

Gulargambone Central School Annual Report



2015



2094

Introduction

The Annual Report for 2015 is provided to the community of Gulargambone Central 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

Gulargambone Central School is an inclusive school where all students are made to feel welcome, cared for and supported to learn to their potential.

As a school community, we are committed to ensuring that all students focus on achievement, respect and responsibility. Our positive approach ensures that students are rewarded for displaying these attributes.

School context

We have approximately 80 students from Kindergarten to Year 12. 75% of students identify as Aboriginal. Our staff are a healthy balance of established members of the Gulargambone community mixed with some newer teachers from other regions of NSW. Together they work earnestly at ensuring that the basic needs of all of our students are catered for and that a cohesive and cooperative atmosphere exists between staff and students.

Our local community is small and lacks employment opportunities for our graduates; however it is proactive and supportive of the school. We have productive working relationships with families and have two students currently undergoing traineeships at a local voluntary organisation and coffee shop.

As a Positive Behaviour for Learning (PBL) school we instil our values of Achievement, Respect & Responsibility in all that we do. Our PBL rewards are intertwined with our wellbeing system to ensure we are acknowledging the great efforts of all our students.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

The focus groups found many solid examples of where we are delivering under all learning elements. We found examples of sustaining and growing in the learning culture and wellbeing elements and examples of excelling under the curriculum & learning element.

In each of the elements of teaching there were examples from throughout the school of delivering and sustaining and growing.

Feedback from the focus group indicated that of the four elements of Leading, leadership and school planning, implementation and reporting both had examples of excelling and elements of school resources and management practices and processes were both showing examples of sustaining and growing.

Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Successful Students

Purpose

Our school strives for all of its students to be successful in all aspects of school life, both academic and non-academic. This not only forms the foundation for future academic endeavors but boosts individual confidence and develops skills for life.

Overall summary of progress

Progress towards this strategic direction has varied.

Regular meetings with the Home School Liaison Officer (HSLO) and more regular contact with parents has resulted in a 1% increase in attendance.

Explicit teaching of expected behavior has resulted in achieving higher levels on the school positive rewards welfare system.

The school did fill the vacant counsellor position and some students were seen, however the need for counselling and psychological support for many students has not been addressed.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Students attending school from 89 % in 2014 to 92% in 2017.	Processes were put into place. We moved to 90% attendance from 89% (one third of the nominated 3% improvement over three years)	\$6 000 teacher allocation to monitor attendance.
An increase in the number of students achieving positive levels in the school's welfare system as measured by internal and external data sources.	Positive levels were increased. Measurement only taken on internal data sources. Planned impact was achieved. There was an increase in students achieving positive levels.	
All students achieving age appropriate growth on the numeracy and literacy continuums from K-10.	Continuation with the Early Action for Success (EA4S) program and L3 training for Kindergarten and Year 1 teacher. The percentage of students achieving age appropriate growth in each year level is :- Kindergarten – Numeracy 100%, Reading 100%, Comprehension 100% and Writing 100%. Year 1- Numeracy 95%, Reading 50%, Comprehension 100% and Writing 100%. Year 2 - Numeracy 66%, Reading 100%, Comprehension 100% and Writing 66%.	\$12 000 Teacher professional learning and classroom resources & teacher support.
All students identified by the school as experiencing wellbeing	Students have been identified and school level strategies are in place. Increased counsellor time was secured, however this has since been retracted.	

Strategic Direction 1

issues are supported with expert counselling services.

The school has not achieved intended outcome due to the allocation of school counselling not matching the need.

Next steps

- Additional speech pathology and occupational therapy services to be provided to students in need.
- A lunch program will be implemented to ensure that the nutritional requirements of all students are met.
- Additional support and staff development in PBL program within the school.
- Enlist further counselling and mental health support for students in need.
- Additional support in the Early Action for Success program to be enlisted.

Strategic Direction 2

Excellence in Teaching

Purpose

Successful learners require excellence in teaching. Commitment by teachers and the school to improve practice will be lead and supported by the school leaders, who will provide example and learning opportunities.

Overall summary of progress

The strategy of plotting all Kindergarten to Year 2 students on the continuum has been achieved. This ensures that teaching and learning activities are tailored and focused directly towards the student areas of need both in numeracy and literacy.

The use of technology has been a focus for programming in the primary and secondary school. 100% of teaching programs displayed appropriate use of technology.

Teachers were asked to identify areas of professional development requiring support in computer technology. 100% of teachers complied with this. Support was administered through both internal and external sources.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Students are plotted on the numeracy & literacy continuums twice a term.	Kindergarten to Year 2 students have been plotted on the continuums. This has been used as a basis for teaching and lesson planning.	
The use of technology is embedded into teaching programs and learning activities.	Outsourcing technical support has led to an increase in functioning technology, increasing the use of technology in the classroom. Teaching programs display the use of computer technology.	\$ 10 000
Staff identify individual leaning goals focusing on technology in their respective curriculum.	All teachers involved. Some additional professional learning has been identified and carried out based on staff Professional Development Plans.	

Strategic Direction 2

Next steps

- Simultaneous maths classes, eliminating class structure and teaching students in groups of students in similar continuum clusters.
- All primary and secondary students will be plotted on the mathematics & literacy continuums.

Strategic Direction 3

Community Partnerships

Purpose

To build stronger, positive relationships as an educational institution, inspiring collaboration and confidence between our community and the school.

Overall summary of progress

Strategies including the development of a facebook page, more home visits and an increased presence in the local newspapers have been implemented to improve the communication with parents and to make the school a more welcoming environment.

75% of parents surveyed stated that they feel welcome when they visit the school and 83% of parents surveyed stated that they are well informed about school activities.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
The school community have a clear and accurate understanding of school operations and support all aspects.	<p>A facebook page has been setup and is being followed by a number of community members.</p> <p>Greater attendance at school events by parents.</p> <p>Tell Them From Me survey completed and in-school research taken to gain baseline data for 2016 & 2017</p> <p>83% of parents surveyed stated that they are well informed about school activities.</p>	
Parents & community feel welcome at the school.	<p>Increased communication via the Community newsletter, personal contact and facebook page.</p> <p>Community attendance at school events has improved.</p> <p>Tell Them From Me survey was completed to gain baseline data for 2016 & 2017.</p> <p>75% of parents surveyed stated that they feel welcome when they visit the school</p>	
An increase in parent and community participation at school community events.	<p>The provision of afternoon tea and personal contact from staff inviting parents to events.</p> <p>Increase in parent involvement in their child's education as noted by attendance at parent teacher interviews and Personalised Learning Plan meetings.</p> <p>Tell Them From Me survey completed to gain baseline data for 2016 & 2017.</p>	
Improved community perception of the school	<p>Planned strategies have not yet been put into place.</p> <p>Measurement has not been taken to assess impact.</p>	

Strategic Direction 3

& staff.

Tell Them From Me survey completed to gain baseline data for 2016 & 2017

Next steps

- School Plan will be changed so that the number of improvement measures will be decreased.
- Improved methods to measure impact and success of strategies have been developed.

Key initiatives and other school focus areas

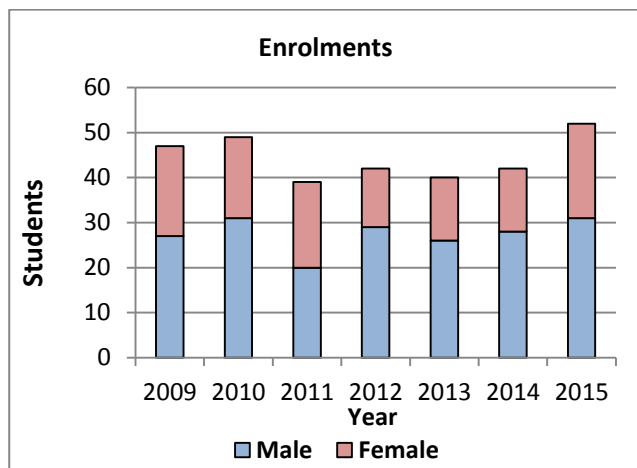
Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>All students have an Individual Learning Plan (ILP) and are making progress across the literacy and numeracy continuums. Increasing numbers of parents were involved in the development and monitoring of the ILPs. Aboriginal students are demonstrating higher average levels of progress. Cultural significance is included in all ILPs in consultation with parents.</p> <p>During 2015 funding from Norta Norta and Aboriginal background funding were combined with school funds to enable a significant support for students both personally and academically.</p>	<p>\$40 000 salaries, cultural support, teaching resources & hospitalities.</p>
Socio-economic funding	<p>Additional School Learning Support Officers (SLSO) were employed to support students academically. Remedial literacy program (Multilit) was implemented.</p> <p>Breakfast club continued daily with over 90% of students participating.</p> <p>Support for students to attend curriculum based excursions.</p>	<p>\$92 000 Tutorial & personal support</p> <p>\$ 16 000 Breakfast club</p> <p>\$ 19 000 curriculum based excursion support</p>
Low level adjustment for disability funding	<p>Students with specific learning needs were supported with these funds.</p>	<p>\$ 2 000 Allied health professional support</p> <p>\$ 1 000 LaST professional learning</p> <p>\$ 9 000 SLSO support</p>
Other school focus areas	Impact achieved this year	Resources (annual)
Early Action for Success	<p>The percentage of students achieving age appropriate growth in each year level is :- Kindergarten – Numeracy 100%, Reading 100%, Comprehension 100% and Writing 100%.</p> <p>Year 1- Numeracy 95%, Reading 50%, Comprehension 100% and Writing 100%.</p> <p>Year 2 - Numeracy 66%, Reading 100%, Comprehension 100% and Writing 66%.</p>	<p>\$ 12 000</p>
Community consultation funding	<p>These funds were used to provide an additional person to communicate with parents. The person engaged with families encouraging them to participate in the Tell Them From Me survey.</p>	<p>\$ 3 200</p>

Mandatory and optional reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



Gender	2009	2010	2011	2012	2013	2014	2015
Male	27	31	20	29	26	28	31
Female	20	18	19	13	14	14	21

Student attendance profile

		Year	2010	2011	2012	2013	2014	2015
School	K		96.3	89.2	96.8	95.5	90.9	95.7
	1		85.3	92.0	87.7	92.9	93.3	93.6
	2		95.6	93.6	92.3	86.9	93.2	95.7
	3		85.9	87.2	95.2	91.1	82.2	92.2
	4		87.4	87.4	88.8	89.8	83.0	82.1
	5		75.3	99.6	90.1	97.1	93.0	82.8
	6		91.8	74.4	96.6	86.7	80.8	88.9
	Total		88.3	88.9	92.0	91.3	89.4	90.9
State DoE	K		94.7	94.7	94.3	95.0	95.2	94.4
	1		94.2	94.2	93.9	94.5	94.7	93.8
	2		94.4	94.2	94.2	94.7	94.9	94.0
	3		94.5	94.4	94.4	94.8	95.0	94.1
	4		94.5	94.3	94.3	94.7	94.9	94.0
	5		94.4	94.2	94.2	94.5	94.8	94.0
	6		94	93.8	93.8	94.1	94.2	93.5
	Total		94.4	94.3	94.2	94.7	94.8	94.0

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	0	0
employment	0	25	0
TAFE entry	0	0	50
university entry	0	0	50
other			

Year 12 students undertaking vocational or trade training

Fifty percent of the 2015 Year 12 group was involved in vocational training.

Year 12 students attaining HSC or equivalent vocational educational qualification

100 percent of Year 12 students in 2015 obtained a HSC qualification.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	-
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	5.4
Teacher of Reading Recovery	-
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.5
Teacher of ESL	-
School Counsellor	0.2
School Administrative & Support Staff	4.5
Other positions	3
Total	17

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Four of the 17 full time staff members of staff are Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	-

Professional learning and teacher accreditation Targeted professional learning activities were undertaken by Gulargambone Central School staff in

2015. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus for us in achieving success in our strategic directions.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	337399.65
Global funds	165300.74
Tied funds	324215.55
School & community sources	5313.86
Interest	8821.26
Trust receipts	21973.80
Canteen	0.00
Total income	841051.06
Expenditure	
Teaching & learning	
Key learning areas	23571.22
Excursions	0.00
Extracurricular dissections	9221.58
Library	312.53
Training & development	2687.34
Tied funds	344511.53
Casual relief teachers	29711.41
Administration & office	45631.94
School-operated canteen	0.00
Utilities	58315.45
Maintenance	7935.74
Trust accounts	15831.94
Capital programs	4640.90
Total expenditure	521898.74
Balance carried forward	6141.86
blank	

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN - Literacy

Because of privacy and personal information policies, this information cannot be displayed as there were less than 10 students sitting the NAPLAN assessments.

NAPLAN - Numeracy

Because of privacy and personal information policies, this information cannot be displayed as there were less than 10 students sitting the NAPLAN assessments.

Higher School Certificate (HSC)

Because of privacy and personal information policies, this information cannot be displayed as there were less than 10 students sitting the HSC assessments.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

- 75% of parents surveyed stated that they feel welcome when they visit the school.
- 83% of parents surveyed stated that they are well informed about school activities
- 83% of parents surveyed stated that they were well informed about their child's progress at school.
- 100% of students surveyed had a high sense of belonging at school.
- 100% of students surveyed had positive relationships at school.

Policy requirements

Aboriginal education

The school embraces Aboriginal education in many ways. In the subject Languages other than English the traditional language of Weilwan is studied.

Students have the opportunity to join the traditional dance group where students perform for the school and local community events. A major event in NAIDOC week was a guided tour of local Aboriginal historical sites, including the defunct mission and other significant sites. On staff we have one full time Aboriginal Educational Officer as well as three above establishment Aboriginal School Learning Support Officers.

Multicultural Education and Anti-racism

One full time staff member has the role of Anti-Racism Contact Officer (ARCO). Multicultural Education ties in with all of the focus and effort that we do with Aboriginal Education.

Student Leadership

Our School representative Council (SRC) is extensively involved in the local shire Youth Council. Students regularly travel to Coonamble and hold official meetings in the Coonamble Shire Council chambers. Students lead initiatives that support youth in the local areas.

Traineeships

The school has developed a partnership with a local community group called two eight two eight (2828). 2828 currently has two of our hospitality students completing school based traineeships.