Gunning Public School

2019 Annual Report

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Introduction

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

Gunning Public School strives to create resilient, future focused, global citizens.

School context

Established in 1871, Gunning Public School is a small rural school situated half way between Goulburn and Yass on the Hume Highway. The school is part of the Southern Tablelands Network of Public Schools and works closely with both the Yass Community and Goulburn Community of Schools.

Initially established as a central school GPS is set in spacious grounds and has excellent facilities with large classrooms, an assembly hall, specialist rooms for craft, cooking and music.

In 2018, there are currently 98 students from K–6 across three classes. With 5% of students identifying as Aboriginal.

The town of Gunning is currently experiencing a growth in population, resulting in an anticipated increase in enrolments in the coming years.

Community support is valued, aiming for partnerships in education between students, teachers, parents and the broader community.

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

Strategic Direction 1

Learning

Purpose

To ensure every child is known, valued and cared for through quality teaching and whole school practices.

Improvement Measures

School–based assessment data indicates that students are achieving at or beyond expected stage standards. Measured against Literacy and Numeracy continuums. With all students experiencing growth and further development of knowledge.

Increased percentage of students in the top two NAPLAN bands by 8% by 2020

Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019

Progress towards achieving improvement measures

Process 1: Develop assessment, planning, programming and teaching models from K–6 to improve consistency for students and teachers whilst ensuring the school is adhering to state policy guidelines

Evaluation	Funds Expended (Resources)
Evidence indicates every teacher is applying at least some of the following effective strategies: Using individual learning goals in the classroom, setting challenging learning tasks and planning ways for all students to achieve them, staff engage in surveys and focal groups in order to reflect on and future plan for whole school improvement, assessment measures are in place to evaluate in class student learning. Analysis of internal processes indicates that some quality assessment collection practices are in place to support student centred learning.	Casual Days and course fees for Seven Steps Writing. **Funding Sources:** • ($1256.38)

Process 2: Differentiate programming and pedagogy in Literacy and Numeracy using NSW continuum and Quality Teaching elements to support school–wide systems and structures to support differentiation in the classroom.

Evaluation	Funds Expended (Resources)
Review of teaching programs indicates adjustments for differentiation, ILP's for students with learning needs are working documents in programs and targeted intervention directly aligns with data analysis of the learning progressions, NAPLAN and internal data.	QTSS Funds used to support quality teaching in whole school systems. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($17075.00)

Process 3: Professional learning around and opportunity to engage in improved teacher practices in alignment with the National Standards for Teaching.

Evaluation	Funds Expended (Resources)
All Professional Learning Plan's reflect the Australian Professional Teaching Standards and School Plan.	Berry Street training and casual days. **Funding Sources:** • ($4320.00)

Process 4: Shared and active engagement of all staff in distributed leadership process to further develop leadership

Progress towards achieving improvement measures

Process 4: capacity and sustained improvements in teaching and learning.

Evaluation	Funds Expended (Resources)
Staff meeting minutes and professional learning sessions indicate all staff members have been involved in leading professional learning to whole staff group.	**Funding Sources:** • ($0.00)

Strategic Direction 2

Connecting

Purpose

Preparing students to be actively engaged in all levels of their community. Whilst building confidence in Public Education within the wider community.

Improvement Measures

Connections across our Networks of schools continue to provide learning and well–being opportunities for students K–6.

Engagement in the school supports student attendance rates above 96%.

Progress towards achieving improvement measures

Process 1: Create meaningful links between GPS and other DoE and local educational sites. This includes continuing working with the Binit Binit Learning Community whilst making connections with the newly formed Yass Network of Schools.

Evaluation	Funds Expended (Resources)
Staff and student surveys indicate that 100% of staff valued participation in either professional learning or student learning experiences provided through our Yass and Binit Binit Learning communities.	Combined Staff Development Day. **Funding Sources:** • ($700.00)

Process 2: Empowering students to communicate with their local and wider communities. Students initiate connections with the wider community.

Evaluation	Funds Expended (Resources)
Students have a sense of belonging in the Gunning community and have made connections with community, throughout the year. This was particularly evident through the community interview process with current and past students of Gunning Public School collaborating to create a documentary about the school. Students have developed relationships across learning communities with students and staff from the Yass and Binit Binit Learning communities.	Bus hire and staff costs. **Funding Sources:** • ($2700.00)

Strategic Direction 3

Living

Purpose

Preparing students to be digital citizens of the future.

Improvement Measures

Data collection indicates an improved use of technology K–6.

Increased growth against syllabus requirements with specific emphasis on digital texts.

Increased knowledge of digital technologies by all staff.

Progress towards achieving improvement measures

Process 1: All staff have a Professional Learning Goal to develop knowledge and/or skill around the use of technology such as 3D printing, Coding, interactive devices and/or Robotics.

Evaluation	Funds Expended (Resources)
Teachers engage in regular professional discussion around improving teaching and learning practice through the use of present and emerging technologies. Teachers engaged with current and emerging technologies through the use of the STEM share kit throughout 2019. Staff meeting minutes display evidence of increased professional language and dialogue around the use of technology in classrooms and how to further embed technology into daily practice and teaching and learning programs.	Technology resources. **Funding Sources:** • ($2500.00)

Process 2: Teaching and learning programing reflects the use of technology K–6 and is linked to syllabus documents.

