

# Gulgong Public School

## 2019 Annual Report



2097

## Introduction

The Annual Report for 2019 is provided to the community of Gulgong 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.

### School contact details

Gulgong Public School  
Belmore St  
Gulgong, 2852  
[www.gulgong-p.schools.nsw.edu.au](http://www.gulgong-p.schools.nsw.edu.au)  
[gulgong-p.school@det.nsw.edu.au](mailto:gulgong-p.school@det.nsw.edu.au)  
6374 1622

### Message from the principal

It has been my great pleasure to be Principal of Gulgong Public School this year. In what has been a very busy year I have thoroughly enjoyed coming to school each day to see the smiling, hardworking and friendly students. The staff have been very supportive and open to change and we are blessed to have such a dedicated staff who always put students and their learning first. So to the staff—Thankyou. The community have also been so welcoming to my family and I and we have greatly appreciated that support.

Our mission statement suggests we are a happy community school striving for excellence in a caring, modern environment. We work in partnership with parents and community members to produce the Leaders of Tomorrow. In my short time at the school I can assure you that that is what Gulgong Public School produces. 21st century learners who are ready to tackle the challenges that Gulgong High School and life throws at them, knowing that they have the support of the Gulgong community behind them.

We still have our aims, to increase the academic achievement across the school utilising programs such as Early Action for Success and Visible learning. We still have a focus on student wellbeing and ensuring that all students are catered for. The breakfast club has been a huge hit with Mrs Smith feeding up to 80 students every morning, even if they have already had breakfast. I am happy to inform you that these programs have led to significant improvement in academic performance. This year we have over 85% of our students on track in Literacy and Numeracy. We also had over 40 students achieve in the top two bands for NAPLAN in a first for Gulgong Public School.

We have used school funds to ensure all students have access to the best possible education and that teachers have the opportunity via professional learning to improve their teaching practice. The school has provided extra-curricular opportunities including PSSA Sport, Dance camps, Public Speaking competitions and Canberra and Dubbo Zoo excursions.

The P&C has been a great support and their donations this year have helped with excursions and the purchasing of new home readers and classroom resources. They are extremely giving of their time and have helped with numerous projects including the new school garden. We have had numerous opportunities for our community to come into the school and they never disappoint with great turnouts at, The Welcome BBQ, Book and Education Week celebrations, NAIDOC week, Athletics and Swimming carnivals, Easter at picnics, ANZAC day and P&C meetings.

It is a wonderful partnership we have and will continue to have into and beyond 2019.

David Lewis

Principal Gulgong Public School



## School background

### School vision statement

**Our School Mission:** "to provide a safe & happy community school striving for excellence in a caring environment"

### Our Vision

NSW public schools deliver quality education to develop the individual talents, interests and abilities of students. Our aim is to provide a vibrant and responsive public education system that produces well-educated citizens with the capability and confidence to succeed in the 21st century.

### School context

Gulgong Public School has an enrolment of around 327 students with 10% Aboriginal population and has a proud tradition of providing quality public education.

The School has an expanding enrolment base and serves a diverse rural community. The school focuses on providing a safe, innovative and challenging curriculum, supported by a professional, highly motivated, talented and committed staff.

Teachers work collaboratively in a variety of teams to maximise quality teaching and learning and the school is a foundation member of the Cudgegong Learning Community.

The students at Gulgong Public School achieve consistent success in academic, social, sporting and cultural endeavours, promoting positive self-esteem, independence, motivation and tolerance.

Both the staff and the community are dedicated to providing excellent educational opportunities for students and are equally valued in the educational partnership.

## Self-assessment and school achievement

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

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

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

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

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

For more information about the School Excellence Framework:

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1

### CONNECT

#### Purpose

Through inspired learning Gulgong Public School will create resilient, well informed learners who have strong skills in Literacy and Numeracy. Students will embrace a culture of high academic achievement that encompasses evidence based learning.

#### Improvement Measures

50% of students will achieve expected or above expected growth in both Literacy and Numeracy each year.

Increase the number of students reporting a sense of belonging and a love of school by 10% over the three year cycle.

