

Gum Flat Public School

2019 Annual Report



2100

Introduction

The Annual Report for 2019 is provided to the community of Gum Flat 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

Gum Flat Public School

958 Copeton Dam Rd

Gum Flat, 2360

www.gumflat-p.schools.nsw.edu.au

gumflat-p.school@det.nsw.edu.au

6723 2883

School background

School vision statement

Gum Flat Public School is committed to providing relevant, high quality teaching and learning experiences that encourage students to strive for success in academic, social, cultural and sporting pursuits. We work together as a whole school community to prepare and inspire our students to be their best in a quickly changing global society.

School context

Gum Flat Public School (GFPS) is a small TP1 school situated 16km west of Inverell on the Copeton Dam Road. Students attending the school are drawn from surrounding properties and the local town of Inverell. We have successfully built partnerships with the Sapphire Community of Schools.

Students from GFPS have demonstrated outstanding success in academic programs, sporting endeavours, creative and performing arts and are well respected citizens of the wider Inverell community. We are proud of their achievements in all areas under the school motto, 'Caring and Achieving'.

The school is supported by a strong and active Parents and Citizens Association. They hold regular functions designed to foster school and community unity and raise money to support student programs. GFPS is a focus for the local area and the cooperation between the school and the community benefits the students in many ways.

GFPS embeds the Positive Behaviour for Learning (PBL) framework across all school systems to enhance academic and social behaviour outcomes for students. There is also a focus on developing reflective teaching practice and integrating technology across all Key Learning Areas. The students, staff and parents are committed to celebrating the diversity and inclusion of all students in all aspects of school life at Gum Flat Public School.

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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	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

Educational aspiration and learning for success

Purpose

To develop whole school commitment to the provision of high quality teaching, aspirational expectations of learning progress and achievement for all students.

This will be demonstrated through:

- staff actively engaged in contextually relevant, high quality professional learning and collaborative planning
- commitment to every student's learning progress
- collection and analysis of data to inform improvement aims and planning for learning.

Improvement Measures

Growth in NAPLAN results reflects Premier's Priorities and increase the percentage of students demonstrating expected growth in literacy and numeracy.

An increased number of students demonstrating expected growth per semester across DoE literacy and numeracy progressions relevant to expected timeframes.

Students engage in future-focussed learning highlighting problem solving, making connections and effective use of technology across the curriculum.

Staff actively engaged in a professional learning community that applies theoretical and practical knowledge and self-assessment to provide high quality learning environments. This will support staff to attain learning goals matched to the Australian Professional Standards for Teachers.

Progress towards achieving improvement measures

Process 1: Visible Learning practices – the principles and practices of Visible Learning are embedded in teaching and learning, including feedback, student regulation, learning intentions, data walls and success criteria.

Evaluation	Funds Expended (Resources)
As part of the One School Project, all teaching staff participated in professional learning workshops on Formative Assessment for Learning. Towards the end of 2019, Gum Flat Public School joined the Sapphire Community of Schools Learning Alliance and will continue this partnership in 2020 to ensure the principles and practices of Visible Learning are embedded in all teaching and learning programs.	

Process 2: Quality teaching for successful 21st century learners –high quality, engaging educational programs are implemented through whole school scope and sequence for all subject areas as per the Australian curriculum incorporating ICT and inquiry-based learning.

Evaluation	Funds Expended (Resources)
As part of the One School Initiative, the new Maths Scope and Sequence used in 2019 worked well across our K-6 setting with both classes working on a similar strand of mathematics each week. Our One School Cluster continues to strengthen in collegiality with our students being provided with the opportunity to connect with their counterparts not only via video conference but also face-to-face through several overnight excursions. Staff continue to share student work samples and will endeavour to participate in some professional learning on consistent teacher judgement of student work. In 2020, a webinar has been booked to provide continued support in the use of the interactive panels and incorporating technology into the syllabi to improve student learning. A focus in 2020 will be to attend professional learning to develop and implement a PDHPE Scope and Sequence.	\$4513 One School cluster excursions \$1500 Small schools programming days; L3 training days

Progress towards achieving improvement measures

Process 3: Data driven, personalised and differentiated teaching programs featuring needs-based literacy and numeracy programs, use of a range of human and physical resources and explicit processes to collect, analyse and report on student and school achievement.

Evaluation	Funds Expended (Resources)
In 2019, all teaching staff became familiar with the use of SCOUT to analyse school and student data. This evidence-based data was then used to differentiate teaching and learning programs for identified students. Feedback and support was regularly given to teaching staff on their programs and PDP's to ensure that students were receiving needs-based programs, particularly in literacy and numeracy. Based on school and student data, resources were allocated to allow for increased support for identified students through the employment of an SLSO and an increase in the LAST allocation. along with the purchase of resources to support one-on-one intervention.	\$10 672 Learning and Support Teacher \$14 976 School Learning and Support Officer \$ 1 270 Purchase of resources

Strategic Direction 2

Empowering students to connect, succeed, thrive and learn at school and beyond.

