

2020 Annual Report

Girilambone Public School



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Introduction

The Annual Report for 2020 is provided to the community of Girilambone 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

Term 1 started with the annual Small Schools swimming carnival then we travelled to Dubbo with Hermidale and Marra Creek PSs to see the 91 Storey Treehouse. This was a great trip where we not only went to the performance but managed to fit in a trip to the Botanical Gardens Adventure playground, some bowling and a day out at Wambangalang Field Study Centre.

While I don't wish to dwell on the negativity of covid pandemic of 2020 I would like to acknowledge how far we have all, staff and students alike come with our use of technology. Once we moved into off site learning, we set about to deliver, quality lessons through the use of the Google Classroom platform. The students still use this platform in class and can access learning activities as well as submit work using Google Classroom. It is great to see the students utilising these technological skills.

The first half of Term 2 saw us continue our off site delivery of lessons, before our return to school in week 5. This return was welcomed by all. Unfortunately the end of term 2 saw the departure of the Veech family from the district. This was a sad loss of 3 great students from the school. Fortunately though they were replaced by the Fanning family. So we welcome them to the Girilambone school community.

Throughout the rest of terms 2 and 3 students were involved in a range of online activities. One of these activities was the mini writers festival where students connected with renowned children's authors such as Andrew Daddo, Kirle Saunders and Thomas Mayor and illustrator James Foley. This was a great experience to inspire the students to become writers. Other online experiences included a virtual excursion to Vacluse House where students got to experience what family life was like in the early 1900's. I think they all agree life is much easier now.

We engaged in the online NAIDOC celebrations and held our own flag raising ceremony at the school. We also submitted our first film into the online Filmby festival. Although our film wasn't chosen to go into the final cut it was a great experience and we will be doing some more film making in the future. We watched the Filmby festival which showcased the best films across the state was great and this gave us a lot of good ideas for the future.

In Term 4 Hermidale and Girilambone travelled out to Marra Creek for our annual Meerkat group performance. This year the performance was based on the book *The Little Wave*. This is a story about friendship, courage and the value of new experiences. It was a great day, the performance was great and the children enjoyed getting back together with the other small schools.

Through our Hub of Schools which comprises Hermidale Marra Creek and Girilambone we foster a collegial group for both staff and students alike. This will be continuing into the future. As part of this group we have been accepted into a Primary Maths Specialist Initiative. This means we will access a trained Maths Specialist, which will be Mrs Robb and she will be working across our schools. This is very exciting and look forward to seeing improved results in mathematics.

Mrs Shone, our instructional leader has continued to visit Girilambone Public School throughout the year and this will be continuing throughout 2021. Mrs Shone works with staff and students building capacity in all areas of literacy and

numeracy.

I extend my gratitude to all staff for their contributions throughout the year. Every staff member plays an important role in the runnings of the school and is appreciated greatly.

I thank you all for taking the time to support both the staff and students of Girilambone PS during a very difficult 2020. We look forward to working with you throughout 2021.

School vision

Girilambone Public School's vision is to provide every child the opportunity to engage in quality learning experiences to achieve their potential which will develop respectful and successful life long learners. A strong network of partner schools will support staff and student learning to provide a culture of evidence based practice and collaboration within and beyond the community.

School context

Girilambone Public School is on Ngiyampaa Wongaibon Country and is situated within the Bogan Shire and belongs to the Mitchell Schools Network. Girilambone is a TP1 school and had an enrolment of 10 students for the majority of 2019 with 50% of the population identifying as Aboriginal. Girilambone's local centre is Nyngan which is a distance of 45km away. Our school is supported by the Nyngan AECG, the Girilambone Public School P&C Association, as well as the Girilambone, Hermidale and Marra Creek Leading and Learning Hub.

The school is well resourced with excellent facilities for its students; including a well-resourced library, Stephanie Alexander Kitchen and Garden, covered playground equipment and large open playground areas. Girilambone school has a focus on quality student outcomes in literacy, numeracy and engagement. Students have access to a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Life Long Learning

Purpose

To enable students to set their own learning goals to identify and monitor their individual progress, while engaging parents to understand how to support their children along their learning journey, within the school and beyond.

To implement and evaluate learning activities and programs to optimize learning improvement for all students in Literacy and Numeracy.

To ensure collaborative professional practice is constantly developed and evaluated to meet the needs of all students with a focus on assessment and planning.

