Gwabegar Public School
Annual School Report 2013
School context
Students are encouraged to participate in all facets of school life. The school initiated and supported a number of programs designed to promote further access to the curriculum for all students. This focused on increased student engagement and provided both challenging and supported activities. These included:

- the ongoing support for students in IT which focused on developing higher order thinking skills and knowledge, coupled with problem solving situations.
- the participation in the Six Ways Athletics Carnival resulting in Gwabegar being victorious and students selected to compete at district and regional levels.
- the Narrabri Eisteddfod, where students performed as a whole and with individual items and were extremely successful.
- the Baradine Progress Association Public Speaking Competition where students showcased their own speeches. This year Gwabegar hosted the event with St. John’s from Baradine and Tooraweenah Public School in attendance.
- The end of year intensive swimming program

Principal’s message
Gwabegar Public School is a P6 school with a cohort of 17 students. Gwabegar is situated in the heart of the Pilliga Forest.

Gwabegar Public School provides quality education in an attractive, safe and caring environment. It is an inclusive community school with a vibrant, energetic and generally caring attitude.

The school aims to provide equity for all students with Transitional Equity Funding and National Partnership support. The quality teaching framework is embedded in teaching programs to ensure students achieve individual learning goals in relation to stage outcomes.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Helen Gray

P & C and/or School Council message

P & C and/or School Council message

The Parents and Citizens Association and the School Council are extremely important components of the school. The P and C, in particular, have the ability to influence the health and sporting and social occasions that the children need for a balanced education. The way the P and C can do this is by subsidizing the costs involved with travel and running a “Healthy Canteen”.

The School Council is an important component of the school. The school Council liaises with the teaching staff on matters affecting the children’s education. Uniforms, school budget, school activities and expectations are all integral parts of a School Council meeting.

Currently the P and C funds:

- the transport students to intensive swimming
- the purchase of library books
- the provision of a healthy canteen
- awards on presentation night
- extra resources
- excursions

Vienna Troncoso

President, Gwabegar Parents and Citizens Association

Student representative’s message

As captain of Gwabegar Public School I have been involved in many events. Our first was our swimming carnival and there were many more activities. These included:

- Gwabegar/ Pilliga cross country
• The Easter Hat Parade
• Anzac Day
• Public Speaking
• Grand Friends’ Day
• Books in Homes
• Narrabri Eisteddfod
• Biodiversity Camp in Forest
• 6 ways athletics carnival at Burren Junction
• Premier’s Spelling Bee
• Pirate Day
• Book Fair
• Sketch and Scripture
• Scripture with Mrs Rawson
• Life Education Van
• The Baradine Show display
• Movie Night
• Dandry Gorge Excursion
• Intensive swimming during the final eight days of school

Our School really did have a very busy year. I’ve enjoyed being the Captain of Gwabegar Public School. I will miss Gwabegar School very much.

Jayden Shelton (Captain)

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

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Management of non-attendance

Due to the distances required to travel for medical appointments many of our students have had extended absences. Next year we will have exemption forms in place thus our attendance percentage will not be lower than the state average.

Coonabarabran Dinosaur Excursion

Workforce information

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

Workforce composition

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<th>Position</th>
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<td>Principal</td>
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<td>Head Teachers</td>
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<td>Classroom Teacher(s)</td>
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<td>Teacher of Reading Recovery</td>
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<td>Learning and Support Teacher(s)</td>
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<td>Teacher Librarian</td>
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<td>Teacher of ESL</td>
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<td>School Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. The Aboriginal composition of our workforce is 0%.

Teacher qualifications

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

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<th>Qualifications</th>
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<td>Degree or Diploma</td>
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<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

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<td>Total income</td>
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Expenditure

| Teaching & learning               |           |
| Key learning areas                | 2788.17   |
| Excursions                        | 1053.72   |
| Extracurricular dissections       | 2546.16   |
| Library                           | 0.00      |
| Training & development            | 116.00    |
| Tied funds                        | 63510.43  |
| Casual relief teachers            | 1354.25   |
| Administration & office           | 18078.11  |
| School-operated canteen           | 0.00      |
| Utilities                         | 9394.28   |
| Maintenance                       | 3650.12   |
| Trust accounts                    | 902.76    |
| Capital programs                  | 1127.18   |
| Total expenditure                 | 104521.18 |

Balance carried forward           168814.30

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Arts

Once again Gwabegar students acquitted themselves admirably in the Baradine Progress Association Public Speaking Competition. This year it was hosted by Gwabegar and very successfully run.