#### Progress towards achieving improvement measures

**Process 1:** The implementation of John Hattie's Visible Learning will be vital in achieving this shift in learning culture.

Evaluation	Funds Expended (Resources)
As the school plan is a working document we have combined this Milestone with Literacy and Numeracy skills.	

**Process 2:** Literacy and Numeracy skills K–6  
• Build teacher capacity to ensure best practice.

Evaluation	Funds Expended (Resources)
Progress in relation to building Literacy and Numeracy skills has been steady this year. We dealt with a staff shortage which did not allow us to complete as much Professional learning as we had planned.  Whilst the IL's worked well together, they found splitting the IL role difficult as at times there was a lack of continuity.	\$20,000 for Planning days.

**Process 3:** Student Wellbeing  
• Develop and evaluate a strategic and planned approach to whole school student wellbeing.

Evaluation	Funds Expended (Resources)
Wellbeing week was again a great success. We decided not to do the Child Protection in this week but have completed this prior to Wellbeing week.  Suspension Data shows a downward trend in short suspensions in Term 2 and 3 this year. We still have 5 heavy hitting students who equate to 70% of all suspension days at GPS. LaST are working with these students and their families to allow success at school.  Staff Morale is high amongst the staff and they enjoy social gatherings. Last social get together had more then 35 people at it.  Breakfast club is running and provides 70+ students with toast and MILO every morning. Community are heavily involved in supporting this and donate goods regularly.  Mentoring of new staff has fallen to Tess as the IL this year. She has developed good relationships with our new staff to support them through their initial stages at GPS. We have also seen a good bond forming between these young teachers and they regularly rely upon each other for support both	\$2000 grants from Peabody mining used to fund Breakfast club.  \$200 prizes for students and staff.  Second Step program and PL around this \$20,000.  Welfare teacher in 2020 to co-ordinate this program and assist with the wellbeing and welfare of our students here at GPS.

## Progress towards achieving improvement measures

inside and outside the classroom.

Our major difficulty has come through the lack of staffing. We have been unable to source a high quality LaST to deal with students needs in the classroom.

We have added Mini and Macqlit to our programs and this is helping the students with lower ability reading, but the welfare side of things needs extra support. Groups focusing on social skills, right and wrong and values and attitudes would greatly assist students in our school.

In 2020 we are excited to be running the Got It program and a SEL program called Second Step. This should complement Wellbeing week very well in 2020 at GPS.

## Strategic Direction 2

SUCCEED

### Purpose

Gulgong Public School will build teacher capacity to understand and implement evidenced based teaching practice. Staff will be skilled in the use of data to inform teaching and programing practice.

### Improvement Measures

All teachers will embed Visible Learning into teaching and learning programs. Walkthroughs will show 100% of teachers are using Learning Goals in their lessons.

All teachers will use data to reflect on teaching effectiveness and meet student needs.

### Progress towards achieving improvement measures

#### Process 1: Visible Learning

Implement and embed John Hattie work into our teaching and planning.

We will implement VL via Learning Goals and Success Criteria starting in Numeracy and moving through all subject areas.

Evaluation	Funds Expended (Resources)
<p>Uptake of this has been outstanding 100% of staff are using these LG and SC.</p> <p>Staff have attended several PL courses throughout the year to continue their upskilling.</p> <p>All staff have stage and school as well as personal PDP goals, which they achieved by the end of the year.</p> <p>Signage is starting to look very good around the school and reinforce the positive mindset that we are trying to instil in the students and community.</p>	<p>\$3500 signage around the school.</p> <p>\$1500 Professional Photographs.</p> <p>\$5000 to sent staff to Dylan William course on Teacher Clarity.</p> <p>\$2500 for release days for new staff to upskill themselves about Visible Learning</p>

#### Process 2: Data Skills and use

We will use build evaluative thinking and consistent teacher judgement to track students learning against the progressions.