To promote a learning culture that is strongly focussed on innovative, collaborative and critical thinking practices.

Improvement Measures

All students demonstrate expected growth in reading, writing and numeracy.

Increase the number of Personal Learning Goals achieved for each student.

Students using critical thinking skills.

Students using an increased range of strategies to problem solving.

Progress towards achieving improvement measures

Process 1: Personalised Learning

Develop and implement processes for collaboratively planning, reviewing and monitoring student learning using data to inform the process.

Evaluation	Funds Expended (Resources)
<p>The attendance data for 2020 shows that our school attendance rate was 91.7% which means we have met our expected target of Student attendance which was set at a level of 90+% However only 58.8% of the students enrolled throughout 2020 attended school at or above 90% of the time.</p> <p>Due to the covid restrictions no Personal Learning Plan meetings were scheduled in 2020. This is a process that requires further attention in 2021.</p>	RAM funds

Process 2: Multistage program delivery

Collaboratively develop and implement planning multistage units with continued evaluation

Evaluation	Funds Expended (Resources)
<p>Most students achieved at or above expected levels throughout 2021. Students achieved a range of personal goals that were set against the student Learning Progressions.</p> <p>Each student showed progression in all aspects of literacy and numeracy and their progress has been recorded on PLAN 2. The instructional leader has worked with both teaching and non-teaching staff to provide a high quality program delivery.</p> <p>The GHMC Leading and Learning Hub has been an integral part of educational delivery at Girilambone. All three schools have contributed to the unit development. All term 1 units for the third year of the scope and sequence have been completed and are ready for delivery across the Hub of</p>	<p>Instructional Leader position</p> <p>Individual School RAM funds</p>

Progress towards achieving improvement measures

Schools. A plan has been devised for completion of the remainder of the units.

Process 3: Using Data to inform practice

Develop teacher capacity to analyse and interpret data and use it effectively to inform teaching practice and school improvement.

Evaluation	Funds Expended (Resources)
<p>More emphasis has been made on celebrating individual achievement within the classroom context. Students put their "Goal star" up on the target wall once they have proved that they have achieved their goal. This is then recorded in PLAN 2 and the students receive "Class Dojo" points. Other successes are celebrated in the class using "Whooohooo" moments where the class recognises their fellow classmates' achievements.</p> <p>Once students achieve their personal goals they are guided to the next goal through the Learning Progressions. Through our situational analysis for the new school plan we ascertained that better collation and analysis of data was required to inform student learning. This will be addressed in the new strategic improvement Plan.</p>	<p>Instructional Leader</p> <p>Teaching Staff</p> <p>RAM funds</p>

Process 4: Innovative Practice

Collaboratively investigate, identify and implement learning opportunities which will develop student capacity to think critically and creatively.

Evaluation	Funds Expended (Resources)
<p>Further work is required in this area. Students still tend to struggle in the area of problem solving. Throughout 2021 and beyond the school will need to focus on empowering students to be able to articulate their learning journey and understand What they are learning? How they will know they have achieved success? How they can improve? and Where to go for help?</p>	<p>RAM funds</p>

Next Steps

Further work is required in the area of data collection, analysis and using it to inform classroom practice. We need to provide valuable timely feedback to students and use data collected to differentiate delivery for all students.

The school will engage staff in professional learning activities to develop capacity to build a culture of reflective practice within both staff and students.

Strategic Direction 2

Collaborative partnerships for learning

Purpose

To establish more effective partnerships with families and build community identity by recognizing the role everyone plays in the learning process.

To foster strong partnerships across the Girilambone, Hermidale and Marra Creek Leading Learning Hub, the community and within the school to support staff and student learning in order to provide a culture of evidence based practice and collaboration to inform practice.

Improvement Measures

Students report a positive sense of wellbeing.

Parent engagement in all aspects of student learning and school life.

Authentic interactions across the Girilambone, Hermidale and Marra Creek Leading Learning Hub.

Progress towards achieving improvement measures

Process 1: School Community Partnerships

Investigate, develop and implement a range of communication processes to promote student achievement and engage parents in ongoing consultation around the school vision and plan.

Evaluation	Funds Expended (Resources)
Very little progress was made into this activity during 2020 due to the COVID 19 pandemic. The building of community connections will continue to be a focus for the school into the future.	RAM funds

Process 2: Leading and Learning Hub

Collaboratively plan, assess, review and revise practice within our Learning Hub to foster individual, school and network performance.

