splitting Stage 2 and 3 for Mathematics benefited all the students. Is there good Mathematical skill growth with the students? The SLSOs supported students in class for Stage 2 Mathematics throughout the week due to high needs. This was a worthwhile planned use of staff resources with all children benefitting from extra assistance– those with learning needs and those needing extension. The children really moved along with their concept understanding as a result as indicated in end of term assessments. All children benefitted as smaller numbers with extra support and one to one assistance helped to differentiate instruction for all levels of children. Unfortunately due to staffing and funding this will not be possible next year. However, as a result of this targeted delivery the Stage 3 children have become a lot more independent and can work through the concepts with less support.

An SLSO staff member delivered Macqlit,– a research based remedial reading program, to 8 students needing extra Literacy support, over 4 sessions per week throughout the year.

The children on the program were not reading regularly to benefit totally from the program. Parents were sent a letter with a signed slip at the beginning of Semester 2 to acknowledge and agree to read each night with their children. The WARP ( 1 minute fluency reads) assessment completed at the end of each term were graphed and showed mostly positive results. Results reflected those children who were reading and those who were not. We will continue to persevere over the next year with this requirement and commitment from the parents of the children fortunate enough to be included in this program. The Student Wellbeing Officer listened to the children read each day to cater for those children who were unable to read at home.

The routines in place allowed for a lot of one to one support for all children at time of need.

Peer lesson observations were conducted throughout the year allowing the opportunity for mentoring and lesson feedback and quality teaching growth.

The Macqlit program delivered improvements and shall be continued in 2020.

SLSO and Student Wellbeing Support Officer funding utilised here.

### Funding Sources:

- Teaching Principal's Relief (\$36484000.00)





## Strategic Direction 2

Deliver high quality teaching, leadership & management

### Purpose

To build the capacity of each staff member through professional learning to ensure our staff provide high quality learning for every student every day.

### Improvement Measures

- All programs show evidence of the Quality Teaching Framework (QTF) and PDPs reflect the Australian Professional Standards for Teachers in their teaching
- All teachers understand standards accreditation and have high expectations for themselves

### Progress towards achieving improvement measures

#### Process 1: Leading–Educational Leadership

The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school–wide improvement in teaching practice and student outcomes. The teacher performance and development policy is implemented in a culture of high expectations for every staff member. Teachers are actively engaged in planning their own professional development to improve their teaching performance through Performance and Development Plans etc

Evaluation	Funds Expended (Resources)
<p>The teachers delivered high quality lessons and the children made pleasing growth due to the higher order skills being learnt by the teachers due to appropriate and valuable PL</p> <p>Teaching and non–teaching staff set their goals for the year, reflecting their needs to refine their teaching skills, syllabus implementation, the needs of the students and the school plan. They achieved this through using the Performance and Development Framework to establish a workable and beneficial Performance and Development Plan. SASS staff completed a separate plan. The PDPs reflected the needs of the teachers, staff, students and school to increase the learning outcomes of students and the quality teaching of the teachers. From this the staff sourced Professional learning that reflected their goals and the 2018–2020 Strategic Directions of Ganmain Public School.</p> <p>Teachers were involved in Peer Observations of lesson delivery in accordance with the Performance and Development Framework. The staff engaged in constructive feedback and shared skills and quality teaching strategies and practices, focused on syllabus implementation and teaching standards. The lesson observations proved to be worthwhile with teachers gaining valuable insight into their teaching and that of their colleagues. The teachers reported that the lesson observations were very beneficial for both the teacher being observed and the teacher observing with each learning from each other.</p> <p>The PL that the teachers have accessed has reflected the teacher's goals and the strategic directions of the school and as a result the teaching is of higher quality and the learning growth shown by the children, especially in the technology area which is very pleasing.</p> <p>The skills teachers obtained through goal focused Professional Learning were evident in programs, supervisor discussions, lesson observations and student work samples and outcome achievements.</p> <p>Staff reviewed their goals for the year, reflected on their strengths,</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional Learning (\$5000.00)</li></ul>



## Progress towards achieving improvement measures

weaknesses and gains for the year. This lead to priority areas for next year.

