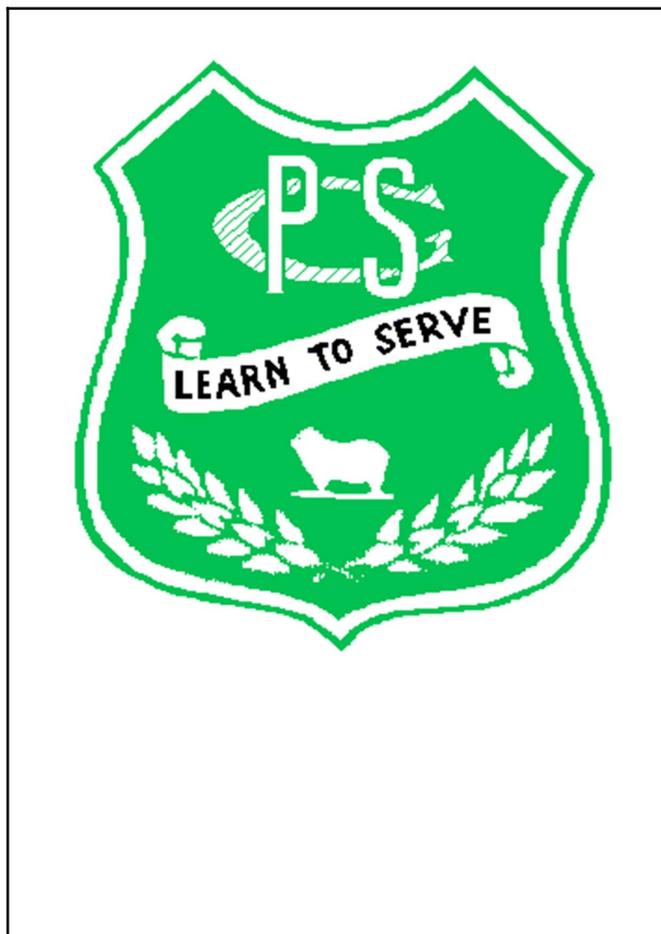


Gunnedah Public School

2019 Annual Report



Introduction

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

Gunnedah Public School provides a quality learning environment where high expectations, core values and targeted programs create safe, respectful learners.

Collaborative partnerships with the whole school community strengthen and support student engagement and learning.

Staff engage in professional learning and dialogue to enhance educational knowledge and practice, underpinned by strong collegial relationships.

School context

Gunnedah Public School has a current enrolment of 164 students with 60% of the students identifying as Aboriginal Indigenous culture is well-represented and fostered by an Aboriginal Education Officer and an Aboriginal Cultural Officer.

The school has a wonderful mix of young and experienced staff who are well supported by a learning and support teacher and a number of school learning support officers. The staff are very supportive of each other and are keen build upon their knowledge through tailored professional learning. An Instructional Leader has been appointed to the school through the Early Action for Success initiative.

In addition to this the school is using its funding to employ a Deputy Principal who works closely with the principal on student welfare and wellbeing. The school has recently implemented a positive behaviour for learning framework encouraging and recognising student achievement.

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

Strategic Direction 1

Engagement for Quality Learning

Purpose

To strengthen the culture of quality teaching and learning where students are supported and challenged to be self-directed learners and confident future citizens.

Improvement Measures

Increase in positive culture for learning from 2018 baseline assessment

The school will move from *Delivering* to *Excelling* in the School Excellence Framework (SEF V2) within the Teaching Domain of effective classroom practice

As measured against the School Excellence Framework we will improve performance in the following areas:

- Value add – the three year trend is positive (delivering)
- Student growth – most students are achieving expected growth (sustaining and growing)
- High expectations – progress in learning is monitored and identified, targets are set and achievement (Delivering or better)

Progress towards achieving improvement measures

Process 1: Visible Learning, targeting literacy and numeracy using evidence-informed practice, develops a culture of quality teaching and learning.

