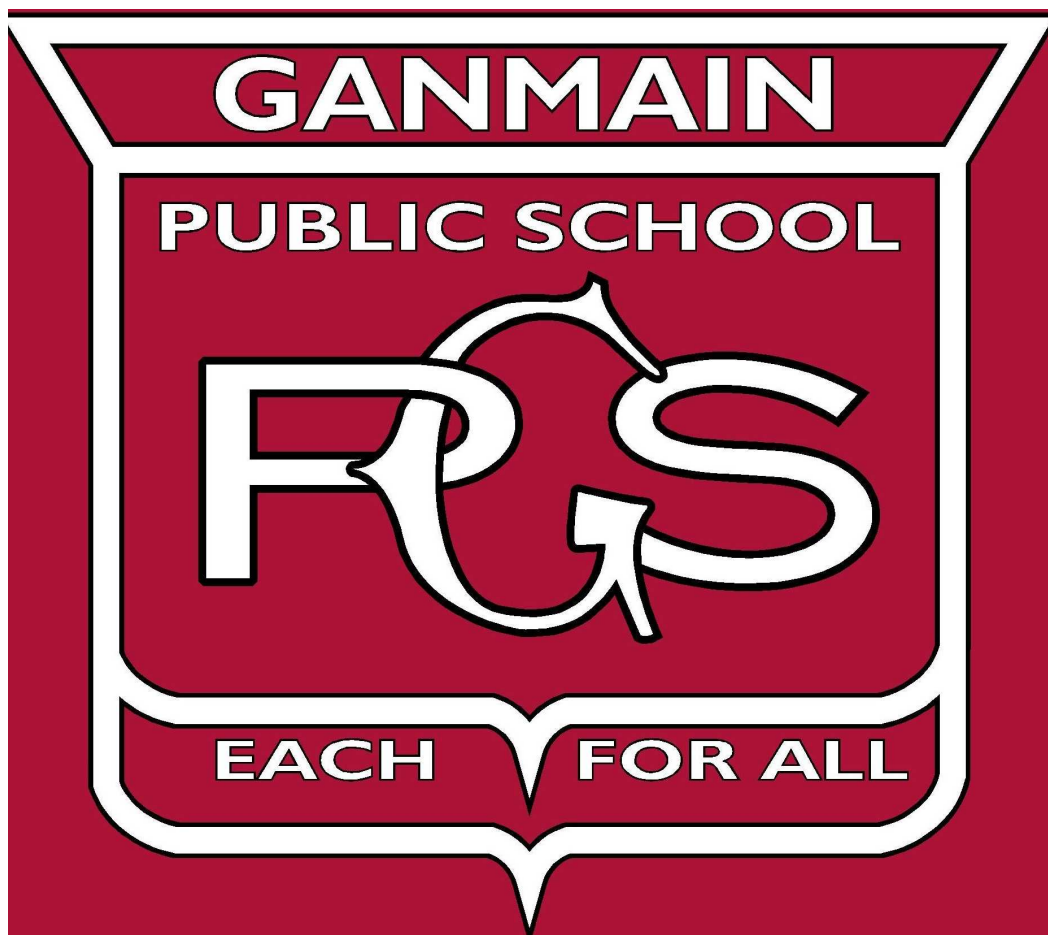


2020 Annual Report

Ganmain Public School



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Introduction

The Annual Report for 2020 is provided to the community of Ganmain 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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Message from the principal

"It takes a village to raise a child", is an African proverb that means an entire community of people must interact with children for those children to experience and grow in a safe and healthy environment.

Well to be frank this is true AND more importantly "It takes a village to educate a child".

No truer words could be spoken to sum up 2020. What a challenge it has been for us all, but because Ganmain Public School is blessed with brilliant teachers, staff, parents, carers and community members our children have obtained a wonderful education this year. By having us all work together, we have ensured that every child has made progress with their education.

Thank you to the teachers for learning new ways of teaching and preparing learning for our children, thank you to the staff who turned up to work each day so our children could attend school if they needed to. Thank you to the parents, carers and family members who supported their children through the difficulties of home learning AND thank you to all the children for embracing the changes of learning differently.

We all worked together successfully to ensure our children received a good education and could continue with their studies.

The children have showed great resilience this year and bounced back into their learning after the lock down period. As a result, our children are better prepared for a future of challenges and change. They have learnt that there is light at the end of the tunnel and by supporting each other they will get through the difficult times. I could not be prouder of each and every student of Ganmain Public School for taking the changes in their stride, adapting to the challenges and finishing the school year in flying colours. I cannot thank the staff at Ganmain Public School enough for pulling together and going above and beyond to be there for our children this year.