### Process 2: Teaching– Learning and Development

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas:

Targeted Early Numeracy (TEN), Focus on Reading 3–6( FoR 3–6) and Higher order ways to Learn (HOW2Learn)and in 2018 Early Action for Success Phase 2.(EAfS) will be implemented. Early Action for Success (EAfS) involves regular training and support from an Instructional Leader qualified in Language Learning and Literacy (L3) and Literacy Lessons (L2) and Targeted Early Numeracy (TEN).

Evaluation	Funds Expended (Resources)
<p>Staff assessed students for, of and as learning to gather / build upon base line data needed to establish achievement levels for all students at the beginning of the year. Needs based programs were then formulated to reflect the learning needs of every student.</p> <p>Principal and Instructional Leader continued to mentor beginning teachers leading to an increase in quality teaching practice and improved student learning. The mentoring during Term 1 and 2 was disrupted due to the External Validation submission being due at the end of Semester 1. Mentoring was stepped up in Terms 3 and 4 providing ongoing support and helpful teaching strategies.</p> <p>The Professional Learning that the staff attended met the expectations of staff and the learning reflected the school's strategic directions and the needs of the teachers and students.</p> <p>Student Learning Support Officers (SLSO) supported teachers to improve the outcomes of all students by delivering Macqlit and being available for in class support to students at time of need. Macqlit was deliver by an SLSO four mornings a week very consistently. Those children reading regularly at home and practicing the skills they are being taught made the most pleasing progress.</p> <p>Two Year 3–6 teachers attending Professional Learning in ICT ( Interactive Computer Technology) by attending Interacted conference. The teachers then shared the main aspects of conference with staff and are using their gained knowledge in the classroom.</p> <p>All teaching staff completed professional organisational programs, relating the syllabus and the profiles of the students in their classes. Programs were monitored and show evidence of Professional Learning utilisation that met the needs of the students.</p> <p>There was some pleasing growth in reading shown by the WARP reading assessment and class assessments, but not as much as hoped for during Semester 1. To ensure increased learning growth a note was sent home to parents stressing the need for nightly reading by those children on the program, with a signed understanding to read with their child most nights.</p>	<p>\$1000 – PL –release to attend ICT conference.</p> <p>ICT–Conference Fees – \$70</p> <p>\$500 Release costs</p> <p>\$407 conference costs</p> <p>SLSO to continue to support teachers and students targeted for individual support through in class support or involvement in the Macqlit Remedial Reading Program. ( Funding included in Strategic Direction 1 and Key initiatives funding.)</p>



## Strategic Direction 3

Provide wellbeing for all

### Purpose

To grow a strong positive culture within the school community so everyone is engaged and has a sense of belonging and wellbeing.

### Improvement Measures

- Students, parents and teachers take collective responsibility for student learning success as evidenced by parent attendance in school promoted activities.
- Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school.

### Progress towards achieving improvement measures

**Process 1: Learning– Curriculum and learning** Teachers involve students and parents in planning to support students as they progress through the stages of education through increased community/ school functions, connecting learning at home and school to support student educational programs between the home and school eg Personalised Learning Plans– Three way student/parent/teacher meetings. There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Evaluation	Funds Expended (Resources)
<p>A planned approach to wellbeing of students, staff and the community recognised student wellbeing and engagement were important conditions for learning. The school planned for and monitored a whole school approach to student wellbeing and engagement. This was achieved through:</p> <p>Community functions at the beginning of the year were held to explain, through written and verbal communication, the organisational structures of the school for 2019. This was achieved through a 'Meet and Greet' dinner, P &amp; C meetings, newsletters, Skoolbag, Facebook, the Ganmain Public School website and display boards. There was a great turnout for the 'Meet and Greet' dinner with a very positive atmosphere being present. One family who have been with us for 6 years turned up for the first time, which was just wonderful. Face book posts by Michelle have been very well received and viewed by a increasing amount of community members.</p> <p>Students worked with teachers and parents to formulate Personalised Learning Plans for the year. Year 4–6 students completed mid and end of year 'Tell Them From Me' surveys. The community were invited to attend the Easter Hat Parade with children from local Day Care, Pre–School, parents, carers and grandparents and community members attending. The school staff and children participated in the ANZAC Day march representing the school with pride.</p> <p>All students were represented by a parent/carer to complete Personalised Learning Plans (PLP) or Individualised Learning Pathways (ILP) This being a very positive partnership result allowing all parties to assist with the educational development of the children..</p> <p>The Staff Development Day during Term 2 was on the implementation of the 'Got It' (Getting on Track in Time) and 'Friends' program being run throughout the school Term 2 and 3. This program was supported by Health Murrumbidgee Local Health District. The teachers delivered the 'Fun Friends'– Ages 4–7 –Positive Social Development and the 'Friends for Life' –Ages 8–11– Inspiring Confidence &amp; Emotional Strength program to the students which reinforced the skills taught to the children, already introduced through HOW2Learn. The staff believed the program content was nothing we have not all ready focused on at the school but good to be delivered in a</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• 'Got It'program (\$6630.00)</li><li>• Socio–economic background (\$500.00)</li><li>• P &amp; C funded (\$60.00)</li></ul>