Evaluation	Funds Expended (Resources)
DIgital technology and ICT syllabus outcomes are evident in all teaching and learning programs at Gunning Public School. All teaching and learning programs reflect the daily use of technology within the classroom.	Technology resources for video conferencing, Sentral, and My Chinese Teacher. **Funding Sources:** • ($4736.45)

Process 3: Students use of technology is supported through explicit teaching and integration of technology.

Evaluation	Funds Expended (Resources)
Student assessment data indicates that all students are able to engage with technology at an developmentally appropriate level. Students are able to articulate how to use various technologies within the school including; bee bots, coding, general computing and iPads skills as well as word processing and PowerPoint skills.	T4L **Funding Sources:** • ($0.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Additional staff to support PDP Process NAIDOC Activities **Funding Sources:** • Aboriginal background loading ($6 260.00)	All indigenous students and their families were involved in the PDP process and goal setting activities were used to guide learning in the classrooms. All students including Indigenous students engaged in cultural activities and connected with students from the BINIT BINIT Learning Community through NAIDOC celebrations.
Low level adjustment for disability	Additional SLSO time to support students with disabilities. **Funding Sources:** • Low level adjustment for disability ($11 422.00)	All students with disabilities were supported in the classroom with SLSO assistance this enabled students to engage successfully in the curriculum.
Quality Teaching, Successful Students (QTSS)	Additional learning and support teacher time. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($17 075.00)	Additional learning and support teacher time was utilised to provide additional reading support, additional numeracy and literacy support both in the classroom and for individual students. The learning and support teacher also facilitated professional development for teachers to support students with additional needs.
Socio–economic background	Technology resources. **Funding Sources:** • Socio–economic background ($1 931.00)	Socio economic funding was spent on Blue Bots in order to increase our technology resources to ensure we continued to close the gap of social inequity.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	35	44	47	52
Girls	36	38	49	51

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	96.1	94.9	94.4
1	94.8	95.6	94.7	93.8
2	95.3	97.2	93.3	94.4
3	96.5	96.7	92.6	94
4	93.5	96.4	95.6	94.1
5	90.3	94.5	94.2	94.3
6	98.1	95.8	93	94.4
All Years	94.5	96.1	94.1	94.2
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)	4.67
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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	64,397
Revenue	1,233,002
Appropriation	1,143,048
Sale of Goods and Services	10,172
Grants and contributions	78,994
Investment income	788
Expenses	-1,206,378
Employee related	-1,032,143
Operating expenses	-174,235
Surplus / deficit for the year	26,624

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	41,993
Equity Total	51,627
Equity - Aboriginal	6,260
Equity - Socio-economic	12,602
Equity - Language	0
Equity - Disability	32,765
Base Total	951,149
Base - Per Capita	22,525
Base - Location	19,160
Base - Other	909,464
Other Total	87,834
Grand Total	1,132,603

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.
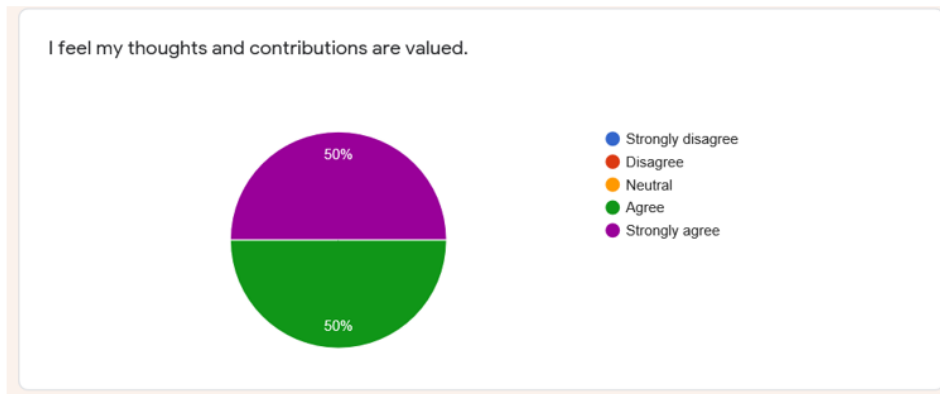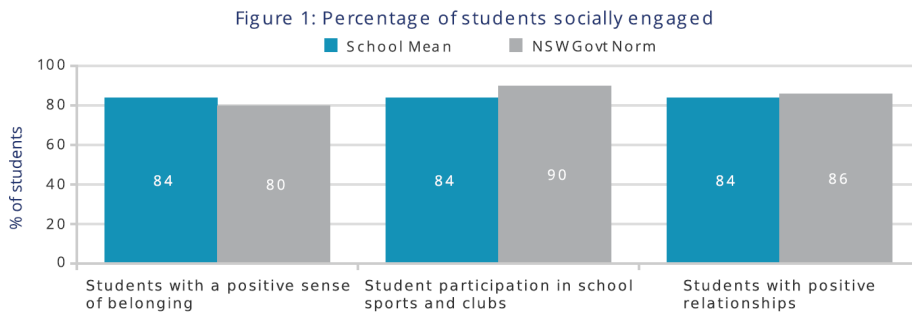
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.
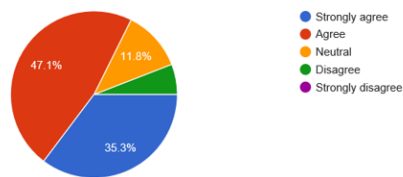
NAPLAN Online

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 website.

Parent/caregiver, student, teacher satisfaction

See below for student, teacher and parent satisfaction graphs.

Figure 1: Percentage of students socially engaged

I feel my thoughts and contributions are valued.

As a parent please respond to the following statements. My efforts and contributions are valued by the school community.

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.