Thank you to all the parents/carers for stepping up and being educators, ensuring their children did their home learning in style.

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today" is an appropriate quote to sum up this year.

Our passports have been gathering dust but the students of Ganmain Public School have forged ahead in their education and are more than ready for tomorrow. They have developed their knowledge in the use of technology and are confident and capable, ready for what the future may deliver.

I wish Tyson & Lilly a successful future as they head to high school next year.

I would like to thank everybody for being such an important part in the success of this amazing little school this year.

Message from the school community

What a year it has been, due to Covid19 the P&C has been limited to what we have been able to do, and not a lot of fundraising has been able to take place. We were fortunate enough that the triathlon was held before covid hit and we were able to do the catering for it. It was a very successful day and was only achievable by the wonderful volunteers that put their hand up to help get organized beforehand and, on the day, running the BBQ and serving. Thank you to all those wonderful helpers.

We were also able to hold a Father's Day Raffle and cake stall. Through the kind donation of prizes from Trudi Murray, Rachael Kember, Michelle Booth, myself and Coolamon Cheese we were able to come up with 3 great prizes. Thanks to those that sat down the street and sold tickets and those that made baked goods to sell. Thanks also to Logan and Hitchens, Ganmain Bakery and parents for selling tickets.

We also have our Christmas Hamper Raffle that we will draw here today, thank you to all that have donated.

We also received a donation from Beyond Bank from their community rewards account. We really appreciate this donation and would like to thank all that have contributed towards this donation.

With the funds that have been raised we have been able to help out with fruit and milk in first term (before the school was successful in getting on a breakfast program), a donation of books to the library, poppies for Remembrance Day and a donation for Presentation Day.

It was decided this year that the P&C would like to do an appreciation award for people or business that have gone over and above with their support and or contributed to the P&C. This year the award is going to 'Logan and Hitchens' for their kind donations and ongoing support.

Thank you everyone that has helped out through the year and for everyone who has supported us by giving a donation, buying or selling tickets. We are very grateful to have such wonderful support.

Special thanks to the executive committee members Keri as Secretary, Rachael as Treasurer and Trudy as vice president for volunteering your time throughout the year to help the P&C to assist the school to better our children's education and learning opportunities.

Last but not least thank you to the teachers and staff who went above and beyond to make sure our children got the best education they could in such a difficult situation.

Message from the students

This year has been a bit challenging with Covid-19 playing havoc with education throughout Term 2, but our amazing teachers worked really hard to put together workbooks and new computer systems and daily zoom calls to keep us all engaged and learning.

Being captain of such a fantastic little school has been a great honour. Being able to help the students and the teachers with the different platforms of learning has helped me grow as a person and a learner.

Having Tyson as vice- captain has been so helpful even though he also had a challenging year. We worked together to raise money for our end of year gift to the school (4 tubs of Lego) again Covid-19 put a hold on many planned special events but we got there in the end.

A big thank-you to all of our teachers and staff who have worked so hard throughout our time at GPS to keep us on track with our learning. At times it wasn't easy but your kindness and helpfulness will always be remembered. As we head off to high school in 2021, I guarantee that we will always look back on our years at Ganmain Public School with fond memories of friends we made, excursions we went on and the knowledge that we were prepared for a great future by having the support of everyone at the best little school in the world.

Thank you

Lilly and Tyson



2020 School Captain- Lilly Brill and 2020 School Vice Captain- Tyson Page.

School vision

Ganmain Public School is committed to providing each student with consistent quality teaching and learning. Our goal is to motivate students to be respectful, responsible, resilient, resourceful and reflective life long learners.

School context

Ganmain Public School has served the local community since 1912, maintaining close and supportive ties with our families and the local community. The school has a reputation for successful academic, sporting and cultural programs in a K-6 context. These programs reflect the principle that it is the right of all young Australians to succeed in learning and to have the knowledge, skills and understandings essential to their effective participation in civic life. It is a dynamic and progressive place for learning. The school provides a safe and positive learning environment that caters for the individual needs of the students. We have a strong focus on Quality Teaching and Learning which is enhanced by a growing number of digital technologies. The dedicated teaching staff are committed to nurturing the best possible outcomes for all students, with a focus on literacy, numeracy, technology and creativity.

The school's teaching and learning programs create adaptability, skill transference and social awareness in students, preparing them for their future. It is valued for its high expectation of student excellence in all areas and for the diversity of extracurricular opportunities available to students. Technology learning in our digital age is fundamental to this success. A strong participant within the local school's network, consisting of Ganmain Public School, Matong Public School, Marrar Public School, Beckom Public School and Coolamon Central School provides enhanced academic, sporting and social opportunities for the students.

