

Garrah Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Garah 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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School background

School vision statement

At Garah Public School we are committed to providing students with high quality learning experiences and opportunities that encourage them to become successful learners, confident and creative individuals and active, informed members of society. We actively encourage and promote a school culture underpinned by the beliefs of respect, responsibility and personal best.

School context

Garah Public School is a small rural school located 50 km north–west of Moree in the Barwon Network. It is a school that provides education for students of the town and local farming community.

The school takes pride in offering a safe, enjoyable, motivating and challenging learning environment for students from Kindergarten to Year 6.

All teaching and non–teaching staff are highly experienced and work collaboratively to support all students and parents. The school has a family atmosphere where all of the students interact and learn from each other in a supportive and caring environment.

Key programs at the school include a focus on student wellbeing, through Positive Behaviour for Learning (PBL). Our core values of 'Respect, Responsibility and Personal Best' underpins and supports student development in Literacy and Numeracy. Learning in all KLAs is supported through the strategic access to technology, thus linking students to real world learning opportunities.

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. 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.

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/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Pedagogical Practice for Learning Success

Purpose

To lead learning through research based pedagogy and develop high quality educational leadership practices to guide students' understanding of the characteristics of effective learners and learning achievement.

Improvement Measures

Expert use of feedback and formative assessment are observable in all contexts, as evidenced through classroom observation and teacher self-reflection data.

Learning intentions and success criteria are visible, explicitly used in all settings and can be clearly articulated by all students.

Wellbeing surveys indicate high levels of satisfaction in the areas of belonging and engagement, and students can identify 2 staff members who can support them.

Progress towards achieving improvement measures

Process 1: Visible Learning

To support students to develop aspirational expectations of learning for continual improvement

Use learning intentions and success criteria as the basis for feedback to students about their learning

Instill a growth mindset culture to assist students to realise learning goals and demonstrate resilience.

Evaluation	Funds Expended (Resources)
Students developed and utilised personal learning goals for specific areas in Mathematics and English, with achievable steps, and reflected on their achievement of these learning goals. Most students understand the three areas Remembering, Understanding and Applying from the six levels of thinking and utilise them to help achieve their learning goals.	Thinking Skills RIC Publications

Process 2: Wellbeing

Implement a whole school approach to student wellbeing in which students engage in learning experiences that explicitly teach the core values for resilience and success.

Evaluation	Funds Expended (Resources)
The students all focussed on the wellbeing areas of self awareness, self confidence and positive relationships in PDHPE lessons. They applied these understandings to progress through the PBL Merit Program with all students achieving positive levels and 65% of students achieving the highest level of Gold.	My Wellbeing Journals (Teachers4Teachers Publication), questionnaire, interview, PBL Achievement Progress Chart.

Strategic Direction 2

Excellence in Curriculum Application

Purpose

To collaboratively implement differentiated curriculum, assessment and evaluation for future focussed learning, with an emphasis on the teaching of literacy and numeracy skills across all learning areas.

Improvement Measures

All students achieve at or above expected growth in literacy and numeracy as indicated by internal measures and Literacy and Numeracy Progressions.

If this does not occur, the school will implement explicit teaching programs to address concerns

Embedded and explicit systems for focussed teacher collaboration within and across schools are used to plan, implement and evaluate targeted curriculum areas.

Progress towards achieving improvement measures

Process 1: High Quality Literacy and Numeracy Teaching

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practice in all curriculum areas.

Differentiation, Assessment and Evaluation

Design and implement high quality differentiated learning programs that meet syllabus requirements across all key learning areas and encourage future focussed thinking. This will be supported by authentic assessment and evaluation strategies to inform future focussed teaching and learning.

