

Gulargambone Central School Annual Report



2016



2094

Introduction

The Annual Report for 2016 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 K–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 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 achievement

Self-assessment using the School Excellence Framework

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.

In 2016, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework **domain of Learning** the school is at the level of **delivering**. The first piece of evidence for this is the **Positive Behaviour for Learning (PBL)** program. Analysis of this indicated that Learning Culture and Wellbeing were all conducive to there being a positive learning culture at the school. The second piece of evidence was the **Early Action for Success (EA4S) data** which related to the Curriculum & Learning, Assessment and Reporting and Student Performance Measures elements. The methods and protocols encompassed in the EA4S ensure that best practice in student assessment and reporting of progress are now in place to monitor, plan and report on student learning. Student Performance was also evident in EA4S. Our results are improving, more and more students are meeting expected growth and age appropriate cluster groups on the numeracy and literacy continuums. Whilst there were examples of excellence in the program, on balance the whole school is on the delivering level. The third piece of evidence that was used to analyse our performance against the school excellence framework was a **wellbeing review** conducted this year. This also found in the areas of Wellbeing and Curriculum & Learning, whilst there was a substantial amount of quality programs being implemented, the lack of performance monitoring and overall coordination indicated that these elements were at delivering level. Secondary evidence that the executive analysed and considered when undertaking the self–evaluation process included maths cluster groups, NAPLAN data analysis, Homework Centre data, VET training records, lunch program survey, traineeship data, DEAR data, Tell Them From Me student surveys, Tell Them From Me parent surveys, student reports, Sentral wellbeing data, breakfast program data, Speech pathology & OT reports and the NAIDOC day plan.

The results of this process indicated that in the School Excellence Framework **domain of Teaching** the evidence, in balance, pointed to the level of **delivering**. The evidence that was used was for all elements came from the **EA4S professional learning**. This showed that in the elements of Effective Classroom Practice, Collaborative Practice, Learning & development and Professional Standards there was a well–coordinated sequence of professional learning aimed specifically towards the individual needs of the teacher(s). The next piece of evidence used was the **teaching and**

learning programs. They were used in analysing the elements of Effective Classroom Practice, Collaborative Practice and Professional Standards. The other two pieces of evidence used to analyse the domain of teaching were the **EA4S data** (showing that data has been used effectively to understand and cater for the learning needs of students in the element of Data Skills and Use). and the **Wellbeing Review** (used to show in the element of Learning Development that teachers work beyond the classroom to contribute to broader school programs).

Secondary evidence that the executive analysed and considered when undertaking the self–evaluation process included maths cluster groups, NAPLAN data analysis, VET training records, Multilit data, learning & support data, teacher accreditation monitoring, Personalised Learning Plan (PLP) data, student reports, staff PDPs, counsellor referral data and speech pathology & occupational therapy data.

The results of this process indicated that in the School Excellence Framework domain of **Leading** indicated that we are at the level of **delivering**. The first piece of evidence used for this was **a review of the school wellbeing programs** against the domains and positive influences of wellbeing as set out by the DoE Wellbeing Framework. This review provided evidence in the elements of Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes. Whilst the process of review has been described as best practice, the majority of the descriptors for the leadership practices fell into the delivering category for all four elements. The other piece of evidence related to the Leadership domain was the **EA4S professional learning**. This was used as evidence towards the Leadership and School Planning, Implementation and Reporting elements. Whilst there were descriptors from these two elements from all three levels, our judgment that we are still on the delivery level is firstly because these actions are not embedded throughout the school and secondly they are not consistently in practice yet. When we are implementing these processes without the guidance of an Instructional Leader allocated to the school then we can say that we are above the level of delivering.

Secondary evidence that was used to complete the self–assessment and not submitted as evidence included maths cluster group data, PLP data, parent teacher interview data, attendance data, student reports, Tell Them From Me parent surveys, 2015 AFS, principals accounting spreadsheet, breakfast program review, lunch program review, speech pathology & occupational therapy data reports and NAIDOC day plan. Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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. Not only to use as the foundation for future academic endeavours but to boost individual confidence and develop skills for life.

Overall summary of progress

Attendance improvements have not yet been achieved. Highly transient students often means that effort to improve attendance is spent on students and families who move on.