## Progress towards achieving improvement measures

variety of ways for social skills sustainability and development by the children.

The excursion to Possum Magic had Acacia write some great recounts and complete super associated artwork providing the children with terrific opportunities they may not have experienced or will experience in the future.

The principal presented the External Validation Report to the P & C and was positively received.

Mrs Graham and senior students visited the pre-school with dressed up characters ie Minion and Elmo spending time with the children reading, doing puzzles and playing games before Kinder Orientation visits later in the term. Taking the school out into the community fostered a more positive image and engaged the students more with the community. Kindergarten Orientation sessions, Easter Hat parade, Ganmain Public School Book Fair and dress up parade, parent/student/teacher interviews, Presentation Night and end of year reports were just some activities conducted to foster community involvement

The show display looked terrific again and showcased some of the learning efforts of the children with tie dying, pot plant art, handwriting samples and copper art pieces being exhibited. The children made a lot of jams and preserves at school to enter in the show as well as Acacia entering their decorated iced biscuits.

TTFM surveys were analysed for areas of growth and areas of needed development. Staff and students participated but despite regular requests through newsletters and P & C meetings not enough responses were completed by parents to generate a report. You need 10 responses and Ganmain public School received nil response. This can be interpreted that everyone is happy with how the school is travelling.

### Process 2: Learning–Wellbeing

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment by building the relationship between the delivery of the 5Rs (Respect, Resilience, Responsibility, Resourcefulness and Reflectiveness) and the children's improved behaviour. This will also be achieved with a student engagement and wellbeing program which will encourage home support of How2Learn and the 'Go for Gold –Catch-a Kid' reward program.

Evaluation	Funds Expended (Resources)
<p>Caring for students' wellbeing was a focus again this year with every student being able to identify a staff member to whom they could confidently turn to for advise and assistance at school. This was possible due to the employment of a Student Wellbeing Support Officer.</p> <p>A personalised Parent Strength and Difficulties Questionnaire was completed by K–2 parents and a K– 2 questionnaire was completed by the class teacher for each student. These questionnaires identified three specific children that would benefit from individualised tuition in the Got it! program. The GOT IT! team worked with the school for a full year to explore problems that children may be having and work out ways to help. The Got it! Team also facilitated a school-based group program in partnership with school staff and the Got It! early intervention mental health program was completed for children in Kindergarten to Year 2 and their parents/carers with one of the three identified children able to participate due to parental work commitments. Sessions would have been more beneficial if held out of school hours. Class teachers completed the delivery of FRIENDS program to all students. The school did not have the support that was suggested to us at the beginning of the program with weekly school visits from the Got it Clinician. However, staff implementation of the 'Friends' lessons were</p>	<p>Student Wellbeing Support Officer .345 \$21 147</p> <p>Additional SAM time for school support–.104– \$7484</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Government Student Wellbeing Support Program (\$7000.00)</li> <li>• School Support Allocation ( Principal Support) (\$7484.00)</li> <li>• P &amp; C ( SWSO) (\$7000.00)</li> <li>• School Funds (SWSO) (\$7147.00)</li> </ul>

## Progress towards achieving improvement measures

beneficial to the children who demonstrated improved resilience and friendship towards one another.