Evaluation	Funds Expended (Resources)
All staff followed the school's assessment schedule to identify and report on student achievement. Staff utilised Writing assessment tasks established by the Barwon Community of Schools to participate in collaborative marking sessions for writing. These sessions were valuable learning tools and assisted staff in preparation and marking of writing tasks in the classroom.	Barwon COS minutes and agendas, assessment tasks, rubrics and criteria, Student Assessment Portfolios

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5243	Aboriginal background loading, Low level adjustment for disability and Socio economic background funding were combined, along with school funds to employ a second teacher four and a half days per week and a SLSO eight hours a week. This extra staffing provided enhanced learning and assisted students in their learning in literacy, numeracy and other Key Learning areas. Staff were also able to support students with learning disabilities. This funding also provided student support to access school excursions throughout the year, ensuring full student participation.
Low level adjustment for disability	\$15010	Aboriginal background loading, Low level adjustment for disability and Socio economic background funding were combined, along with school funds to employ a second teacher four and a half days per week and a SLSO eight hours a week. This extra staffing provided enhanced learning and assisted students in their learning in literacy, numeracy and other Key Learning areas. Staff were also able to support students with learning disabilities. This funding also provided student support to access school excursions throughout the year, ensuring full student participation.
Socio-economic background	\$11666	Aboriginal background loading, Low level adjustment for disability and Socio economic background funding were combined, along with school funds to employ a second teacher four and a half days per week and a SLSO eight hours a week. This extra staffing provided enhanced learning and assisted students in their learning in literacy, numeracy and other Key Learning areas. Staff were also able to support students with learning disabilities. This funding also provided student support to access school excursions throughout the year, ensuring full student participation.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	10	12	11	8
Girls	7	10	9	9

Student attendance profile

School				
Year	2016	2017	2018	2019
K	89	93.9	91.1	91.8
1	84.1	86.6	93.3	97.5
2	93.2	97.7	80.5	88.5
3	93.9	94.9	88.3	82.2
4	92	94.3	87.7	90.1
5	88.1	95.1	91	87.2
6		86.9	84.5	91.7
All Years	90.6	91.9	88.4	89.3
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		93.3	92.5	92.1
All Years	94.1	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)	0.63
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.8

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	120,322
Revenue	472,434
Appropriation	462,790
Sale of Goods and Services	1,072
Grants and contributions	7,426
Investment income	1,145
Expenses	-455,979
Employee related	-365,074
Operating expenses	-90,905
Surplus / deficit for the year	16,454

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 Approved SBA (\$)
Targeted Total	0
Equity Total	31,919
Equity - Aboriginal	5,243
Equity - Socio-economic	11,666
Equity - Language	0
Equity - Disability	15,010
Base Total	392,155
Base - Per Capita	4,693
Base - Location	15,229
Base - Other	372,233
Other Total	17,382
Grand Total	441,456

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 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](https://myschool.edu.au) website.

Literacy

The sizes of the Year 3 and Year 5 classes are too small to publish results.

Numeracy

The sizes of the Year 3 and Year 5 classes are too small to publish results.

Parent/caregiver, student, teacher satisfaction

Results from parent surveys mostly indicated a positive degree of satisfaction with the school and its teaching and learning programs. Parents agreed that the school is a safe place of learning for their children where they are encouraged and supported by staff. They also agreed that the school has a good reputation for learning, rewards student success and aims to improve the education provided. Most students are highly engaged and motivated to learn at school. This is evidenced by positive attitudes and effort applied in class, attendance rates, teacher observations in the classroom and playground and minimal behaviour incidents resulting in excellent achievement in the Positive Behaviour Merit Program. The teaching staff state that they are highly motivated and committed to their roles within the school, and appreciate having the ability to work collaboratively as a team.

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.

Garah Public School provides support for Aboriginal students and provides programs designed to educate all students about Aboriginal culture, history and contemporary Aboriginal Australia. These issues are integrated across all key Learning Areas. This practice has given students a broader understanding of Aboriginal history and culture.

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.

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.

Multicultural perspectives are integrated into curriculum as a cross curriculum capacity. We actively promote a culture of inclusivity of all students. We participate in events that promote respect, responsibility and multiculturalism through Harmony Day, NAIDOC week and the CWA Country of Study.

Other School Programs (optional)

Sport

Garah Public School promotes participation, teamwork and sportsmanship through a variety of sporting activities throughout the school year. These include in-school sport and PE as well as external sporting carnivals at inter-school, Zone, Regional and State level. All students are encouraged to enhance their wellbeing and increase their level of fitness and sporting skills through regular physical activity. The school also accesses Sporting School's Grants to help offer a variety of sporting programs from external qualified sport providers.