Students achieving increased positive levels in the welfare system was unable to be measured accurately as the Sentral database was upgraded through the year making data searches not compatible with previous years.

Students who were measured on the continuums did achieve appropriate growth.

Adequate counselling service has not yet been sourced for our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students attending school from 89 % in 2014 to 92% in 2017. An increase in the number of students achieving positive levels in the school's welfare system as measured by internal and external data sources. All students achieving age appropriate growth on the numeracy and literacy continuums from K-10. All students identified by the school as experiencing well being issues are supported with expert counselling services.	Attendance improvement not yet achieved. Number of students achieving positive levels has improved. On track for achieving state level achievement in numeracy and literacy K-3 Appropriate counselling services have not been provided for students in need.	Early Action for Success Funds N.S.W. Health (\$30000.00)

Next Steps

Focus on wellbeing issues causing students to be absent from school.
Continue to source adequate counselling and mental health support for students.

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 commitment of leaders in the school to provide example and learning opportunities.

Overall summary of progress

Completed – Students have been plotted on the numeracy and literacy continuums
Technology has been embedded into curriculum.
Staff selected individual goals have been achieved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students are plotted on the numeracy literacy continuums twice a term.	Completed – Students have been plotted on the numeracy and literacy continuums	\$30000
The use of technology is embedded into teaching programs and learning activities.	Technology has been embedded into curriculum.	\$4000
Staff identify individual leaning goals focusing on technology in their respective curriculum.	Staff selected individual goals have been achieved.	\$2800

Next Steps

Continue with plotting students onto numeracy and literacy continuums and begin to participate in the Syllabus Success program.



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

External survey sources show that community perceptions of the school have improved. Effort towards this will continue in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school community have a clear and accurate understanding of school operations and support all aspects.	Measurement of this strategic direction was inconclusive. Effort towards this will continue in 2017.	Nil
Improved community perception of the school & staff.	Coonamble Shire Council's Community Consultation Report (Feb 2017) and Tell them from Me Surveys show that parent and community perception of the school have improved.	Nil

Next Steps

A more thorough method of surveying community and analysing data to be implemented.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Cultural awareness through NAIDOC day activities.</p> <p>Indigenous language (Wailwan) taught K–Year 8.</p> <p>Indigenous art taught within the curriculum (visual art).</p> <p>Attendance at the ingenious games in Goodooga teaching indigenous culture.</p>	<ul style="list-style-type: none"> • Aboriginal background loading (\$118 614.00)
Low level adjustment for disability	<p>Teaching staff and School Learning support officers were employed to deliver the Multi–lit program. The program proved to be successful.</p>	<ul style="list-style-type: none"> • (\$54 392.00)
Quality Teaching, Successful Students (QTSS)	<p>We joined the Gilgandra Hub to access their Assistant Principal to support our primary faculty.</p>	<p>\$3000</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$3 000.00)
Socio–economic background	<p>Support for student achievement in the classroom was provided through the provision of additional Occupational Therapy services through Marathon Health.</p> <p>Senior work ready program supported students to develop skills to ensure that they succeed in further studies of their chosen vocation.</p> <p>The school initiated a program to supply students with a healthy and substantial lunch each day. This was successful in enhancing student engagement.</p> <p>Teachers and School Learning Support Officers were employed to deliver the Multi–lit program. The program proved to be successful in improving student achievement in literacy.</p>	<ul style="list-style-type: none"> • Socio–economic background (\$165 130.00)
Support for beginning teachers	<p>beginning teachers were allocated additional support in the form of:–</p> <p>Additional time off class for planning and reflection.</p> <p>Additional professional learning opportunities.</p> <p>Additional mentoring.</p>	<ul style="list-style-type: none"> • (\$13 377.00)
Early Action for Success	<p>Students K–3 were achieving at state benchmark levels.</p> <p>Data analysis by Classroom Teacher, Instructional Leader & executive.</p>	<ul style="list-style-type: none"> • (\$16 571.91)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	40	43	43	33
Girls	29	26	38	31

Student mobility is very high. 50% of the school population enrolled within the year.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	90.9	95.7	91.2
1	92.9	93.3	93.6	91.4
2	86.9	93.2	95.7	93.1
3	91.1	82.2	92.2	96.1
4	89.8	83	82.1	94.8
5	97.1	93	82.8	87.8
6	86.7	80.8	88.9	72.7
7	84.5	86.9	85.3	90.6
8	71.8	86.7	89.5	84.6
9	81.7	74	75.5	82.9
10	63.4	87.6	65.8	82.5
11	78	82.5	75.3	67.6
12	90.7	47.9	76.2	76.4
All Years	85.2	86.5	85.3	86.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Management of non-attendance

Attendance has been monitored and managed by the Assistant Principal and Head Teacher Secondary Studies. The school receives regular support from the Home School Liaison Officer. Discrepancies between attendance data sets has made monitoring and analysing attendance difficult.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment			100
TAFE entry			
University Entry			
Other			
Unknown			

Year 12 vocational or trade training

100% of Year 11 and Year 12 students studied vocational education training courses.

Year 12 attaining HSC or equivalent

100% of Year 12 students received vocational education training qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	3.55
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.47
School Administration & Support Staff	4.48
Other Positions	2.6

*Full Time Equivalent

30% of the staff at Gulargambone Central School identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	82
Postgraduate degree	18

Professional learning and teacher accreditation

Teacher professional learning was carried out in the area of L3 and Early Action for Success as specified in the school plan.

Total expenditure on professional learning was \$9532

One staff member is in the process of gaining accreditation at proficient level.

3 teachers are maintaining accreditation at proficient level.

All staff participated in school development days. These days involved learning and maintaining currency in CPR, anaphylaxis training, WH&S, BOSTES standards & assessment, Early Action for Success and local Indigenous culture.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	320 653.28
Global funds	256 588.68
Tied funds	411 281.92
School & community sources	13 357.07
Interest	8 455.33
Trust receipts	21 513.40
Canteen	0.00
Total income	1 031 849.68
Expenditure	
Teaching & learning	
Key learning areas	28 337.30
Excursions	6 151.12
Extracurricular dissections	20 425.96
Library	3 008.10
Training & development	2 368.69
Tied funds	401 127.47
Short term relief	14 222.26
Administration & office	57 947.26
School-operated canteen	0.00
Utilities	51 139.69
Maintenance	10 875.81
Trust accounts	21 599.09
Capital programs	0.00
Total expenditure	617 202.75
Balance carried forward	414 646.93

A full copy of the school's 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.

Gulargambone Central School had less than ten students in all year levels that participated in the NAPLAN testing i.e. Years 3,5,7 & 9. Privacy regulations do not allow us to release results that could identify individual students. Results from these tests have been analysed for each student and will be used to determine strategies for individual improvement.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Gulargambone Central School had less than ten students in all HSC courses. Privacy regulations do not allow the disclosure of results that could identify individual students.

Parent/caregiver, student, teacher satisfaction

Both the Tell them from Me survey and the Coonamble Shire Council Community Strategic Plan Review Consultation Report convey the message that parents, students and community are happy with the operations and directions of the school.

Policy requirements

Aboriginal education

A local Aboriginal Elder was invited to present a professional learning day to staff on the history of the Wailwan Aboriginal community in the Gulargambone area. This included a tour of significant sites including burial grounds, scar trees, the three mission sites and the old Aboriginal designated school. She spoke explaining the life in Gulargambone from the perspective of a young Aboriginal person not too many decades ago. Staff feedback reported that this was one of the most powerful and meaningful professional

learning activities. It gave the insight for staff to be able to teach Aboriginal perspectives more effectively as and increase their ability to relating with local Aboriginal families.

Other programs that successfully educated all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia included:-

Naidoc day

Attendance of Aboriginal games at Goodooga Central School

Student excursion touring significant historical Aboriginal sites around Gulargambone and the wider region.

Teaching Aboriginal languages from Kindergarten to Year 8.

Teaching traditional Aboriginal dance to students.



Multicultural and anti-racism education

Many successes in multicultural education at the school are based around Aboriginal activities. NADOC day, aboriginal languages and designated sports days all support the inclusive and anti-racism atmosphere of the school.

A teacher trained as the Anti Racism Contact Officer (arco) has the role of dealing with any issues related to racism.