The Student Leadership Team were consulted in revamping the 'Go for Gold' Catch-a Kid' Welfare program operating within the school and ran fund raising activities over the year. They were also involved in catching 'Acts of Kindness' across the school to achieve a whole school reward system designed to promote teamwork and a positive school environment– The children in Ganmain Public School achieved 1000 acts of kindness within the school environment over the year earning school rewards of free time after 100, 250, 500, 750 and 1000 acts of recorded kindness. This ultimately lead to a school reward of a movie and popcorn afternoon. More importantly it lead to a caring and kinder school environment. The 'Go for Gold' Catch-a Kid' program moved along nicely throughout the year with all children reaching bronze or silver level and one student reaching gold level. This, with the '1000 acts of Kindness' goal, had a very positive effect on the school culture and positive atmosphere.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>SLSO– .144 \$8848</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$8 848.00)</li> </ul>	<p>The Student Learning Support Officer provided assistance to Aboriginal students through MACQLIT delivery and in class support. (4 1/2 hours per week)</p> <p>All the children improved in their class work and assessments. The WARP reading assessment was completed each term to plot growth on a graph and the children who were reading regularly at home made the most pleasing progress. Improvement in those who did not read was slow and disappointing.</p> <p>This was addressed at the beginning of Semester Two and will be a focus area next year.</p>
<b>Low level adjustment for disability</b>	<p>Student Wellbeing Support Officer– .115 –\$7049</p> <p>SLSO – \$255.</p> <p>STL Staffing \$21343– .2 allocation</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$7 304.00)</li> <li>• Low level adjustment for disability (\$21 343.00)</li> </ul>	<p>Student Wellbeing Support Officer (SLSO) was funded to support the welfare of students across the school and the one day a week Support Teacher Learning (STL) funding allocation was utilised to support student learning needs.</p> <p>The improvements were evident during each class lesson and at the end of year assessments as a result of Student Wellbeing Support Officer and the Support Teacher Learning (STL) assisting the children, by allowing one to one support at time of need in smaller groups. Supporting everyone with this funding was invaluable to the childrens' learning progression.</p> <p>The SLSO also delivered the Macqlit Remedial Reading program to eight students throughout the year. One Year 6 student completed the program and was monitored during Term 4, receiving required revision as necessary, gaining confidence and valuable skills for high school. Another child's mother commented on how well her son was progressing with his reading and confidence.</p> <p>Children progressed well in Mathematics due to ongoing support and smaller class numbers.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$5336 –Professional Learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$5 336.00)</li> </ul>	<p>Professional Learning on the use and data entry of the Progressions and ALAN was a QTSS focus this year. Professional Learning and time to liaise with teachers to enter data, SENA assessment and Running Record assessments proved invaluable. Collegial data analysis time allowed the teachers to build a clearer understanding of the process and benefits of the progressions to plot and plan the next steps in teaching for individual students.. The school's Instructional Leader conducted a two hour PL session on the progressions, ALAN and PLAN 2 with staff which was well received.</p> <p>Running records, SENA and data entry for writing and quantifying numbers were entered</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$5336 –Professional Learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$5 336.00)</li> </ul>	<p>for all students with teachers finding it very time consuming. Therefore more release time was provided to the teachers to complete the tasks accurately.</p> <p>Understanding and utilising the progression data will continue to be a focus next year as more targeted areas will be added.</p>
<b>Socio–economic background</b>	<p>Year 3–6 Teacher –.2– \$23750</p> <p>Year 3–6 teacher– .014 –\$1494</p> <p>Student Wellbeing Support Officer–.115– \$7049</p> <p>SLSO–.038– \$2328</p>	<p>Staffing to establish a Year 3–6 teacher, three days per week, to support Literacy and Numeracy across the school was extremely beneficial to the learning outcomes of the students and the quality teaching being able to be delivered by the students during Term 1. Extra funding during Term 2 led to consistency in Banksia with one teacher taking the class 4 days a week. A casual SLSO was also employed to provide extra support to existing and new students requiring assistance due to learning difficulties and adjustments to their learning required.</p> <p>A Student Learning Support Officer was employed to provide assistance to students through MACQLIT delivery and in class support.</p> <p>The newly employed Year 3–6 teacher brought a wealth of computer skills to the classroom. The children received terrific instruction in Mathematics by having small stage classes set up for quality delivery and immediate feedback.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	16	15	13	13
Girls	14	12	11	15

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	91	96.8	94.7	97.2
1	93.5	93.5	78.6	95.6
2	94.5	96.3	93.6	92.7
3	93.1	98.4	85.6	93.7
4	95.2	94.1	96	94.3
5	93.4	95.7	93.7	93.9
6	94.3	96.6	88.3	95.5
All Years	93.6	96.2	90.6	94.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.6
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.95