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>

Strategic Direction 1

Create high performing and engaged learners

Purpose

To ensure all students will be actively and consistently engaged in high quality learning that is meaningful and developmental, ensuring motivated, creative and confident learners.

Improvement Measures

- Increase the numbers of students achieving proficiency in line with the Premier's Priorities.
- Students will achieve their year appropriate expected growth in Literacy and Numeracy.
- Students experiencing difficulty with engagement are supported and provided with alternative learning programs.

Progress towards achieving improvement measures

Process 1: Learning - Culture

There is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. This will be achieved through the sharing and understanding of the literacy and numeracy progressions to support literacy and numeracy growth in the children.

Evaluation	Funds Expended (Resources)
<p>Pleasing growth in Literacy and Numeracy in most children was achieved over the year with specific children targeted throughout the year for more individual instruction to improve their learning outcomes.</p> <p>All parents except one (who was unable due to extenuating circumstances), were involved in the planning of the Personalised Learning Plans with their children to set goals for the year. This was achieved through phone calls this year, due to COVID 19 restrictions. In Term 4 Teachers reported that children were reflective of their goals and positive discussions with teachers, children and parents eventuated.. Teachers were pleased with the student goals and having a K-2 and 3-6 with continuation of teaching staff allows goals to be carried over to the next year for consolidation and authentic achievement. Infants tend to move through their goals quickly so are revised and amended regularly throughout the term.</p> <p>NAPLAN cancelled due to Covid -19 but the school participated in the 'Check - In Assessment' for Year 3 and Year 5 students. Varying results were achieved with analysis of the data leading to students requiring practice with on-line assessment participation skills .</p> <p>The teachers were more open and willing to seek support in curriculum implementation as required throughout the year, This was made possible due to the support of the Instructional Leader, who worked closely and on a regular basis , with the K-2 teacher.</p>	<p>Teacher Professional Learning release:</p> <ul style="list-style-type: none">• Conducting: Best Start assessment, SENA Mathematics assessment. Running Record Reading assessment.• Engaging in Progression training and entering Learning Progressions Data in ALAN• Conducting and analysing Personalised Learning Plans/ Individualised Learning Pathways.• Reviewing Personalised Learning Plans/ Individualised Learning Pathways with students and parents. <p>SLSO time to conduct WARP Reading Fluency assessment for all students.</p> <p>Purchase of \$337- Essential Assessment Licence</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$6168.00)

Process 2: Learning - Assessment and Reporting

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Evaluation	Funds Expended (Resources)
<p>The Early Stage 1 teacher analysed the BEST START data to inform best individualised teaching practice for the Kindergarten students. The teacher's program reflected the needs of the students, utilising the BEST START data</p>	

Progress towards achieving improvement measures

and progression plotting tools.

Progression monitoring was disrupted by the Home Learning schedule enforced on the students in Semester 1 and unfortunately only one professional learning session on progressions was attended due to cancellations. As a result, the teachers' based lessons on daily evaluations and student needs, which was possible due to small class sizes. The teachers were satisfied with the movement of most children by the end of the year. Analysis of the results lead to children being targeted next year to make improvements to reach their full potential, with high expectations a priority for each student.

Unfortunately, the collaboration of staff across the school, leading to beneficial sharing of teaching ideas was limited throughout 2020. Teachers had limited opportunity to collaborate face-to-face due to meeting restrictions. On -line learning took preference. The program 'Essential Assessment' was beneficial to the teachers and helped with the students' individual progress monitoring in Numeracy. Literacy will be added to the program next year.

The NAPLAN assessment was cancelled due to Covid -19. It was replaced by a modified version later in the year (Check-in Assessment) which provided the school with valuable data for Year 3 and Year 5 students.

Due to COVID and at home learning, reports were effort based only in Semester 1. End of year reports used all available assessment data to deliver quality reports reflecting effort and achievement of the students during Semester 2.

Children on remedial literacy learning through Mutilit progressed well with 8 out of 10 finishing the course. Some children stabilised at a low level so will be taken through areas of need as follow up next year. (WARP assessment graph results were used as evidence.)

