

Girilambone Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Girilambone 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

Girilambone Public School's vision is to provide every child the opportunity to engage in quality learning experiences to achieve their potential which will develop respectful and successful life long learners. A strong network of partner schools will support staff and student learning to provide a culture of evidence based practice and collaboration within and beyond the community.

School context

Girilambone Public School is on the traditional lands of the Wongaibon people and is situated within the Bogan Shire and belongs to the Mitchell Schools Network. Girilambone is a TP1 school and had an enrolment of 10 students for the majority of 2019 with 50% of the population identifying as Aboriginal. Girilambone's local centre is Nyngan which is a distance of 45km away. Our school is supported by the Nyngan AECG, the Girilambone Public School P&C Association, as well as the Girilambone, Hermidale and Marra Creek Leading and Learning Hub.

The school is well resourced with excellent facilities for its students; including a well-resourced library, Stephanie Alexander Kitchen and Garden, covered playground equipment and large open playground areas. Girilambone school has a focus on quality student outcomes in literacy, numeracy and engagement. Students have access to a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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

Life Long Learning

Purpose

To enable students to set their own learning goals to identify and monitor their individual progress, while engaging parents to understand how to support their children along their learning journey, within the school and beyond.

To implement and evaluate learning activities and programs to optimize learning improvement for all students in Literacy and Numeracy.

To ensure collaborative professional practice is constantly developed and evaluated to meet the needs of all students with a focus on assessment and planning.

To promote a learning culture that is strongly focussed on innovative, collaborative and critical thinking practices.

Improvement Measures

All students demonstrate expected growth in reading, writing and numeracy.

Increase the number of Personal Learning Goals achieved for each student.

Students using critical thinking skills.

Students using an increased range of strategies to problem solving.

Progress towards achieving improvement measures

Process 1: Personalised Learning

Develop and implement processes for collaboratively planning, reviewing and monitoring student learning using data to inform the process.

Evaluation	Funds Expended (Resources)
<p>Student goal achievement is displayed in the classroom on the target wall. Once a personal learning goal is achieved students place their star with the goal written on it up on the classroom wall.</p> <p>Student's achievement of personal goals could be recognised in the newsletters and assemblies.</p> <p>The academic goals are point of need goals set within the classroom setting. Other goals such a social and emotional wellbeing goals are set during the PLP meetings and are negotiated with parents, students and staff.</p>	RAM funds

Process 2: Multistage program delivery

Collaboratively develop and implement planning multistage units with continued evaluation

Evaluation	Funds Expended (Resources)
<p>All students have shown considerable growth in literacy and numeracy, this has been illustrated through in school results as well as external testing data. Students have individual writing goals that they address during writing lessons, once these goals have been achieved students place these up on our target wall. Students work on other personal goals throughout the year which are recognised both within the classroom as well as during our 3way PLP meetings.</p> <p>Through the EAfS strategy student progress has been monitored and data collated every 5 weeks throughout the year. This data has informed practice</p>	RAM funds EAfS Instructional leader staffing allocation.

Progress towards achieving improvement measures

within the classroom and become the focus of explicit teaching for individual students. All K–2 students have shown growth throughout 2019.

Primary students have been working with the EAfS framework also and received explicit individualised instruction as a result of individual assessment through writing samples and running records.

All students have shown satisfactory achievement in all aspects of numeracy. Through working with our Instructional Leader we have introduced some number talk strategies to build our students knowledge of number and continually monitor progress as students complete working in the various mathematical strands.

Process 3: Using Data to inform practice

Develop teacher capacity to analyse and interpret data and use it effectively to inform teaching practice and school improvement.

Evaluation	Funds Expended (Resources)
Almost all students have shown at or above expected growth in literacy and numeracy throughout the year, with some students achieving well above expected levels.	RAM IL
Most students have achieved at least one goal per term, with some students achieving more.	Teachers

Process 4: Innovative Practice

Collaboratively investigate, identify and implement learning opportunities which will develop student capacity to think critically and creatively.

Evaluation	Funds Expended (Resources)
The class has had considerable focus on using a range of mathematical strategies. Students are beginning to be able to describe the various strategies they use and to justify the reasons they use these strategies.	RAM PL
Further work to be completed throughout next year.	