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	142,436
<b>Revenue</b>	643,622
Appropriation	631,389
Sale of Goods and Services	695
Grants and contributions	10,232
Investment income	1,306
<b>Expenses</b>	-625,495
Employee related	-535,289
Operating expenses	-90,206
<b>Surplus / deficit for the year</b>	18,127

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	0
<b>Equity Total</b>	85,894
Equity - Aboriginal	8,848
Equity - Socio-economic	48,400
Equity - Language	0
Equity - Disability	28,647
<b>Base Total</b>	512,106
Base - Per Capita	5,631
Base - Location	11,662
Base - Other	494,814
<b>Other Total</b>	17,297
<b>Grand Total</b>	615,298

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.



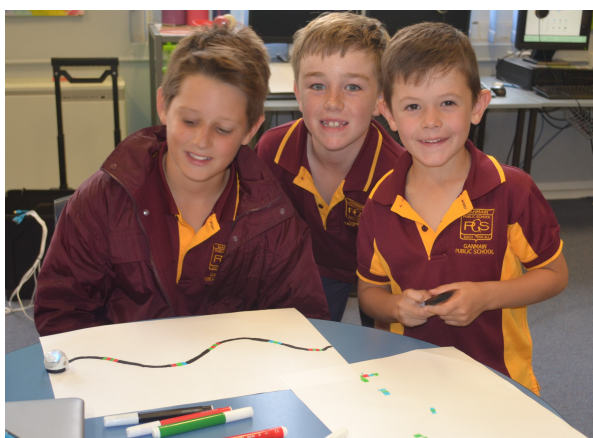
## School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



# Parent/caregiver, student, teacher satisfaction

## Students

*Social Engagement*– 82% of students surveyed had a sense of belonging (a positive increase from 67% in 2018 ) and 76% have positive relationships ( up from 75% in 2018)

*Institutional Engagement*– 94% valued school outcomes (a positive increase from 83% in 2018 ), 88 % believed they had positive behaviour at school (a decrease from 92% in 2018 ) and 53% had positive homework behaviour (a slight decrease from 55% in 2018 ).

*Intellectual Engagement*–81% of students were interested and motivated (a positive increase from 73% in 2018 ), 94% put in effort (a positive increase from 83% in 2018 ) and 100% believed they received high quality instruction ( the same percentage as in 2018)

*Early Signs of Disengagement*– 10% of Year 4 students surveyed showed early signs of disengagement. ( an improved result from 20% of Year 5 students surveyed in 2018)

*Drivers of Student Engagement* –A score of 8.6 out of 10 of students believe they received quality instruction (a positive increase from 8.3 in 2018 ), 9.2 had positive teacher–student relations (a positive increase from 8.6 in 2018 ), 7.7 believe they were in a positive learning climate (a positive increase from 7 in 2018 ) and 8.9 had expectations for success (a positive increase from 8.6 in 2018 )

*Sample responses to the open ended question–" What would you like Ganmain Public School to do more of in the future?" include:*

I would like more inter school activities such as football, cricket, more technology things like 'Robot Revolution' and learning about nature and how things work.

More technology.

More community groups such as art and crafts.

More boy teachers and homework, excursions and movie days.

Get more kids and maybe some more laptops.

*Sample responses to the open ended question–"What do like best about Ganmain Public School?" include:*

I like having heaps of sporting facilities and having a nice clean playground. I like having swimming lessons and out of school activities linked to school like dance and touch football.

I like that the teachers are really nice and help everyone.

That you have lot's of opportunities.

Everyone is so nice and kind.

I really like the teachers.

Teachers ,fruit, lunch, recess and Mrs Fryer.

I like are principal and staff and students.

Silent reading, math, writing, spelling, handwriting, sport, being with my friends, being with teachers.

What I like most about G.P.S is the equipment that we have.

## Parents

Unfortunately after many requests no parents completed the Tell them From Me Survey this year to substantiate a result. Therefore comparisons from last year's results cannot be made.

## Teachers/Staff

There are not enough staff to complete a staff survey through the Tell Them From Me Survey. However, the staff

completed the open ended questions.

*Responses to the open ended question—"What areas could we do better and how?" include:*

Up to date computers that work every time. This would mean that students and teachers are confident that when they go to their device, it will always work. Also teacher laptops that can be hooked to the smart boards. This allows for iPads to be used as mirrors so the interactive learning can be taken further using these methods.