Purpose

To develop school wide, collective responsibility for academic, social and well being learning.

A focus on holistic planning for each student's wellbeing and learning will facilitate:

- enhanced learning opportunities
- a strong sense of belonging and positive relationships
- effective partnerships in learning with students, staff, family and community.

Improvement Measures

Awards, attendance, positive and negative incident data, and parent contact data will be monitored to identify areas of success and areas for development in academic, social and emotional learning.

Increased number of parents engaging in school events and activities and contributing to school programs.

Progress towards achieving improvement measures

Process 1: PBL framework is in place to support consistent implementation of the student welfare policy.

Evaluation	Funds Expended (Resources)
In 2019 an updated PBL Action Plan and Expected Behaviour Matrix was completed. All students were responsible for developing posters to be displayed in our identified areas of most need which included the line-up area and toilets. Areas of need will continue to be identified in 2020 and appropriate rules developed and displayed. New students will be introduced to the current rules at different settings as well as the rewards system. As a result of expectations being displayed, the number of negative incidents in those areas were reduced.	\$772 PBL rewards excursions

Process 2: Communication processes support active collaboration between the school and community and increase the involvement of parents in school events

Evaluation	Funds Expended (Resources)
Despite the ongoing drought, parents and carers have continued to support P&C fundraising activities and school-based events including catering at Gala Days, Bookweek & Grandparents Day, End of Year presentation, ANZAC and Remembrance Day Marches and various raffles. The school website and Facebook page were updated regularly with photos of school events being posted on the website on a regular basis. Staff received positive verbal feedback not only from parents/carers but from the wider school community expressing their satisfaction with the overall functioning of the school.	\$210 Harmony Day

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3248	During 2019, two of our teaching staff attended a Connecting to Country cultural awareness teaching programme that offered a unique opportunity to engage directly with Aboriginal Australians at the local community level. At the end of the day the teachers learnt about local Aboriginal culture, history and social experience. As a follow up to this programme, the whole school visited a local, culturally significant site – Goonoowigall. We were guided through the walking tracks by a member of the local Aboriginal community who spoke about the history, bush tucker, medicinal plants and family recollections associated with the site.
Low level adjustment for disability	\$15 049	Identified students were supported in mainstream classes during literacy and numeracy sessions.
Quality Teaching, Successful Students (QTSS)	\$4589	To provide release time for the principal to establish collaborative practices in the school and mentoring and coaching practices to help individual teachers.
Socio-economic background	\$18 059	Providing extra-curricular and extended classroom opportunities for students. The new rewards system continued as part of the PBL program with rewards excursions occurring Term 1–3. Primary class attended the major school excursion to Brisbane/Gold Coast. The Sapphire Small Schools Sports group continued to meet on a term basis with Gala Days, sports carnivals and training days organised to enhance the sporting skills available to our students as well as developing their social competence.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	27	14	12	13
Girls	24	13	11	10

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.8	92.4	94.7	90.3
1	95.7	95.7	93.5	94.5
2	93.2	95.1	95.2	95.1
3	94.2	89.5		92.7
4	93.7	96.8	92.1	
5	92.7	91	92.9	90.5
6	95.5	96.1	87.5	94.8
All Years	93.4	94.3	92.6	93.6
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
4	93.9	93.9	93.4	
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.3	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)	1.76
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	97,172
Revenue	603,078
Appropriation	590,522
Sale of Goods and Services	127
Grants and contributions	11,894
Investment income	535
Expenses	-476,187
Employee related	-413,370
Operating expenses	-62,817
Surplus / deficit for the year	126,891

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	36,356
Equity - Aboriginal	3,248
Equity - Socio-economic	18,059
Equity - Language	0
Equity - Disability	15,049
Base Total	521,057
Base - Per Capita	5,397
Base - Location	9,426
Base - Other	506,234
Other Total	26,390
Grand Total	583,803

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

Parent feedback reported that the school had a friendly, 'family' environment feeling about it and that the whole school community worked closely together for the benefit of the students. Many expressed their gratitude for the extensive number of opportunities their children were given in a variety of extra-curricular activities and that the teaching and learning programs were differentiated and personalised to cater for the individual child.

Students reported they were happy with the increased exposure they had to more learning opportunities that incorporated the use of technology through the daily use of iPads, laptops and STEMSHARE kits. Parents and students continued to support the collaboration with the Sapphire Small Schools Sports group which allowed them to socialise with other school communities and provided their students with more opportunities to develop skills in a wide variety of sports.

With the introduction of the One School Initiative, staff have been working collaboratively with our cluster of schools to ensure the units of work being delivered are consolidated with regular video conferencing and interschool excursions. Parents and students have positively supported this alliance which provides our students and staff with multi-stage units of work for Geography, History and Science & Technology.

All stakeholders continue to strongly support the teaching, learning and promotion of positive behaviours across the whole school through the implementation of the PBL program and the rewards system.

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.