Evaluation	Funds Expended (Resources)
<p>There is now an increased understanding, consistency with communication and collaboration between the Instructional Leader, teachers and interventionists. This has led to 86% of Tier 2 students meeting school based improvement goals. Teachers are increasing their use of hands-on techniques due to participation in stage and staff meetings where professional learning and collaborative sharing has built teacher capacity. School resources have increased the ability for teachers to implement hands on teaching strategies which has boosted student engagement evident by a decrease negative EBS data and number of students suspended . Learning Goals and Success Criteria are evident in all classrooms and teaching and learning programs. Additional professional learning is required to further develop teacher capacity to refer to the Learning Goals and Success Criteria throughout the delivery of content. Students have a solid understanding of personal learning goals and are developing their knowledge and skills to be an active facilitator of their learning.</p>	

Process 2: Positive Behaviour Framework, with a focus on engaging students in a supportive environment, challenges students to be self-directed learners.

Evaluation	Funds Expended (Resources)
<p>An increase of 3.5% students reached Deadly Denni rewards. There has been a decrease from 43.10% of negative behaviours in term 1 to 25.14% in term 4.</p> <p>Signage is up around the school and specific area signage is being trialled read for permanent signage in 2020. The focus for 2020 will be around the next PBL level which is based in the classroom. Two teachers will complete this training, with one staff member training to be coordinator.</p>	

Strategic Direction 2

Strong and Authentic Community Partnerships

Purpose

To create positive, powerful and respectful relationships among students, staff and the community, promoting student wellbeing and ensuring a school culture focused on learning.

Improvement Measures

Increase in positive partnerships around learning compared to baseline data using the Tell Them From Me (TTFM) parent surveys.

Move from *delivering* to *sustaining and growing* (or better) in the School Excellence Framework (SEF V2) in the themes of:

- Community engagement
- Community satisfaction
- Parent engagement

Increased involvement in community-based projects/events.

An increase in effective participation and satisfaction by parents and staff in the PaTCH program from 2018 baseline.

Progress towards achieving improvement measures

Process 1: Community Activity Groups are formed to actively seek, implement and maintain positive partnerships with the local community while increasing the relationship between parents and students.

Evaluation	Funds Expended (Resources)
<p>There has been a 75% increase in parent and community participation in school assemblies. An increased focus on welcoming the school community to various events has further developed the positive relationship as numbers at all events have increased. Reports in the media (social media, TV and printed) have contributed to the positive perception of the school throughout the community. This has directly affected the public confidence and trust in the school and enrolments have steadily increased throughout the year. Through the authentic links with outside organisations the school has been able to provide mentoring, wellbeing and cultural programs, resulting in improved engagement in the school and their own learning; at this stage the information is based upon anecdotal evidence.</p> <p>Future Directions</p> <p>Continue to provide opportunities for community participation to further nurture and increase community involvement gathering evidence to demonstrate this improvement. Continue to run mentoring and wellbeing programs. Increase involvement of local Aboriginal community groups in student learning.</p>	

Process 2: Workshops and information sessions delivered by school leaders and instructional leaders will enable parents to understand and discuss learning and provide support for their children to continue the learning at home

Evaluation	Funds Expended (Resources)
Parents were not enthusiastic members of committees, but their willingness to discuss learning with classroom teachers has increased. We have 63% of	

Progress towards achieving improvement measures

parents attend parent teacher interviews and 25% are willing to talk over the phone.

Parents will be surveyed again for interest in PATCH (Parents As Teachers and Classroom Helpers) 2020

Process 3: Goals are set through a collaborative process between teacher, student and parents. These are visible in the classroom. Parents are provided with regular updates on student progress in relation to their goals.

Evaluation	Funds Expended (Resources)
<p>Through aligning procedures about student goal setting and providing clear expectations around proformas used, visibility and ensuring goals are communicated to parents, 100% of students have set goals that are achieved and celebrated and 55% of parents understood and could voice what goals their child had achieved .</p> <p>Through the development of consistent procedures and systems surrounding communication, scheduling and recording interviews have ensured all parents are informed of student goals and progress.</p> <p>Future Directions</p> <p>Goals will be clearly mentioned and integrated into school reports. Parents will be continually encouraged to attend interviews and discuss what would "work better" and the school will continue to evolve according to parent feedback, ensuring all parents are involved in their child's learning.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO (Aboriginal culture) employed</p> <p>Funds allocated to parent/community involvement</p> <p>Local artist</p>	<p>Increase in student engagement with Aboriginal language and cultural appreciation.</p> <p>Improvement in Aboriginal cultural presence around the school.</p> <p>Increase in local community involvement based around Aboriginal culture.</p>
English language proficiency		<p>The school is now resourced to help students who need social stories and help identifying English words.</p>
Low level adjustment for disability	<p>SLSO</p> <p>LAST</p>	<p>The LAST teacher has successfully up skilled staff on completing documents such as Access Requests, learning support requests and NCCD documentation. All staff now document differentiation and can complete AR in a timely manner.</p> <p>The employment of an SLSO</p>
Quality Teaching, Successful Students (QTSS)		<p>The .286 QTSS staffing allocation has been utilised to help allocate an extra staff member to cater for intervention within the primary years. This allocation has played a part in the improvement across the primary class in the area of writing.</p>
Socio-economic background	\$326,115	<p>The Socio Economic funding allocation has been vital in ensuring inclusivity, especially within these times of drought. The money has been utilised to provide every student with excursions this year, including an overnight excursion for all students years 3–6. Being able to be apart of these excursions and other programs has indirectly improved the mental wellbeing of our students. It has been used to update and purchase the latest technology in the form of laptops and robots.</p> <p>All students in years 2,3 and 4 participated in the swim school program at no cost, ensuring all students have the opportunity to learn to swim.</p> <p>A number SLSO's have been employed throughout the school to help students in areas such as speech, behaviour self management and learning needs using socio economic money. All programs had an impact on the students with behaviour issues dropping, students having more confidence in themselves and the speech program has had significate impact on improving student speech and understanding.</p>
Support for beginning teachers	\$14000	<p>Gunnedah Public School did not have any beginning teachers on staff in 2018. This money will be utilised on the beginning teacher starting 2019.</p>
Targeted student support for refugees and new arrivals		<p>Our ESL student thrived in our environment having the help at hand when needed.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	71	80	89	93
Girls	56	68	66	63

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.3	91	89.7	92.3
1	91	92.5	89.6	90.1
2	91.6	94.1	88.2	89.8
3	93.3	95.5	90.7	89.5
4	85.3	89	90.4	88.8
5	88.2	91.8	95.3	86.5
6	81.7	91.5	87.8	88.6
All Years	90.3	92.1	90.3	89.6
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	93.6	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
Assistant Principal(s)	1
Classroom Teacher(s)	9.06
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration and Support Staff	4.03

*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	288,045
Revenue	2,921,538
Appropriation	2,860,379
Sale of Goods and Services	10,736
Grants and contributions	49,464
Investment income	959
Expenses	-2,797,593
Employee related	-2,435,104
Operating expenses	-362,489
Surplus / deficit for the year	123,945

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	300,561
Equity Total	735,582
Equity - Aboriginal	230,229
Equity - Socio-economic	333,394
Equity - Language	1,268
Equity - Disability	170,692
Base Total	1,413,891
Base - Per Capita	37,781
Base - Location	26,099
Base - Other	1,350,011
Other Total	327,208
Grand Total	2,777,243

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.

Parent/caregiver, student, teacher satisfaction

Above 75% of students have positive relationships at school.

82% of students feel schooling is useful.

Student survey results show that "sense of belonging at school" decreases from yr 4 to 6.

Yr 6 reported 44% do not get in trouble at school, but 89% of yr 4 students do.

On average, below 60% of students are interested or motivated by their learning at school.

Over 82% in each grade felt they tried hard in their learning.

Year 5 were highest by far who felt they were subjected to bullying (69%).

61% of Aboriginal students said they feel good about their culture at school. (18% didn't)

73% of Aboriginal students agreed that their teachers had good understanding of Aboriginal culture.

63% of students expected to go to university. 24% strongly disagreed.

Teachers were satisfied with the improvements made within the Positive Learning Behaviour model being implemented across the school.

Parents and caregivers expressed satisfaction with the open-ness of the school and access to staff.

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.