Next Steps

During 2020 Girilambone school staff will be looking to continue to develop skills and strategies to embed ICT into classroom practice to engage students and promote differentiated learning. As we have purchased Chromebooks we will be centering our work, initially around the Google Suite of applications. Students will become more familiar with ICT techniques such as working with emails as well as Google Docs, slides and Google classroom as well as using interactive resources.

Strategic Direction 2

Collaborative partnerships for learning

Purpose

To establish more effective partnerships with families and build community identity by recognizing the role everyone plays in the learning process.

To foster strong partnerships across the Girilambone, Hermidale and Marra Creek Leading Learning Hub, the community and within the school to support staff and student learning in order to provide a culture of evidence based practice and collaboration to inform practice.

Improvement Measures

Students report a positive sense of wellbeing.

Parent engagement in all aspects of student learning and school life.

Authentic interactions across the Girilambone, Hermidale and Marra Creek Leading Learning Hub.

Progress towards achieving improvement measures

Process 1: School Community Partnerships

Investigate, develop and implement a range of communication processes to promote student achievement and engage parents in ongoing consultation around the school vision and plan.

Evaluation	Funds Expended (Resources)
<p>Parents are using the P&C group message that has been set up to convey information to each other about upcoming events.</p> <p>The GPS FB page has 74 followers.</p> <p>Currently the FB page has been used more as a way of sharing information. While this has been effective we need to branch further into using this to celebrate student success. Eg. when students achieve their personal goals, achievements in sport, academic and cultural achievements. Further emphasis on this for 2020.</p> <p>I believe that parents would like to see more celebration of student achievement.</p> <p>All families have been represented at school assemblies and most other functions.</p> <p>There was very pleasing attendance at the Annual Presentation Night. All families were represented and there were numerous community members in attendance on the night. The event was advertised through the FB page but also a number of personal invitations were sent out to community members to invite them to attend. I believe that personal invitations will draw in people who may feel like they wouldn't be valued in this setting.</p> <p>Money has been set aside in the school budget to develop a community BBQ area where people can come and congregate for both school and community functions. This will help build both inter school and community relationships as well as build a stronger sense of community that will enable people to support each other, especially during hard times.</p>	<p>RAM funding</p> <p>Community donations</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Process 2: Leading and Learning Hub

Collaboratively plan, assess, review and revise practice within our Learning Hub to foster individual, school and network performance.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The Girilambone Hermidale, Marra Creek Leading Learning Hub has met formally three times throughout 2019. During which we have been concentrating on classroom practice and explicit teaching strategies, through the sharing of knowledge of our Instructional Leader.</p> <p>The Hub has provided collegial support to the principals across the 3 schools. We have met formally each term, but also have numerous informal conversations around all aspects of student learning through to administrative aspects of the TP1 role.</p> <p>Due to the heavy workload of a TP1 it is vital to support each other in order to lighten the workload on each individual.</p>	<p>The 3 school principals:</p> <ul style="list-style-type: none">• Skye Dedman• Marnie Hibbins• Angela Lewis

Next Steps

Throughout 2020 the focus for the group will be to continue developing units within our 3 year scope and sequences. To provide support for school executive across all areas of the role. Also to provide support for both beginning and experienced staff to deliver the curriculum through explicit instruction targeted to individual student needs. Quality teaching Framework will be a focus of the Hub in 2020, to facilitate this we will be engaging in Quality Teaching Rounds.

Girilambone Public School is planning to build a school community area within the school. An area where community members can get together for meetings, courses or social gatherings. The school has earmarked funds to build an outdoor BBQ area which will be accessible to community groups for their own functions as well as facilitate regular community functions to build community spirit and collegiality.

We are looking not only to build on our links to the community but to provide support for a community that has been suffering under extreme economic pressures for the last few years.