A more contemporary learning space feel would help brighten up the large learning area. Of course budget would need to allow the upgrades to furniture. I would upgrade the desks first as they are difficult for the older students to be comfortable in as the under desk cramps their legs.

Promoting to the community what a fantastic little school we are so as to increase student numbers and maintain two classes.

Involving some parents with their children's learning by reading with them at home would be so beneficial to the students who struggle with their learning.

Ganmain Public School does a lot of things very well. All areas are looked at by the whole staff and any problems that arise are dealt with as a whole. Our Assessment and data is being currently looked at and it is an area where we will continue to develop and grow.

Teachers are so busy with the many tasks presented to them – we need to take time to converse more about how we can continue to support each other to lighten the workload.

*Sample responses to the open ended question—"What do you like best about Ganmain Public School?" include:*

– Collaborative and positive relationships between staff– positive family–school partnerships – connections with local community – each and every student is catered for according to their diverse learning needs and abilities – students have a range of opportunities for extra curricular activities/programs to further support their learning outcomes – personal and positive bonds are formed with each student due to small number of student in each class.

This school provides so many varied and interesting learning activities for the students. The student to computer ratio is excellent and the ability of the staff to engage the students in their learning and cater for individual needs re wellbeing and outcome achievement is a strong positive.

Ganmain Public School is a supportive place to learn and grow. The school community work collaboratively which ensues in an enthusiasm for learning opportunities for all students.

Ganmain Public School is a friendly place to come to work. The grounds and classrooms are always looking their best and the students and teachers are kind and caring and always ready to take on a new idea/project.

Ganmain Public provides a nurturing and supportive learning environment for students and their families. Staff members are positive and passionate about their teaching and ensure quality education is delivered in each and every lesson.

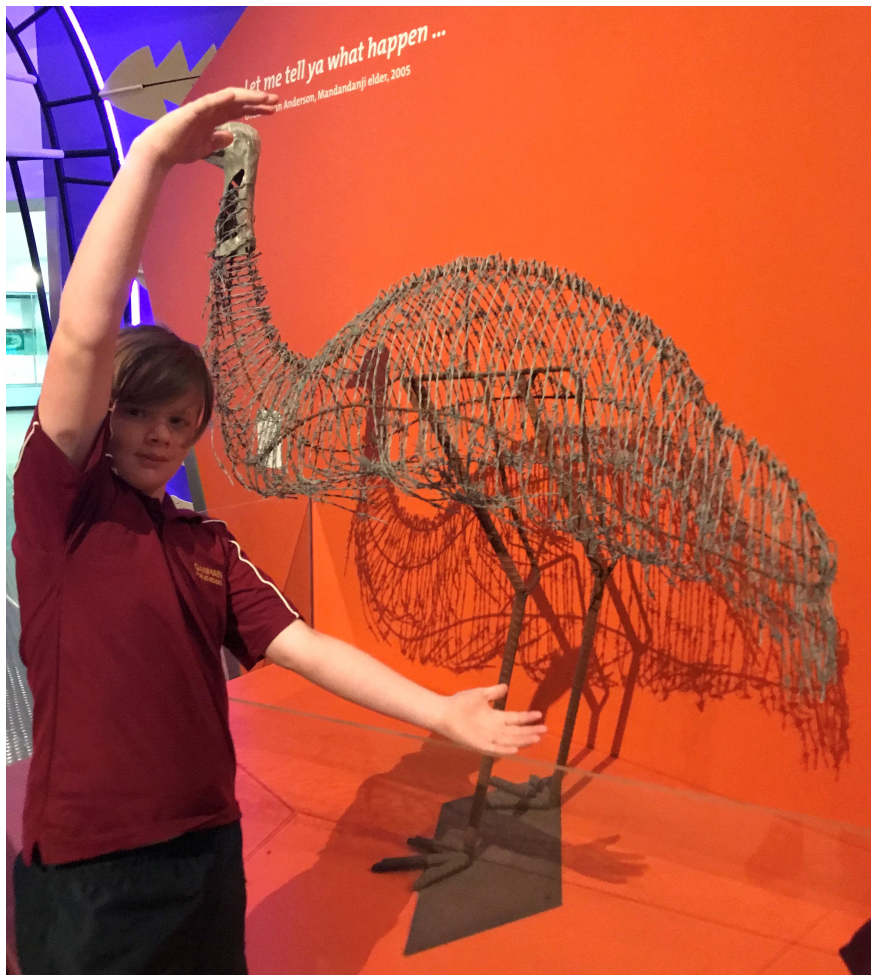
The staff are enthusiastic and dedicated to the improved outcomes of every student. Every staff member cares about every student in the school. The students are well behaved.















# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Ganmain Public School continues to provide support for our Aboriginal students and provides programs designed to educate about Aboriginal history, culture and contemporary Aboriginal Australia.

All students study Aboriginal perspectives across learning areas of History.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Ganmain Public School continues to provide support for all our students and the teachers deliver learning to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The learning areas of Personal Development and History provide the vehicles to study other cultures and encourages student attitudes to tolerance and respect for those different to themselves. The students of Ganmain Public School work under the motto 'Each for All' which embraces differences in others and allows the students avenues for celebrating uniqueness.

## Other School Programs (optional)

### 2019 Sport Report

#### *Carnivals*

2019 has been a busy year in sport, with a huge range of sporting events throughout the year for students to become involved in. The first event of the year was the Small Schools Swimming Carnival hosted by Beckom Public School. It was a great day and saw many students from Ganmain Public School go on to the Coolamon/Ardlethan PSSA Carnival. Ashton Clark, Dylan Thompson, Nate Hamblin, Eva Lucas, Caitlin Thompson and Lillyarna Clark all progressed through to the Riverina Swimming Carnival where they represented the Coolamon/Ardlethan Zone. The PP6 Team, which consisted of Nate Hamblin, Eva Lucas, Caitlin Thompson and Lillyarna Clark, represented Ganmain Public School at the State Swimming Carnival. Ganmain Public School hosted the Small Schools Cross Country Carnival and Beckom hosted the Coolamon–Ardlethan Cross Country, with both being successful days for Ganmain Public School. Lillyarna Clark and Nate Hamblin travelled to Gundagai to represent our school at the Riverina Cross Country Carnival. Matong Public

School hosted the Small Schools Athletics Carnival at Coolamon. This was a fantastic day with students doing their best and showing some great sportsmanship and participation. Many students progressed to the Coolamon/Ardlethan Athletics Carnival held in Ardlethan. The students competed well again, with Matilda Brill, Jhaleiza Brown, Khaleya-Tala Charles, Lillyarna Clark and Nate Hamblin making it to Riverina level.

### ***Trials***

2019 saw many great opportunities for students to compete in trials for AFL, netball and cricket. Nate Hamblin progressed through the Eastern Riverina and Northern Riverina AFL trials and was selected in the Riverina team to compete at the AFL State Carnival in Sydney. Lillyarna Clark, Lilly Brill, Caitlin Thompson and Eva Lucas competed in the Coolamon/Ardlethan Zone Netball trials in Ganmain. Eva Lucas competed in the Riverina Netball Trials in Narrandera and represented the Coolamon/Ardlethan PSSA Netball team at the Riverina Netball Schools Cup in Wagga Wagga. Nate Hamblin competed in the Griffith Region Boys Cricket Trials and Dylan Thompson enjoyed the opportunity to compete in Coolamon/Ardlethan Zone Cricket trials in Matong.

### ***Individual Accolades***

Each year, individual students at Ganmain Public School are recognised for their achievements on the sporting field. Eva Lucas received the award for Sportsmanship for her participation, encouragement and display of fair play at all times. Nate Hamblin was awarded the Sportspersons of the Year as a result of his outstanding results across a number of sports. Nate Hamblin was the recipient of the Ian Lucas Memorial Award for Sportsmanship as a result of his efforts for the Coolamon-Ardlethan PSSA. Nate was also awarded the "NSWPSSA Australian Football Championships 2019 Sportsmanship and Fairplay Award". Nate received this accolade for displaying outstanding sportsmanship, unwavering commitment, selflessness, discipline, dedication and courage.

Congratulations goes to each and every student at Ganmain Public School for another outstanding year in sport. From school physical education and sport programs through to state representation, Ganmain Public School continues to develop individuals who have a great attitude towards sport and enjoy all that it has to offer.