Process 3: Learning - Wellbeing

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Evaluation	Funds Expended (Resources)
<p>The Student Learning Support Officers' support proved to be beneficial to the students in the classrooms as well as with one to one reading intervention through MultiLit. The program was disrupted during Semester 1 but one to one support was given to children of essential workers which assisted their development and wellbeing during the difficult circumstances.</p> <p>The positive impact on beginning student learning as a result of having an Instructional Leader, over the past few years has been very promising. The valuable program has been extended for another year into 2021, which will provide our K -2 teacher with ongoing professional learning and assistance to continue to deliver quality, up to date and needs based learning to our beginning learners. This will provide our students with a strong base to build their learning on, leading to more successful learners throughout the school into the upper grades. Embedding high impact strategies in Literacy and Numeracy will continue to be a focus through valuable professional learning.</p> <p>Having a Student Learning Support Officer in each class, to provide individual assistance to students at point of need, was beneficial to all students. Considering the difficult year and Home learning restraints Mathematical and Literacy skill growth with the students was pleasing. Essential Assessment results showed growth in Mathematical concept understanding for the majority of students in Years 3-6. The K-2 students showed good growth as a result of support procedures being put in place.</p>	<p>Throughout 2020 each term will reflect this funding model.</p> <p>0 .4 (2 teaching days) Principal release funding\$40 000</p> <p>SLSO and Student Wellbeing Support Officer funding utilised here.</p> <p>STLA extended by 0 .2 covered by the school to cater for extensive learning needs of some of the children in the school. \$20 000</p> <p>\$35 543 spent to deliver Strategic Direction 1 - including learning program subscriptions, readers, text books, classroom materials i.e. pencils, crayons etc. This to ensure all children have learning materials that are relevant to their stages of learning and development, so they can engage in a learning environment that</p>

Progress towards achieving improvement measures

It was a difficult and disrupted year that led to progress which was lower than hoped taking our high expectations into consideration.

Consistent and high quality on-line learning was able to be provided by the Stage 2 and 3 teacher through the use of Principal Release funds. Zoom and Google Classroom were two programs made available to the children by engaging this teacher with terrific IT expertise.

provides them with equal opportunities to connect, succeed and thrive.

Next Steps

In 2021, Ganmain Public School will continue the focus on wellbeing through the use of official programs such as 'The Resilience Project' and 'Smiling Minds'. These lessons will further the wellbeing of the students and give them valuable knowledge that will help them reach their full potential - socially, emotionally and educationally.

The School Excellence in Action policy requires schools to conduct a situational analysis leading into the development of the Strategic Improvement Plan (SIP). The School Sport Unit has developed professional learning to assist establishing the interconnection between physical activity and wellbeing in the school context. This evidenced based approach will support schools in reaching and potentially exceeding their system-negotiated Wellbeing target. Assistance and guidance will also be given in establishing baseline data in physical activity referencing the School Excellence Framework (SEF) and using CESE's publication 'What Works Best'(WWB). Ganmain Public School has taken the opportunity to be part of this state-wide initiative for 2021.



Deaglan receiving a 'You Shine' Principal Award

Strategic Direction 2

Deliver high quality teaching, leadership & management

Purpose

To build the capacity of each staff member through professional learning to ensure our staff provide high quality learning for every student every day.

Improvement Measures

- All programs show evidence of the Quality Teaching Framework (QTF) and PDPs reflect the Australian Professional Standards for Teachers in their teaching
- All teachers understand standards accreditation and have high expectations for themselves

Progress towards achieving improvement measures

Process 1: Leading-Educational Leadership

The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. The teacher performance and development policy is implemented in a culture of high expectations for every staff member. Teachers are actively engaged in planning their own professional development to improve their teaching performance through Performance and Development Plans etc

Evaluation	Funds Expended (Resources)
<p>The professional learning of 'Seven Steps writing' was postponed to an on-line delivery in Term 3. It was reported by the teachers to be a valuable professional learning opportunity. The strategies worked for our students in developing their writing skills as evidenced by quality work samples being produced by the students.</p> <p>The lesson observations prove to be worthwhile with teachers gaining valuable insight into their teaching and that of their colleagues. The reflections and observational comments were very valuable and the teachers reacted positively to the constructive feedback. This lead to improved teaching practices.</p>	

Process 2: Teaching- Learning and Development

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas:

Targeted Early Numeracy (TEN), Focus on Reading 3-6(FoR 3-6) and Higher order ways to Learn (HOW2Learn)and in 2018 Early Action for Success Phase 2.(EAfS) will be implemented. Early Action for Success (EAfS) involves regular training and support from an Instructional Leader qualified in Language Learning and Literacy (L3) and Literacy Lessons (L2) and Targeted Early Numeracy (TEN).

Evaluation	Funds Expended (Resources)
<p>Unfortunately, the restrictions that occurred due to COVID 19 had an impact on the face-to-face Professional Development that the teachers were able to engage in. However, on-line learning did enable the teachers to move forward in this area.</p> <p>During Term 1 the Year 3-6 teacher did manage to collaborate with other small school staff from other schools to share and embed good practice during progressions and decimal training. Half of the PL sessions were completed.</p>	<p>Costs and teaching materials to accommodate professional learning totaled \$4855</p> <p>eg course fees, teaching resources, subscriptions etc</p>

Progress towards achieving improvement measures

Fortunately, the principal was able to complete ARCO training through face to face and on-line sessions.