The school has sort funding from the Transport Access Regional Partnerships in order to provide financial support for the school community while giving students equitable access to a range of social, academic and cultural opportunities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	School based funding Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$11 469.00) 	<p>All students, especially infants have benefited from the support provided by having an SLSO within the classroom for literacy and numeracy 5 days per week. Students have had targeted tuition to meet individual needs. The SLSO, works with the classroom teacher and the Instructional leader to provide students with specific support in literacy and numeracy. Some of the programs run by the SLSO include; sight words, reading, kindergaten support, number talks, counting practice as well as targeting other individual needs of students.</p> <p>Girilambone has been represented at all AECG meetings by the Instructional Leader who has presented the report on behalf of the Principal. The Principapl has only been to one meeting, however the intention is to attend further meetings in 2020.</p>
Low level adjustment for disability	FTE 0.1 = \$10672 Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$2 290.00) 	<p>EaFs data collected every 5 weeks, this data is analysed and student focus is developed as a result of this.</p> <p>0.1 EFT staffing allocation used to employ extra teacher to assist with individual program development and delivery.</p> <p>Almost all infants students have shown considerable growth in both literacy and numeracy throughout the year.</p> <p>SLSO has been up–skilled in L3 strategies and Early Numeracy Strategies.</p> <p>Analysis of data through assessment, running records and anecdotal observations of student practice. Through assistance of Instructional Leader the program is tailored to meet identified student needs.</p>
Socio–economic background	RAM 0.1 EFT = \$10,672 Funding Sources: <ul style="list-style-type: none"> • Socio–economic background (\$9 315.00) 	<p>Staffing allocation used to employ extra teaching staff to support all students in literacy and numeracy.</p> <p>Students are willing to have a go at new things. This year there were a record number of students who chose to participate in the individual section of the Dubbo Eisteddfod. Students willingly entered the public Speaking competition and all primary students were willing to take on leadership roles within the school.</p> <p>According to student surveys, students enjoy coming to school they generally feel that they are valued by staff as well as their classmates and feel they achieve success at school. They are proud of their school and value their learning. They celebrate their own and their classmates successes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	6	4	6	4
Girls	5	3	4	6

Student attendance profile

School				
Year	2016	2017	2018	2019
K	77.4	94	94.4	95.3
1	93.5	88.1	86	94.9
2	86.9	94.6		90.5
3	83.3	91.8	93.9	
4		88.1	83.7	94.3
5	91.7			93.1
6	100	98.8		
All Years	89.9	92.7	90.5	94.1
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
3	94.2	94.1	93.6	
4		93.9	93.4	92.9
5	93.9			92.8
6	93.4	93.3		
All Years	94	93.9	93.5	92.9

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)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.91

*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	41,663
Revenue	417,567
Appropriation	384,414
Grants and contributions	32,558
Investment income	595
Expenses	-392,282
Employee related	-340,705
Operating expenses	-51,577
Surplus / deficit for the year	25,285

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	44,418
Equity - Aboriginal	11,469
Equity - Socio-economic	19,987
Equity - Language	0
Equity - Disability	12,962
Base Total	309,615
Base - Per Capita	2,346
Base - Location	14,627
Base - Other	292,642
Other Total	21,703
Grand Total	375,736

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

Some of the things that parents have said that we do well at Girilambone Public School include our individualized learning; Consistent delivery of the curriculum; offering the students a range of opportunities; organizing community events and supporting parents by applying for funding to assist parents financially.

Students set their personalized learning goals in our three-way PLP meetings. Parents, staff and students contribute to the discussion around progress, achievements and aspirations. Parents have expressed their satisfaction that students have the opportunity to receive remediation or extension where necessary so that they are receiving individualized learning.

Parents attend and have expressed their pleasure with the support the school receives from the community. Parents encourage the school to host community events in order to bring the community together and all families are represented at these events.

Parents have expressed their gratitude for the school taking the time to apply for various funding applications in order to relieve some of the financial burden from them. In particular was the application for the Transport Access Regional Program grant which has provided \$20,815 to go towards transporting the students by bus to all off site activities. Previously the burden of this travel was on the parent and staff in order to provide these opportunities for our students.

The school staff, both teaching and non-teaching are a cohesive body who work very well together. Staff have the opportunity to participate in a range of professional learning activities to fulfill both their own and the schools needs. Staff work together to improve outcomes for all students. Staff have expressed that they feel valued withing the school and its broader community.

All students enjoy coming to school and see their time at Girilambone School as a positive aspect in their life. Students have expressed the fact that the teachers are there to help them learn and they value their learning. On the whole students say that they are accepted by others and that the school is a happy, friendly place to be. Students expressed a feeling of success towards themselves as learners and that teachers at the school care for them.

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.