Evaluation	Funds Expended (Resources)
<p>The GHMC Leading and learning Hub has become an integral part of activities for staff and students alike. Principals have used the the collegial base to jointly plan for student learning with the 3 year scope and sequence in final stages of completion. Principals have coordinated joint professional learning for staff, learning experiences for students and planned for future directions. Teaching staff have been given the opportunity to work together during the Quality Teaching Rounds which provided staff with a supportive environment with which to engage in high level professional dialogue.</p> <p>The Hub is valued highly by each school. Everyone uses and contributes to the planning. We all have a focus on providing quality learning for all staff and students and have developed common goals and activities within our new strategic plans. Principals have worked closely together on their situational analysis preparing for the new Strategic Improvement Plan and have common initiatives and activities in their new SIP.</p>	<p>The 3 school principals:</p> <ul style="list-style-type: none">• Skye Dedman• Marnie Hibbins• Angela Lewis

Next Steps

A focus of the new Strategic plan will be to further develop partnerships within the school, across the Hub and in the broader community in order to support student learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM funding Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 150.50) 	<p>The SLSO has been an integral part in the literacy and numeracy programs at Girilambone Public School. She has worked closely with teaching staff and the Instructional Leader to develop skills to support student learning. The students that the SLSO has worked with have shown good growth in both literacy and numeracy.</p> <p>Girilambone has been represented at most AECG meetings throughout 2020 and a report has been submitted on these occasions.</p>
Low level adjustment for disability	RAM funding 0.1 FTE Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$583.50) 	<p>The SLSO has supported students in literacy and numeracy programs at Girilambone Public School. She engages skills and capabilities learnt to support students in both small group and one-on one situations.</p> <p>Most students have shown at or above expected growth in both literacy and numeracy. This can be seen through both external and internal assessment data.</p>
Socio-economic background	RAM funding 0.1 FTE Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$618.00) 	<p>Above establishment staff employed to support all students in literacy and numeracy.</p> <p>Due to the COVID restrictions extra curricula activities were unavailable for students to access throughout the year.</p> <p>2020 was a difficult year for all, staff worked particularly hard throughout the remote learning period in order to be able to upskill themselves with the Google suite to provide meaningful learning for students off site. Most students coped quite well with this learning mode however arrangements were made for students who were finding this difficult. The school arranged for these students to attend the school each morning to ensure face to face contact and provide reassurance and explicit instruction.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	4	6	4	5
Girls	3	4	6	8

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	94.4	95.3	97.6
1	88.1	86	94.9	92.8
2	94.6		90.5	93.6
3	91.8	93.9		97.6
4	88.1	83.7	94.3	
5			93.1	95.3
6	98.8			84.4
All Years	92.7	90.5	94.1	93.3
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	92
3	94.1	93.6		92.1
4	93.9	93.4	92.9	
5			92.8	92
6	93.3			91.8
All Years	93.9	93.5	92.9	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)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.91

*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	66,948
Revenue	467,563
Appropriation	440,273
Sale of Goods and Services	1,231
Grants and contributions	25,797
Investment income	262
Expenses	-428,013
Employee related	-380,884
Operating expenses	-47,129
Surplus / deficit for the year	39,550
Closing Balance	106,498

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	0
Equity Total	35,285
Equity - Aboriginal	8,602
Equity - Socio-economic	13,410
Equity - Language	0
Equity - Disability	13,273
Base Total	319,637
Base - Per Capita	2,405
Base - Location	15,105
Base - Other	302,127
Other Total	29,890
Grand Total	384,812

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

The school staff, both teaching and non-teaching are a cohesive body who work very well together. Staff have the opportunity to participate in a range of professional learning activities to fulfill both their own and the schools needs. Staff work both within the school and across our Hub of schools to improve outcomes for all students. Staff have expressed that they feel valued withing the school and its broader community.

Some of the things that parents have said that we do well at Girilambone Public School include our individualized learning and consistent delivery of the curriculum. Parents acknowledged the difficulties of 2020 and understood that the students weren't able to access the usual range of opportunities and that they weren't able attend school functions for the majority of the year.

All students enjoy coming to school and see their time at Girilambone School as a positive aspect in their life. Students have expressed the fact that the teachers are there to help them learn and they value their learning. On the whole students say that they are accepted by others and that the school is a happy, friendly place to be. Students expressed a feeling of success towards themselves as learners and that teachers at the school care for them.

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.