Teaching programs reflected the Professional Learning that was conducted with evidence of correlating activities.



Lilly and Tyson with Mr Tindle.

Strategic Direction 3

Provide wellbeing for all

Purpose

To grow a strong positive culture within the school community so everyone is engaged and has a sense of belonging and wellbeing.

Improvement Measures

- Students, parents and teachers take collective responsibility for student learning success as evidenced by parent attendance in school promoted activities.
- Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school.

Progress towards achieving improvement measures

Process 1: Learning- Curriculum and learning Teachers involve students and parents in planning to support students as they progress through the stages of education through increased community/ school functions, connecting learning at home and school to support student educational programs between the home and school eg Personalised Learning Plans- Three way student/parent/teacher meetings. There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Evaluation	Funds Expended (Resources)
<p>The school implemented evidence-based change to whole school practices, to move towards measurable improvements in wellbeing and engagement to support learning.</p> <p>The Meet and Greet dinner had a great turn out with positive feedback regarding the new format of teacher/class-based information session delivery achieving the goal of ensuring that the parents feel informed. Skoolbag, Facebook and frequent newsletters and weekly phone calls and home visits to families, by class teacher, Youth Worker and/or principal occurred due to difficult times with communication being a priority. Reports were effort based rating only due to disruptions due to COVID 19.</p> <p>Unfortunately, due to Corona Virus the Easter Hat Parade, P & C meetings, ANZAC Day March, The Ganmain Show, Kindergarten Transition, Principal assemblies with parent attendance and all excursions up to the end of Term 4 were cancelled.</p> <p>Term 4 saw the easing of restrictions which enabled the welfare of the students and staff to improve. Kinder Orientation was delayed to Week 4 Term 4 due to COVID 19 restrictions but was able to go ahead in a reduced format. The Stage 3 children were able to attend Borambola Sport and Recreation Centre for the end of year/ primary school excursion. The Presentation Night was held during the day with limited parental attendance and was live streamed through Facebook. It proved to be a very successful event and will be held at the school in the future.</p> <p>There was again a very poor response from parents in participating in the 'Tell Them From Me' survey with request to complete contained in the newsletter all Term 3. Only 2 responses resulted. A paper-based survey was also sent out to every parent with only 5 being returned.</p>	<p>\$22 514 to ensure the wellbeing of all students e.g. fruit, breakfast, lunch, sunscreen, first aid supplies, hygiene supplies, catering for community events i.e welcome BBQ, outdoor furniture, sick bay furniture, wellbeing student diaries, stage, etc</p>

Process 2: Learning-Wellbeing

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment by building the relationship between the delivery of the 5Rs (Respect, Resilience, Responsibility, Resourcefulness and

Progress towards achieving improvement measures

Process 2: Reflectiveness) and the children's improved behaviour. This will also be achieved with a student engagement and wellbeing program which will encourage home support of How2Learn and the 'Go for Gold -Catch-a Kid' reward program.

Evaluation	Funds Expended (Resources)
<p>Student Wellbeing Support Officer (SWSO) was very welcome this year more so and supported children, teachers and parents across the school. The Principal also monitored staff and students to make sure their wellbeing was managed in the extra busy teaching times due to extra paper work and accountability measures. Hygiene measures were stepped up with additional cleaning and cleaning products provided by the department. Protocols to keep everyone safe were followed.</p> <p>The Student Leadership Team contributed to the 'Go for Gold' Catch-a Kid' Welfare program operating within the school. It was not as successful as previous years due to the children being absent from school and undertaking their learning through Home Learning. The students were involved in on-going skill development in how to be respectful, resilient, resourceful, reflective and responsible. The Student Leadership Team meetings and fund raising and activities were planned and discussed for the year but were reduced. The Student Leadership Team also contributed to the running of the 'Acts of Kindness' whole school reward system established to promote teamwork and a positive school environment - aiming for 1000 acts of kindness within the school environment. School rewards of free time after 100, 250, 500, 750 and 1000 acts of recorded kindness, which ultimately lead to school reward of a movie and popcorn afternoon, were decided on by the Leaders.</p> <p>From Week 9 only a small handful of students were working from school 5-8 with teachers setting one unit of work to be completed at school for essential workers and at home online and paper based. At the end of Week 11 'Home Learning' packs were compiled and sent home to all families to get them through to the school holidays at the end of Week 11 and some Easter based activities to help assist in the holiday lock down situation. Term 2 will reflect government recommendations.</p> <p>5 R lessons replaced by wellbeing lessons on gratitude and resilience, addressed the need of wellbeing due to the pandemic. HOW2Learn lessons were replaced with a wellbeing focus to address current needs of the children through 'Smiling Minds' and the use of Gratitude, Empathy and Mindfulness Journals (GEM) which is a part of 'The Resilience Program' were used by the students on a daily basis.</p> <p>Kindergarten orientation involved 3 students and was successful in integrating these students into school life. The welfare of the whole school remains in the numbers. Drought funding relief to maintain staffing until 2023 received on the 25th October has provided the school with time to hopefully rebuild student numbers.</p> <p>The implementation of individualised goals and completion of PLPs for every student, through student, teacher and parent collaboration has been a simple but important process for us. They have enabled our students to make gains in growth in NAPLAN and class data records, resulting in strong value added results over the past couple of years. This will continue to be a strategy implemented next year.</p> <p>The 'Tell Them From Me' survey 2020 September data demonstrated that 87% of students felt that there was high expectations for student success- an decrease from 95% from the survey conducted at the beginning of the year. Students who have a positive sense of advocacy was 87%- an increase from 73% from the survey conducted at the beginning of the year. Students with a sense of belonging was 88% -an increase from 73% from the survey conducted at the beginning of the year. Students who are interested and</p>	<p>SWSO- \$21000- \$7000-School funding , \$7000 P & C Donation and \$7000 Government initiative</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • School Funded-(SWSO) (\$7000.00) • P & C (SWSO) (\$7000.00) • government Initiative (SWSO) (\$7000.00)