***Miss Roxanne Veale– Ganmain Public School Sports Coordinator***

### **Library Report**

Another year has passed and another year has seen the library thrive and flourish. Another great Book Fair was run amidst electrical work and the business of Term 4. It provided the school with \$350 worth of commission books. Our annual dress up parade was a highlight and we all think Mrs Schmid stole the show with a fantastic and very realistic dinosaur costume. Once again there was a wonderful array of award-winning books donated to our library by our hard-working P and C. Thank you to everyone for your wonderful support. It is great to be the librarian of the best little school in Australia.

### **Ganmain Show**

The Ganmain Show comes along in August every year and is a great opportunity for our school to showcase our wonderful programs and learning. This year the children showcased their creative and practical arts talents with a great display of tie dye, copper art and pot people. The children thoroughly enjoyed all activities and through their hard work and dedication they created a magnificent tie dye quilt which was a colourful addition to our show display.

***Mrs Jody Graham– Ganmain Public School Librarian***

### **Student Wellbeing Support Officer**

It's that time again to hear about what has happened at GPS in student wellbeing.

The students were again able to have year talks. They spoke on many subjects such as:

- What makes a good friend?
- Manners
- Being able to be resilient and
- Feelings.

The students really enjoyed being able to listen and speak with their peers about each topic.

The 'Got It' program was an extension of the year talks which went into depth about topics that have been covered by my well-being talks. A big topic was:

'Kids have feelings and it's OK to express your feelings.

'A quote that I used:

*'When you can't control what's happening,*

*Challenge yourself to control the way you respond to what's happening.*

*That's where your power is.'*

The marble jar was utilised again with random acts of kindness being rewarded with a marble. Each goal was set by the leadership team with our first goal, 15 mins free time given for 100 marbles. This was achieved within a few weeks. The ultimate reward of a movie popcorn afternoon for 1000 marbles by the end of the year was achieved with weeks to spare..

The Banksia class participated in 'Be Kinder Day' which happens on the 22nd June each year. The students wrote letters to the residents of Allawah Lodge in Coolamon. The thinking behind this was that the elderly may not be receiving hand written letters anymore, because people are so busy these days. The residents of Allawah Lodge loved getting the letters, and we even got a few responses.

Another quote:

*In a world where you can be anything. Be Kind.*

I've also tried to show the children that kindness doesn't stop outside school or home. We launched the 'LIDS 4 KIDS' project, early in Term 4. This project enables the community to save plastic milk bottle and soft drink lids to be turned into prosthetic limbs for children and eventually aids for the elderly. It was wonderful to see the children so excited to help others in need. We now have 4 big garbage bags full of lids to be collected. The Student Leadership Team ran the assembly for the project launch with community and business members attending the launch.

The 'Chat Room' has once again been a great asset to the school. If the children are wanting to have a talk I am available before school, recess and most lunch times. The students talk about a range of things some happy, some very exciting and some sad, sometimes they don't want to speak at all; which is fine. They have a space that they feel comfortable, where they can calm down, relax and take a breath.

My job was not to fix their problems but to guide them through the problem, to help them be resilient and get back to the things that they need to do.

I have helped the Leadership Team raise money for the end of year present for the school. Each Wednesday I've found myself scooping ice cream, popping popcorn or making jelly. The 'Easter Eggstravaganza' was another fund raiser that the Leadership Team needed a bit of assistance with, and yes, I was right there with them.

Another job that I really enjoy is making the reading milkshakes. Encouraging kids to read is such a great thing to do.

Another quote I used was:

*'Always end the day with a positive thought;*

*NO matter how hard things were, tomorrow is a fresh opportunity to make it better.'*

The blackboard messages change each week to keep the positive vibe going around the school. Positive quotes and upcoming events and information are shared to all on these boards.

'Happiness Day, Harmony Day, Friendship Day' and Kindness Days' were very popular with activities based around each topic. We were so lucky to be able to enjoy recesses of fruit, cheese and crackers along with a beautiful layered rainbow cake made by Mrs Graham and sausage sizzle for lunch all supplied and paid for by the school.

My role as Student Wellbeing Support Officer is so varied each day that it is impossible to list everything that I do but my focus is always on the wellbeing of your children. Whether they are hurt, need a friend, someone to talk to or are struggling with a problem. I am, and hopefully continue to be, there for each and every student at Ganmain Public School.

***Mrs Karen Fryer– Ganmain Public School Student Wellbeing Support officer***