

Gadara School

2019 Annual Report



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Introduction

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

We empower students to develop skills and strategies to become successful, independent citizens striving to reach their full potential in a supportive learning environment.

School context

Gadara School is part of the Department of Education schools in N.S.W. The school is located in Tumut and is part of the Gundagai Network of schools. The school provides an enthusiastic and specialised educational environment in which all students' access quality educational programs within a varied and balanced curriculum.

The school caters for students from Preschool to Year 12. The students present with a diverse range of disabilities, requiring individualised planning which is developed in consultation with parents and interagency groups. Students, parents and staff work as a team to create a positive school culture with high expectations. Education through collaboration is the cornerstone of Gadara School's philosophy.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Student learning and engagement

Purpose

To ensure a student-centred learning environment that nurtures and guides all students with quality programs so that every student reaches their full potential.

Improvement Measures

An improvement in the behaviour of all students across the school is evident through the data captured.

Teachers use reliable assessment to capture information about student learning especially in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Teaching and learning programs and delivery are developed in consultation with parents and other professionals.

Evaluation	Funds Expended (Resources)
All teachers are producing more detailed programs, particularly in literacy and numeracy.	

Process 2: Parent information afternoons to develop understanding of Student Wellbeing programs implemented at the school.

Evaluation	Funds Expended (Resources)
All parents received the pamphlet? Has there been a change in the understanding of the parents and their relationship with the school – with information about PBL and photos of students receiving PBL rewards we believe there is more understanding of the PBL values.	

Process 3: Continue to develop whole school assessment procedures to track students' progress towards their identified priorities.

Evaluation	Funds Expended (Resources)
An assessment schedule has been developed and in place ready to begin Term 1 2020.	

Strategic Direction 2

Strong and connected community partnerships

Purpose

The school engages in strong collaboration between parents, school and the local community to enhance student outcomes.

Improvement Measures

Increase in number of students attending work placement in the community, independently.

Parents and community members engage in a range of school-related activities which help build the school as a cohesive educational community.

Progress towards achieving improvement measures

Process 1: Evaluate and build on the current approaches of communication between the school and the community.

Evaluation	Funds Expended (Resources)
Responses to surveys. Number of people looking at the school Facebook page and the website.	Funding from the School and Community funds to pay for the preparation of the new logo and signage at the front of and around the school. Articles in the local newspaper.

Process 2: Parents and community members have the opportunity to engage in a wide range of school related activities.

Evaluation	Funds Expended (Resources)
A small increase in parents attending the information, parent meetings and special assemblies . A large increase in the number of people looking at the school Facebook page and the website.	

Process 3: Prioritise meetings with families and allocate resources to support planning, both school based and transition programs.

Evaluation	Funds Expended (Resources)
The number of parents who attend the meetings and their improved understanding of the NDIS and how it will support their child's transitions.	

Strategic Direction 3

Quality teaching

Purpose

To promote high quality educational practices with consistently high standards.

Improvement Measures

Teachers engage in professional learning targeted to school priorities, the needs of their students and the achievement of their professional goals.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.

Progress towards achieving improvement measures

Process 1: Staff engage in professional learning that is in line with the School Plan and individual PDPs.

Evaluation	Funds Expended (Resources)
Impact of training within the classroom and whole school. Sharing of ideas – collaborative learning for staff. PDPs completed – looking towards the following year.	Professional Learning funds for both teachers and SLSOs.

Process 2: Utilise assessment information to evaluate programs and track student learning over time.

Evaluation	Funds Expended (Resources)
All teaching and learning programs have an assessment component which displays data on individual students and provides a where to next for future programming.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Extra SLSO support Funding Sources: • Aboriginal background loading (\$4 000.00)	All secondary aboriginal students were supported when attending the work place which made the transition to work and the development of work skills successful. The kinder students have made a successful transition to school although further support will be provided for a consolidation of the understanding of school and class routines in 2020.
Quality Teaching, Successful Students (QTSS)	Use of QTSS funding to employ extra SLSO. Extra release time to engage with speech pathologist Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$5 000.00)	Increased engagement in literacy activities and demonstration by students that they are able to engage in these adjusted literacy activities using ACC devices – eye gaze.
Socio-economic background	Resources for the Stephanie Alexander Kitchen Garden Program – kitchen, garden, science and geography. Employment of garden hand half day per week. Extra SLSO support for students undertaking work placement in the local community. Funding Sources: • Socio-economic background (\$47 000.00)	The students have developed hands on skills in the garden and the kitchen and their knowledge in the subjects of science and history/geography have shown improvement. Transition to work students have a better understanding of work and are starting to develop more independent work skills.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	17	17	18	17
Girls	9	9	8	6

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)	2
Classroom Teacher(s)	3.74
Teacher Librarian	0.2
School Administration and Support Staff	6.64
Other Positions	0.1

*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	113,962
Revenue	1,624,644
Appropriation	1,596,585
Sale of Goods and Services	311
Grants and contributions	26,824
Investment income	923
Expenses	-1,528,475
Employee related	-1,393,187
Operating expenses	-135,289
Surplus / deficit for the year	96,168

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	1,002,779
Equity Total	64,857
Equity - Aboriginal	6,428
Equity - Socio-economic	58,429
Equity - Language	0
Equity - Disability	0
Base Total	414,380
Base - Per Capita	12,558
Base - Location	1,798
Base - Other	400,024
Other Total	47,527
Grand Total	1,529,542

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Parent/caregiver, student, teacher satisfaction

Parent satisfaction with Gadara School continues to be high with parents indicating that Gadara School, as a learning community, is an attractive and well-resourced school that is connected to the community and welcomes parental involvement.

Parents agree that they are encouraged to contact the school to discuss concerns relating to their child. Parents also strongly agreed that students are the schools main concern and that Gadara School has competent teachers who set high standards and undertake training to upgrade their skills.

Parents were surveyed about the name change for the school after it was raised and discussed with the Gadara School P&C. A new name was selected by the parent community.

The parent community is also happy to attend school events and functions such as Education Week, The Biggest Morning Tea, Grandparents Day and school assemblies celebrating student achievements in school and sporting events.



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.