Evaluation	Funds Expended (Resources)
<p>This is very difficult as teachers don't have a thorough understanding of the LP's. We require an IL to sit with staff for them to accurately track. We are also seeing issues with CTJ and we are working with Leanne Morris from the office to try and correct these judgements. The professional learning from Leanne Morris was good as a one off, however we have not seen her or her team again to further develop these skills.</p>	<p>\$20000 for Professional Learning in SD time to track students with the help of Jenny Woolley and Tess Lewis (Instructional Leaders)</p>



## Strategic Direction 3

### THRIVE

#### Purpose

At Gulgong Public School, the community, every student, every teacher and every leader is committed to the school's strategic directions and practices. School and student links to community ensure access to resources for the purpose of enriching the learning opportunities for our students. Our educational priorities will be enriched by wide community support.

#### Improvement Measures

Increase parent participation in school learning activities by 15% as indicated in TTFM surveys

Increase community involvement in student learning.

#### Progress towards achieving improvement measures

##### Process 1: Community Engagement

Partnerships with external agencies and community members will be formed strategically and for specific purposes. They will include:

- Scripture groups;
- community and parent readers and
- volunteers in classrooms.
- Breakfast club
- Use of the High School Resources

The use of community partnerships will support the welfare of our students and help to promote a culture of high expectations.

The school will provide opportunities for parents to assume leadership roles that work towards common goals.

Evaluation	Funds Expended (Resources)
Very positive relationships with the community and the community perception of the school is very positive. We have numerous activities in conjunction with the HS to enable smooth transition and allow our students access to the facilities and expertise of the HS teachers. Vice Versa with the HS students coming down to PS for activities. HS staff have been very giving of their time to help our students	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$57 432 was spent on an Aboriginal SLSO within the school to help support IEP's for Aboriginal students.	The employment of an SLSO for Aboriginal students was a huge success and will continue in 2020. She will be starting a culture and Languages program in 2020 to further the connection between Aboriginal students and their culture.
<b>Low level adjustment for disability</b>		SLSO's initiated the Minilit and Maclit programs to help students with learning needs. In Numeracy our LaST teacher supported small groups to improve number sense and place value.
<b>Quality Teaching, Successful Students (QTSS)</b>		QTSS funding was used to employ an interventionist to release teachers to work with our IL's on the Learning Progressions and where to next for students.
<b>Socio-economic background</b>	\$5600 funding for the MiniLit and Maclit programs to help support our students in reading	Minilit and Maclit have been successfully run by SLSO's this year to support the classroom teachers in the focus on reading. Students have been developing phonemic awareness and using this to improve their learning in reading sessions in class.
		No Milestone

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	143	156	169	176
Girls	145	148	162	168

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.1	95.2	91.9	92.1
1	91.3	95.6	92.8	91.1
2	92	94.9	93.7	91.5
3	91.8	95	92.3	90.9
4	92.6	94.9	92.3	90.8
5	92.6	95.5	92.4	87.5
6	92.4	95.3	91.5	89.9
All Years	92.2	95.2	92.4	90.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.22
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	5.12

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	57,903
<b>Revenue</b>	4,187,948
Appropriation	3,984,217
Sale of Goods and Services	27,090
Grants and contributions	175,885
Investment income	755
<b>Expenses</b>	-4,006,163
Employee related	-3,463,466
Operating expenses	-542,697
<b>Surplus / deficit for the year</b>	181,785

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	384,350
<b>Equity Total</b>	592,541
Equity - Aboriginal	35,066
Equity - Socio-economic	384,033
Equity - Language	0
Equity - Disability	173,442
<b>Base Total</b>	2,510,767
Base - Per Capita	78,876
Base - Location	52,116
Base - Other	2,379,775
<b>Other Total</b>	360,828
<b>Grand Total</b>	3,848,486

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

### Literacy

We have found the switch to NAPLAN Online has had a significant impact on our students and their results this year.

In 2020 we will be running a specific computer program to upskill our students in the use of computers to answer digital questions.

### Numeracy

We have found the switch to NAPLAN Online has had a significant impact on our students and their results this year.

In 2020 we will be running a specific computer program to upskill our students in the use of computers to answer digital questions.

## Parent/caregiver, student, teacher satisfaction

Tell Them Surveys were not completed in 2019 due to connectivity issues within the school.



## 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.