The Narrabri Eisteddfod saw Gwabegar Public School gain a second in their division. Individual performances gained two firsts, a second, a third and two highly commended.

After the involvement in an Art exchange program last year the students have taken to writing their own play scripts. This year the students wrote and performed their play ‘A Scary Night’. This play was performed by the students at Presentation Night. It was received very well and attended by many in the Gwabegar community. A job well done!

Tia and Tess contributing to the Radio Show

Sport

At the very beginning of the year in February, we had our combined swimming carnival with Pilliga. Many of our students were very successful on the day. The carnival was won by Pilliga.

The cross country this year was another success with children raising much needed money for our school as well as scoring some great prizes for themselves for their hard work. We ran it this year without Pilliga as weather stopped them from coming to Gwabegar. Our 2-ways was also rained out so I hope next year we are able to have both events with Pilliga. I thank the many helpers and some good hard runners.

Two of our students continued on to the zone cross country at Coolah. One gained a fourth place at Coolah.

Gwabegar attended the 6-ways carnival hosted by Burren Junction this year. Our school was the overall winning team and Tia gained runner up senior girl champion and Kaleb was the Juvenile Boy Champion. Well done. The victory went to Gwabegar which came about due to team effort and some very fast runners. It is Gwabegar’s turn next year to host the 6-ways so we will need all hands on deck. From the 6 ways our relay team went to Wee Waa zone athletics. One student competed in the age running race and one went in a number of field events. The relay team won their relay and went onto Tamworth to represent the North West PSSA small schools relay.

Over many weeks we have had the expertise of Shannon Campbell giving her time to train the children in the Gwabegar Little A’s group. We thank you Shannon for your continued support and with your help we will be bigger and better in 2014.

I must also thank all our volunteers for your support on all of our sporting events. We are unable to run these events without your help and of course transport.

I know with the support from you all next year we will achieve great results in sport.

Kay Redman (Sports Coordinator)
Academic achievements

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Some of our students sat for the International Competition and Assessment for Schools and gained some commendable results. Tess received a high distinction in English, a credit in spelling and mathematics. Jo received a credit in mathematics. A high Distinction put Tess in the top 1% of NSW and the ACT.

Tess and Jo Rawson ICAS Awards

Significant programs and initiatives

Aboriginal education

Gwabegar Public School has continued to ensure that Aboriginal culture and issues have maintained a high level of importance. Teaching programs are designed to educate all students about Aboriginal history, culture and current Aboriginal Australia. All students, including those with Aboriginal Heritage, have programs designed to ensure that they achieve outcomes comparable to their cohort throughout Australia.

Multicultural education

At Gwabegar Public School, cross cultural studies are taught through units of work in Human Resources and Its Environment. We are aware of our responsibility to help prepare students for a multicultural Australia and actively promote tolerance, the appreciation of differences and understanding of cultural values.

National partnership programs

Due to funding with the National Partnerships program in Semester one, teachers engaged in Teacher Professional Learning and team teaching in the explicit and systematic teaching of Literacy and Numeracy.

School based data will show each student achieving individual learning goals in relation to Stage outcomes for Literacy and Numeracy.

Teachers utilize Quality Teaching Framework as key instrument to improve student outcomes.

Innovative Technology usage will enhance learning in every classroom.

Increased competency levels will be demonstrated by staff and students. There will be a diminished gap in Literacy and Numeracy achievements between Aboriginal and non-Aboriginal students.

Respect and Responsibility

Respect and responsibility form the basis of student welfare and discipline in our school.

School Rules were a focus, with a standard set of rules being implemented at the beginning of the school year. This helped to establish an environment where expectations are standard and regularly reinforced.

Community awareness and responsibility have been fostered through inviting community members and family to join the students for activities at school. Family barbeques, morning tea and lunches were supplied on occasions such as Book Fair, Grand friends’ Day celebrations as well as Presentation Night and Education Week celebrations.

Books in Home Presentation
TRANSITIONAL EQUITY FUNDING

Each year our school receives support via Transitional Equity Funding. In 2013 this support was an additional $23267.00. The funding was used to improve the educational outcomes of our geographically isolated students.

