

Gilgai Public School 2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Gilgai Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

At Gilgai Public School we value and nurture the uniqueness of every student. A positive learning culture and our safe, respectful learning environment build a sense of belonging. We work in partnership with families to encourage our students to hold aspirational expectations for their learning and for success in life.

School context

Gilgai Public School is located in northern New South Wales in the rural village of Gilgai, on the traditional land of the Kamillaroi People. The school is set on the banks of Gilgai Creek, nestled under magnificent trees and surrounded by bushland, providing a rich, natural environment.

Gilgai Public School offers individualised learning in small composite class groups supported by personalised teaching, excellent resources and committed staff. The Early Action for Success initiative fosters a strong focus on providing early literacy and numeracy skills to ensure continual improvement throughout all stages of education.

We strive to provide our students with a variety of academic, social, cultural and sporting learning opportunities.

We have a comprehensive technology network across all classrooms, supporting future-focused learning and access to the wider world.

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Support high quality teaching and learning experiences with positive collaboration to define targets for each student.

Purpose

To raise expectations and focus on high quality teaching to achieve significant, measurable learning achievement across the school. Students and staff will be actively engaged in meaningful, challenging and future-focused learning experiences, reflecting on data and curriculum knowledge, to inform planning, supporting our students to be adaptable, responsible, productive citizens.

Improvement Measures

- All teachers will lead and plot student progress along the progression steps in alignment with student PLSP's.
- All teaching and learning programs show evolving curriculum knowledge and include learning experiences with a future focus.
- Collaboration within the Sapphire Community of Schools supports consistently high achieving teaching and learning programs.
- 100% of students show progress against the Literacy and Numeracy Plan 2 and in-school assessments. If this does not occur, the school will have a plan in place to address concerns.

Progress towards achieving improvement measures

Process 1: Monitoring Student Progress

Implementation of consistent, regular practices for recording and analysing students' learning achievements will inform teachers' planning for individualised student learning.

Evaluation	Funds Expended (Resources)
<p>By the conclusion of 2019 Gilgai Public School's Instructional Leader and executive had led professional development for all staff focusing on the use of the Learning Progressions, PLPs and syllabus documents, to improve content planning and modification to allow students to access the curriculum at their targeted point of need. An improved assessment and recording schedule enabled teachers to map individual students' learning needs in writing against syllabus stage statements.</p> <p>Writing was an identified focus area for Gilgai Public School. The school began the implementation of a school-wide writing assessment. With focused professional development, the school began developing consistent practice and collaborative assessment marking. Through developing student self-reflection practices and using work samples students can now articulate growth in writing (composition) in specific text types.</p>	<p>Early Action for Success Instructional Leader 0.6 is equivalent to \$100,000</p> <p>Approximately \$5052.00 for additional casual days for staff to attend professional development</p> <p>Teacher consumables with an estimated cost of \$300.00</p>

Process 2: Educational Culture

Professional learning will reflect the importance of consistent teacher judgement to inform the most effective implementation of visible learning strategies.

Professional learning targets deep knowledge of all NSW syllabi, the development of effective differentiated programming and individualised assessment strategies about and of learning.

Evaluation	Funds Expended (Resources)
<p>Regular 'learning walks' supported further reflection on teachers' practice, aligned to the research-based visible learning priorities. The walk-throughs and follow-up communications identified, an increased percentage of teaching staff regularly engaging with practice improvement strategies.</p> <p>PLAN data has been recorded every 5 weeks for Kindergarten – Year 2 students and approximately every 7 weeks for students in Years 3–6. Approximately 50% of staff had the use of progressions recorded in their</p>	<p>Additional teacher staffing approximately (0.2 FTE)</p>

Progress towards achieving improvement measures

programs to inform content delivery.

Gilgai Public School's 2019 Learning Progressions analysis identified reading comprehension as an area that required change across the school. This became evident from comprehension–style questions within the NAPLAN results and Scout Data. Teacher analysis included understanding the forms of comprehension questions, as well as students posing and answering inferential questions within set tasks. Data also indicated that students required strategies to accurately spell familiar and unfamiliar words when composing texts, as well as reading fluency. In Term 4, the instructional leader and the K/1/2 teacher attended Effective Reading Professional Development to strengthen comprehension skills in the early years.

In numeracy, PLAN data and NAPLAN results analysis show that in measurement, students require practical and hands–on strategies to complete the tasks, as students missed answering some of the Stage One questions in their assessment tasks and NAPLAN results. This led to targeting measurement as a focus area with the release teacher and planning whole–school targeted practical activities in numeracy.

Process 3: Visible Learning

High quality professional learning will facilitate effective implementation of the Visible Learning strategies for enhanced teaching pedagogy

Evaluation	Funds Expended (Resources)
<p>Gilgai Public School saw significant improvement, in the school's use of Visible Learning strategies in 2019. The beginning of the year saw the learning dispositions taught to all students, which was followed by every student developing learning goals with their class teacher.</p> <p>Walk–throughs showed evidence of student voice. This coincided with the development and use of K–2 '10 Star Writers' and 3–6 text type assessment rubrics linked to Learning Progressions and English Syllabus.</p>	<p>Subscription Cost of Corwin 2019 (\$7350)</p> <p>Costs for staff to attend professional learning (\$4210)</p> <p>Approximately \$1000 in travel associated costs</p>

Strategic Direction 2

Respectful Relationships, Building School & Community Culture

Purpose

To develop a school and community culture which is respectful, considerate and understanding of individual differences. Enabling and modelling cohesive, positive relationships to support and improve the social experiences of our students and the wider community.

Improvement Measures

Increased numbers of parents and community members actively engaging in and contributing to PLP meetings, parent teacher interviews, school events, programs and committees.

Increased reports of positive citizenship in the playground and reduced reports of disrespectful playground behaviours between students.

Increased leadership learning opportunities which result in students taking responsibility for speech and actions, while demonstrating increased resilience in learning and social situations

Progress towards achieving improvement measures

Process 1: Community Relationships

Connection to parents and community members is enhanced through commitment to shared values and communication processes that support active, respectful collaboration. Consistent modelling of respectful and productive interactions will support students' social and emotional development. There will be shared commitment to building a positive school culture that values partnership between the school and families.

Evaluation	Funds Expended (Resources)
<p>2019 was a very successful year in terms of building community relationships. Throughout the year Gilgai Public School has been approached by more organisations to offer the school support. With our developing community involvement and improving community perception of the school, pre-school enrolments have risen to fifteen, and engagement with our student/teacher meetings has risen to 69.4%. The school received ten expressions of interest in attending for Kindergarten in 2020, increasing from the previous year's eight students.</p> <p>There is a stable body of parents regularly attending P&C meetings and functions, which has resulted in increased revenue raising by the P&C. The school play was performed in the Gilgai town hall, creating a link with the new Gilgai Trust Committee. The school offered support to improve the toilet facilities as payment for the use of the hall. The school held a number of small school sports days with other schools and continued the successful STEM transition to high school.</p>	<p>Small amounts of expenditure from a variety of sources</p>

Process 2: Social and Emotional Learning

Explicitly teach social and emotional learning in daily school operations and curriculum delivery, using a whole school approach to support the development of self-regulation, positive social behaviour and resilience. Maintaining respect and kindness are central to our expectations of all interactions.

Student leadership is strategically developed, encouraging students to take responsibility as actively contributing school citizens.

Evaluation	Funds Expended (Resources)
<p>Central to the school's approach, was a focus on respectful behaviours. This message forms key components of messages in class and during school</p>	<p>New awards (\$1050.00)</p>

Progress towards achieving improvement measures

events such as assemblies. The weekly school awards were re-designed and implemented at the beginning of 2020. These target three aspects of school life, including positive citizenship, our school's learning characteristics and attendance. Student leaders in 2020 will be involved in designing a reward system to improve attendance and uniform, to build a stronger sense of belonging and pride in our school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$6 292.00) 	For the year 2019 Gilgai Public had a carried forward balance (\$2,860) in Aboriginal Background loading and combined with the allocation of \$6,292 for 2019 all funds were spent towards additional teaching staff. Additional teaching staff enabled more individualised teaching strategies to be implemented within classrooms.
Low level adjustment for disability	Low Level Adjustment for Disability .3 FTE staffing \$32,015 Flexible Funding \$10,302 Total \$42,316 Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$42 316.00) 	Combined Socio–economic Background and Low Level Adjustment for Disability <ul style="list-style-type: none"> Additional 0.4 FTE for the school's Early Action for Success Instructional Leader literacy and numeracy (\$39,955.00) Additional class teacher staffing supplemented (\$29,215.00)
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> Socio–economic background (\$118 228.00) 	Combined Socio–economic Background and Low Level Adjustment for Disability <ul style="list-style-type: none"> Additional 2 day for instructional leader literacy and numeracy (\$39,955) Additional class teacher staffing supplemented (\$29,215) Educational resources including computer hardware and software, staff training with the Corwin Visible Learning project, updated phone system plus electrical cabling and educational excursions for students etc. (\$30,180) Funds to rollover from 2019 was approximately \$60,000. This was yet to have subtracted, a class set of iPads, a class set of Laptop computers and a computer trolley to house computer equipment (Approximately \$30,000) The remaining \$30,000 has been budgeted towards new sports facility and playground improvements. Funds rollover from 2018 was \$40,565 budgeted towards the school's new sports facility and playground improvements.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$0.00) 	The school received no funding for beginning teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	26	29	27	23
Girls	31	30	23	27

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.3	93.7	87.9	90.7
1	93.2	94.9	87.4	92.4
2	94	90.9	95.3	92.5
3	87.1	92.5	92.9	92.8
4	95.1	87.1	93.4	93.5
5	93.1	93.3	92.4	92.2
6	94.3	93.5	95.2	82.6
All Years	93.3	92.2	92.6	90.7
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)	2.48
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	291,211
Revenue	1,072,185
Appropriation	1,058,446
Grants and contributions	11,912
Investment income	1,827
Expenses	-955,369
Employee related	-860,049
Operating expenses	-95,320
Surplus / deficit for the year	116,815

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.

Gilgai Public School is in a strong financial position, with approximately \$153,353 saved in school and community funds and a further \$254,625 in consolidated funding. The strong financial position is largely due to the uncertainty surrounding developments with the school's car park and bus zone, which has limited the school's ability to spend on identified infrastructure projects. The school has been working towards saving funds for major school improvements over several years. Future improvements include;

- School multi purpose sports court (\$70,565)
- School ground improvements including playground drainage, guttering on walkways, an irrigation system, additional storage and changes to building layout (\$75,000)
- Any unexpected cost incurred with the upgrade of the school bus zone/carpark (\$40,000)
- Upgrade the school's photocopying and printing system (\$15,000)

As part of the school's longer term strategy, Gilgai Public School is retaining \$120,000 to fund an additional teacher as the school has projected enrolments to fall below its current teacher entitlement. A further \$40,000 is allocated as an emergency fund. \$30,000 is already committed towards orders for a class set of iPads, a class set of laptop computers and a computer trolley to house computer equipment.

Gilgai Public School employed an additional 1.6 FTE teaching staff above entitlement. This was targeted to reduce class sizes, run specific programs including Visible Learning, STEM and sports programs and increase the instructional leader's involvement across all classes. Throughout the year, Gilgai Public School employed two School Learning and Support Officers to support classrooms and assist in the operation of specific student programs across the school. In term 4 a third School Learning and Support Officer joined Gilgai Public School to support targeted students.

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	58,777
Equity Total	166,836
Equity - Aboriginal	6,292
Equity - Socio-economic	118,228
Equity - Language	0
Equity - Disability	42,316
Base Total	653,520
Base - Per Capita	11,732
Base - Location	11,468
Base - Other	630,320
Other Total	141,287
Grand Total	1,020,419

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.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. 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.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. 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.

Parent/caregiver, student, teacher satisfaction

Gilgai Public School greatly values the opinions of parents/caregivers, students and staff of the school. These stakeholders are encouraged to give regular feedback throughout the year, both formally and informally. The school analyses this feedback to enhance the processes, facilities and educational delivery within the school.

The school randomly surveyed 20% of our students. They were asked the following questions:

1. Were you satisfied with the education your received in 2019?

100% of our students responded yes.

Sample comments included:

" I had three teachers last year and all my teachers helped me with my weaknesses. Each one saw something different I needed to improve and helped me."

"My teacher didn't care if you said you didn't get it, she would just take extra time to help you out."

2. How would you rate Gilgai Public Schools customer service?

80% of students responded Excellent, 20% responded good.

Sample comment responses included:

"I think they are really nice, when I go to the office they are always very, very nice."

"The teachers are just amazing, they help us a lot and give us good learning."

3. Would you recommend Gilgai Public School to other students and families?

100% of students responded yes.

Sample comment responses included:

"Kids should experience a good education and that's what Gilgai is. It's not like other school's I've been to."

"When I first came, I felt very welcomed. We played games so I could get to know everyone and everyone was happy."

"We get to learn from others, we don't get in trouble if we get something wrong" and "the big kids are really nice. and sometimes we get to read with them."

4. What would make Gilgai Public School a better school?

The most repeated answers were

1. Having more opportunities for all students to grow their own vegetables and gardens, then cook the produce grown.
2. Improving the school's sports facilities. (a basketball court or concrete play area, cricket facilities and sports shed)
3. More sporting opportunities. (eg competition teams, playing sports we can't at school and playing on the top oval)
4. Practical and technology-based lessons. (robotics, sowing, building, Art and using iPads more regularly)

Notable comments included:

"We need a proper basketball area because I really like basketball and so do my friends but our current area is too small, and there are rocks and junk around it. We can't practise properly."

"We need a new sports shed. Ours is too small, is broken and looks terrible."

"I think we need to grow more veggies. We would like a garden 4/5/6 can help with. We love gardening, but only the little kids get to do it."

"I think we need a bigger library, I have some book series I really like and when I went looking for the next books in the series the school didn't have them. We need more books."

The school randomly surveyed 35% of our parents/caregivers. They were asked the following questions:

1. Were you satisfied with the education provided to your child/children in 2019?

100% of parents/ caregivers responded yes.

Sample comment responses included:

"I love the individual attention children receive."

"He improved dramatically. It blew my mind how much he improved last year."

"I really appreciated that the school adapted my child's classes to suit their academic need".

2. How would you rate Gilgai Public Schools customer service?

80% of parents/ caregivers responded Excellent, 20% responded good.

Sample comment responses included:

"Always prompt, polite and return phone calls"

"Every time I have a question, staff take the time to answer it"

"My only complaint is sometimes when I call I can't instantly speak with Mr Stewart"

3. Would you recommend Gilgai Public School to other families?

100% of parents/ caregivers responded yes.

Sample comment responses included:

"Absolutely. I already do and will continue to."

"I am really happy with the school. I have tried to tell a number of families already to go there."

"At Gilgai they give personalised service. They have always tried to consider my needs as a single parent and I am very appreciative of their effort."

"I love the school but, I find it upsetting when some people write unsupportive comments online, because it's a great school and has staff who work really hard."

Other feedback from throughout the year

Throughout other times of the year the school has received predominately positive feedback. However there have been some key issues that have consistently been raised as concerns.

1. The safety and quality of Gilgai Public Schools car parking and bus zone.
2. Lack of progress on building the new multi-purpose sports facility
3. The school's expectation for students to wear full school uniform, particularly completely black school shoes
4. Drainage around the school's undercover area
5. The lack of excursion in 2019.
6. The school's canteen facilities

The school always analyses feedback and attempts to make improvements where possible. In 2020 the school will continue to seek an agreeable solution to the work, health and safety issues surrounding the school's bus zone and car park. Continuing to advocate for the approval of a future school layout. This is required before a tender process can begin for the construction of a sports court. The school has identified other substantial improvement works to undertake in 2020 and 2021. During 2019 Gilgai Public School implemented a specific phonics education program for junior students and introduced a specialised literacy program for students with identified needs. Both programs received positive feedback and will continue in 2020. Gilgai Public School will begin a new excursion schedule in 2020.

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.

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.