Progress towards achieving improvement measures

motivated has dropped from 89% to 77% over the course of the year. Positive behaviour at school has dropped from a mean of 27 to 12 which is a concern.

These results demonstrate the need to continue to address wellbeing as a priority within the school directions to foster success in the students and encourage high expectations and self-worth.

Next Steps

The wellbeing of our students is a big concern with the past three years being supported through the Student Wellbeing Support Program. The school employed a Student Wellbeing Support Officer with financial support from the P & C and the government program initiative. The program's financial assistance ceased at the end of 2020 but the school will be continue funding the Student Wellbeing Support Officer with P & C support if possible.

At Ganmain Public School, we have seen a decline in student wellbeing and resilience. This can also mean students who are lacking in these areas, will also be disengaged from their own learning. 'The Australian Student Wellbeing Framework' implemented in 2018 states that there is a strong association between safety, wellbeing and learning. These are all interconnected. At Ganmain Public School we are promoting kindness and wellbeing throughout our daily learning. During 2020 the use of Gratitude, Empathy and Mindfulness Journals (GEM), which is a part of 'The Resilience Program', are being used by the students on a daily basis. To further this, there is constant discussion regarding positive attitudes and behaviours as well as things that we can and cannot control. More recently our 3-6 teacher has begun 'Smiling Minds Champion Training' to be implemented in 2021, which will hopefully lead to further improvements in wellbeing among this age group. There are associated displays around the room and staff are using positive and calming language within the classroom. This is still very much a work in progress but there has been improvements seen with the children's attention and engagement progressing.



Swimming School 2020

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO- \$13051</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$13 051.00) • Low level adjustment for disability (\$237.00) 	<p>The students showed progress through being involved in the MultiLit program evidenced through the WARP assessment, benchmark and class assessment data.</p> <p>Learning was transferred adequately into the classroom as seen in work samples and more independent participation in the learning. However, this was not to the extent that was hoped for at the beginning of the year.</p> <p>The SLSO added MultiLit work in the 'Home Learning' packs during Covid restrictions to keep the children moving through the program. This was not as beneficial as face to face instruction but allowed the children to maintain their progress.</p> <p>COVID restrictions disrupted progress in this area and the children on the program will again be supported through the program next year to consolidate their learning.</p>
Low level adjustment for disability	<p>Student Wellbeing Support Officer funded for .106 to support the welfare of students across the school. = \$7000</p> <p>STL .2 allocation utilised to support student learning needs.</p> <p>Additional SLSO to support children with extra learning needs.- .341= \$22657</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$7 043.00) • Low level adjustment for disability (\$21 877.00) • Socio-economic background (\$22 657.00) 	<p>The wellbeing of the students and their learning needs was met with additional in-class at need support. This was achieved with the support of the Student wellbeing Support Officers assisting the teachers and students to provide one to one support at point of need.</p> <p>The funding was utilised efficiently for the children and their learning growth. It was critical to have this resource for the teachers/ children and parents, especially supporting the teachers to supply Home Learning packages, as the parents were encouraged to keep children home during these difficult times. Teachers delivered a unit of work to be completed at home, or at school for the children of essential workers.</p> <p>Extra one-to-one support was given to those children who attended and needed guidance in completing their Home Learning tasks at school.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher relief-</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$4 375.00) 	<p>The teachers used teacher relief time effectively to gauge the needs of the students by analysing data from running records, SENA, writing, understanding texts and quantifying numbers. This led to better quality teaching and learning.</p> <p>The Seven Steps Professional Learning that the three teachers attended at the beginning of Term 2 was shared with the other staff throughout the year and used effectively in the classrooms. This benefited the children's writing growth.</p>
Socio-economic background	<p>Student Wellbeing Support Officer School contribution- \$7043</p>	<p>The funding was well spent and value for money was achieved by positive student Literacy and Numeracy growth the result. COVID restrictions and children learning from</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$7 043.00) • Socio-economic background (\$22 657.00) 	<p>home made teaching and learning challenging but successful. Teaching and learning was continued through online and home packaged units of work supplied to the children. Teachers continued to reflect on their teaching and adapted their delivery to address the changing climate and demands. Teachers and students made a lot of growth in computer literacy by implementing and using a variety of on-line learning platforms.</p> <p>The Student Wellbeing Officer was on hand each day to help support the children.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	15	13	13	14
Girls	12	11	15	16

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.8	94.7	97.2	93.5
1	93.5	78.6	95.6	96.6
2	96.3	93.6	92.7	92.1
3	98.4	85.6	93.7	96.4
4	94.1	96	94.3	91.3
5	95.7	93.7	93.9	96.3
6	96.6	88.3	95.5	88.9
All Years	96.2	90.6	94.9	93.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	1.59
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	160,563
Revenue	708,355
Appropriation	695,116
Sale of Goods and Services	1,710
Grants and contributions	11,118
Investment income	411
Expenses	-701,879
Employee related	-607,463
Operating expenses	-94,416
Surplus / deficit for the year	6,476
Closing Balance	167,039

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.

	2020 Approved SBA (\$)
Targeted Total	20,906
Equity Total	90,647
Equity - Aboriginal	13,051
Equity - Socio-economic	47,787
Equity - Language	0
Equity - Disability	29,808
Base Total	535,198
Base - Per Capita	6,734
Base - Location	12,650
Base - Other	515,813
Other Total	13,768
Grand Total	660,518

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

* Feedback from Students

The current students' Tell Them From Me' survey reported that the students' sense of belonging at school mean was 88%, above the state mean of 81%. However, students who are interested and motivated is at 77 %, which was below the state average of 78%. Students with positive behaviour scored a mean of 94%, above the state mean of 83% and this is reflected in the last year where no student school suspensions were recorded.

The students were also asked to answer open ended questions.

- *Our school question I: What do you like best about Ganmain Public School?*

I like doing sport the best because you get to move around and you get fitter. It's also good for teamwork.

All the kind people because when some one is sad they know.

Because I have the best teacher and friends

That teachers help others and that I make friend easy. This school is the best school ever

Playing with my friends learning new things

All the teachers help and I can talk if I need to and all students are kind

I have my friends and that I have nice teaches and that Mrs Schmid gets someone out to help us with touch

I like the learning at school and how everyone feels like they're accepted and that it is clean and tidy, the play courts, Art and Maths, sport, League Tag and Kaz.

- *Our school question II: What can we do better at Ganmain Public School?*

Nothing it is good the way it is

Water footy fields more covered areas to go when it rains

Play nice and don't be rude and play all together

The bullying and the swearing - some kids don't watch their language and they start making rumors about people. Making people upset and not seeing if the person is OK

Managing my distractions, more play time, have a canteen, math and writing, nothing, be good, more math and more individual time.

Anything because this school is the best.

I reckon that we could learn to manage our distractions more.

Mind my distractions and when people be mean just walk away.

and

Managing my distractions, more play time, have a canteen, math and writing, nothing, be good, more maths and more individual time.

* Feedback from community and parent satisfaction

It has been very difficult to get feedback from parents/ carers etc despite making on line and paper based surveys available. 2 responded to Tell Them From Me and only 5 paper based surveys sent to every parent were returned. with Despite rewards being offered to the children (a small treat) for their return. An area to build upon next year with more communication avenues such as contact scheduled telephone calls and on the spot feedback after. Comments from the 5 paper based surveys were positive in how the school provides a nurturing and supportive school environment, caters for the needs of all children, staff are approachable and work well with parents for the best outcomes for the children, the school teaches children well with high expectations and individualised learning, inclusive school that provides a variety of work and able to adjust to Home Schooling this year by providing lots of resources. Areas to build upon are communication such as more frequent updates on Facebook and more scheduled visits from the school counselor.

* Feedback from staff

There are not enough staff to complete a staff survey through the Tell Them From Me Survey. However, the staff completed the open ended questions

- *Our school question I: What do you like best about Ganmain Public School?*

Its a place where everyone feels included from staff to students. Everyone is welcomed for who they are.

The learning spaces are well resourced and highly functional for the children to learn in. The principal constantly asks what additions and improvements are needed so our learning spaces are adequately organised and up to date.

Students at GPS have the opportunity to participate in a wide range of engaging and exciting learning experiences.

Strong bonds/connections between students, students and teachers, staff members, as well as family and community members. The staff is supportive and work well together as a team. Where needed the staff step in to help in adverse situations so the high standards of our school are maintained.

The grounds are a beautiful place to be and it is lovely to see happy kids playing and enjoying the grounds.

I like that teachers are better able to get to know their students and how they learn, compared with a larger school setting. Because of our small school setting, we are able to cater for each individual students learning needs.

Ganmain Public School is a small school that provides a caring and nurturing learning environment focused on students and families. It provides wonderful teaching and learning opportunities for staff enabling the strengthening of a school culture of engaged and happy students and effective teaching.

Having a well resourced school where teachers, parents and children feel like they belong, where children feel engaged and happy and where the staff look out for each other and really care about the students and their outcomes.

The staff are supportive and very dedicated to helping every child with his or her individual needs.

Walking in the school gate, it makes my day to see happy children playing and learning to the best of their ability.

- *Our school question II: What can we do better at Ganmain Public School?*

Our grounds are beautifully maintained and are safe for the children and staff to work in. The children have recently gained a grassed area for play. Our COLA area is a great place to play under when the weather is unfavourable. The painted cement designs are becoming worn so this may need to be updated in the future.

Ganmain Public School do a lot of things well and is constantly updating and improving practice so our children and school community benefit. If anything we need to maintain our assessment schedules and good reporting.

Promote the school as a wonderful learning centre that caters for each and every child so they can reach their outcomes and be the best that they can be.



Presentation Day 2020



Lillyama relaxing at the Borambola Sport and Recreation Centre during the Stage 3 excursion



Jhaleiza, Khaleya and Lilly-Mae asking the question 'R.U.O.K'?



Learning archery at Borambola Sport and Recreation Centre during the Stage 3 excursion



Kyle and Steele dressing up for Book Fair

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.

Ganmain Public School continues to provide support for our Aboriginal students and delivers programs designed to educate about Aboriginal history, culture and contemporary Aboriginal Australia.

All students study Aboriginal perspectives across learning areas of History.

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.

Ganmain Public School continues to provide support for all our students and the teachers deliver learning to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community.

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.

The learning areas of Personal Development and History provide the vehicles to study other cultures and encourages student attitudes to tolerance and respect for those different to themselves. The students of Ganmain Public School work under the motto 'Each for All' which embraces differences in others and allows the students avenues for celebrating uniqueness.

Other School Programs (optional)

ASR Sports Report 2020

Carnivals

The first sporting event of the year was the Small Schools Swimming Carnival which was hosted by Ganmain Public School. It was a great day and saw many students from Ganmain Public School go on to the Coolamon/Ardlethan PSSA Carnival. Tyson Page, Khaleya-Tala Charles, Dylan Thompson, Lillyarna Clark and Ashton Clark all progressed through to the Riverina Swimming Carnival where they represented the Coolamon/Ardlethan Zone. Congratulations to these students for a fantastic achievement. Unfortunately, Cross Country and Athletics were cancelled this year due to COVID-19 restrictions.

Specialised Sports

Students were fortunate enough to be able to participate in a number of specialised sporting sessions throughout the year. These consisted of cricket sessions with NSW Cricket, Touch Football sessions with NSW Touch and swimming lessons through the School Swimming and Water Safety Program. All students thoroughly enjoyed participating in these programs and learning new skills.

Individual Accolades

Each year, individual students at Ganmain Public School are recognised for their achievements on the sporting field. Tyson Page received the award for Sportsmanship for his participation, encouragement and display of fair play at all times.

Miss R. Veale - Sports Co-ordinator

Book Fair 2020

Our Book Fair in 2020 proved to be a wonderful success despite the challenges COVID 19 presented. We had to re think our Book Fair routines and modify our Special Dress Up Day. The changes were wide and varied however the success of our fair was still substantial.

This year we didn't have parents or community members visit the school for our Book Fair Dress Up Day we did however still receive wonderful community support through book sales. Our online sales were higher and our credit card sales were increased. This was a positive change as some parents may support the book sales electronically in the future.

Our children always love the dress up day and this year was especially exciting with the children coming dressed in many different characters. The day always generates lots of excitement and fun.

Our library and the children enjoy the commission sale books for many years to come. This year we were able to obtain lots of chapter books and series books for the older readers.