Strategies implemented using this funding included:

The employment of an additional teacher to work with identified students in literacy and numeracy sessions
The employment of a Student Learning Support Officer to support students in developing skills in Information Computer Technology
Training and development of staff in ICT
Training and development of staff in Literacy and Numeracy
Travel subsidies to support student travel for curriculum based excursions

Outcomes:
Improved outcomes in ICT – based on ICAS and school based testing
Curriculum enhancement through excursions
Professional development of teachers resulting in more effective classroom teaching and increased engagement of students
The employment of an additional in-class tutor to work with identified students in literacy and numeracy sessions

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- External Data
- School Based Data
- Surveys

School planning 2012—2014: progress in 2013

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

Dandry Gorge Trip

School priority 1

Outcomes from 2012–2014

- Students achieve expected growth along the Literacy continuum in the key aspect of comprehension
- Students achieve expected growth along the Numeracy continuum in the aspect of Early Arithmetical Strategies and Place Value.

Evidence of progress towards outcomes in 2013:

- Students have achieved expected individual growth along the Literacy continuum in the key aspect of comprehension
- Students achieved expected individual growth along the Numeracy continuum in the aspect of Early Arithmetical Strategies and Place Value.

Strategies to achieve these outcomes in 2014

- Analysis and use of DATA-Literacy and Numeracy continuum-design and implement ILPs for students who are performing below expected continuum clusters
  - Reading to Learn
  - Mini Lit
  - Maths Matters/Count Me in Too
  - SLSO support students
School priority 2

Outcomes from 2012–2014

• Engagement/Quality Learning

Evidence of progress towards outcomes in 2013:

• Strengthened engagement of all key stakeholders in learning, parents have had increased input into their children’s learning, increased number of parents becoming involved.

• Innovation on the use of technology in teaching and learning, students have engaged with technology at a higher level.

Strategies to achieve these outcomes in 2014:

• Whole school community engagement at every level

• Connected Learning

• Students’ increased engagement by purchasing and using Ipads within the classroom

Professional learning

100% of Teacher Professional Learning funds as well as some Equity and global funds were used to support staff professional learning.

Staff felt that allocation of Professional learning funds reinforced their capacity to help students achieve their expected growth in numeracy and literacy.

Staff responded that they saw the key strengths and characteristics of the school as teamwork and collegial support in a well- resourced school where the expectations for students’ achievement in literacy and numeracy are high.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Overall, parents are very happy with the progress their children are making. They are satisfied with the performance of the staff and indicate on a regular basis that they are here for assistance to the staff and students.

They believe the school provides a stimulating and challenging environment. Parents agreed that the school was a welcoming place where their concerns were listened to and that the school valued their help and interest.

Parents have commented positively on the enhanced communication with parents and the strong feeling of respect and acceptance that we are all working together in a partnership of learning.

Students reported that they are happy and feel safe at school.

Program evaluations

Curriculum

Due to the very small cohort of students who sat NAPLAN we found that this data source was too inconclusive to use as evidence of progress in literacy and in numeracy.

Background

School based data showed that students are achieving individual learning goals in Reading with the majority of students increasing appropriately in their reading levels. A number of students achieved high levels (credit and distinction) in ICAS external competitions in literacy.

Mapped Early stage 1 and stage 1 students are showing progress along the Literacy Continuum.

Findings and conclusions

Teachers have reported that the students attending the mini-lit program are showing positive results on students’ reading levels.

Teachers have gained a systematic understanding of students’ reading development by using the Literacy continuum to track students’ progress. The employment of an additional high quality teacher has supported school programs and focused on the Quality Teaching Framework.

Parent, student and teacher comments indicate a high level of satisfaction with the additional SLSO classroom support available to students in Reading.
Future directions
The use of an Early Intervention Literacy Program
called Minilit to instruct students requiring
intervention.

Professional Learning in Focus on Reading
Employ teacher 0.40 to support in school structures allowing for stage based learning in literacy and numeracy, team teaching and collaborative planning around the Focus on Reading Cycle.

Provide ongoing information in the school newsletters and website about supporting reading and writing at home.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Helen Gray Principal
Raeleen Mason School Administration Manager

School contact information
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Email: gwabegar-p.school@det.nsw.edu.au
Web:
http://www.gwabegar-p.school@det.nsw.edu.au
School Code: 2115

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: