Our school at a glance

Students
The students who attend Girilambone Public School come from the village and the surrounding district. Our enrolment at the end of 2008 was 16 which included 6 boys and 10 girls. Nine of these students have been enrolled in the school since Kindergarten.

Staff
We have one full time staff member and one casual teacher. This includes a teaching Principal and a Relief teacher.

In addition to the teaching staff, we have a part time School Administration Manager, General Assistant and Cleaner.

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

Significant programs and initiatives
Students are encouraged to participate in community activities:

- students were involved in raising community organisations such as SIDS, Jump Rope for Heart, White Balloon Day, The Great Australian Bite for diabetes and Stewart House;
- six students were involved in performing in the Moorambilla Voices as part of the Moorambilla festival;
- one student, Stanley Lord was successful in being selected for Moorambilla Voices Regional Touring Choir who performed at the Sydney Peace Prize held at the Sydney Opera House.

Student achievement in 2008

Literacy – NAPLAN Year 3 and 5
In 2008 the small group of four students sitting for the National Assessment Program – Literacy and Numeracy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

Numeracy – NAPLAN Year 3 and 5
In 2008 the small group of four students sitting for the National Assessment Program – Literacy and Numeracy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

Messages

Principal's message
Girilambone Public School is committed to setting high academic, social and behavioural standards for all students within the school. We aim to provide an education designed to enhance students’ intellectual, physical and social development in order to prepare them for the next step in their education and become a valued member of society. Students are encouraged to work to the best of their ability at all times and to ‘have a go’ at new and challenging tasks.

The school is very well resourced with a comprehensive library, a large variety of up to date teaching resources and a high ratio of computer technology to students.

Girilambone Public School has been supported by inclusion in CAP and PSP programs which assist the school to deliver an innovative curriculum in our isolated rural setting.

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 Angela Lewis
P&C message

Throughout the year the P&C have been very busy raising funds and supporting the school. The fundraising activities started with catering for a clearing sale, which was a raging success. Throughout the year we have run a number of raffles; Mother’s day, Father’s day, Easter and Christmas raffles all being quite successful.

We ran the “Great Australian Bite” campaign, which is a fund raising and awareness day for Diabetes Australia. We have catered for Hermidale and Marra Creek schools who came to Girilambone for Gold Day as well as our Aboriginal Education and Technology camp.

The P&C helped fund the combined school excursion to Sydney. We purchased new uniforms for the children who were in kinder start, ready for school in 2009. The P&C purchased book awards for the students for the end of year speech night. We are also raising money for a new upright fridge and freezer for the canteen.

The Girilambone P&C would like to thank everyone for their support throughout the year; for buying and selling tickets, cooking for catering days and especially for assistance catering for our annual speech night.

Graeme Angove
P&C President

School context

Student information

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

Student enrolment profile

Other information

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our 2008 class sizes.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Structure of classes

The students enrolled at Girilambone Public School range from K-6 and are in a multi-aged multi-stage class. There were 7 students in infants while the remaining 9 were in the primary.

Staff information

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

At Girilambone Public School there is one full time position, that of a Teaching Principal and several part time positions. The Release Teacher is employed one day a week, the School Administration Manager four days per week and the General Assistant one day per week. A Teacher’s Aide is employed for three hours per day to support the classroom programs.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Release from Face to Face</td>
<td>0.042</td>
</tr>
<tr>
<td>Priority School Funding Program</td>
<td>0.1</td>
</tr>
<tr>
<td>General assistant</td>
<td>0.18</td>
</tr>
<tr>
<td>Cleaner</td>
<td>1</td>
</tr>
</tbody>
</table>

**Staff retention**

Girilambone Public School has had the same teaching principal for the past 4 years. The school has drawn on the Rural Area Relief position, based at Nyngan. A Teacher’s Aide was employed for the second semester. To assist in the classroom.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff remains as in previous years at a very high level.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>96 155.13</td>
</tr>
<tr>
<td>Global funds</td>
<td>45 955.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>43 304.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>6 592.85</td>
</tr>
<tr>
<td>Interest</td>
<td>5 281.91</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4 236.66</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>201 525.81</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6 393.50</td>
</tr>
<tr>
<td>Excursions</td>
<td>7 565.76</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>693.77</td>
</tr>
<tr>
<td>Library</td>
<td>2 877.36</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>14 674.74</td>
</tr>
<tr>
<td>Tied funds</td>
<td>108 324.99</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>510.64</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>19 085.12</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5 207.46</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5 353.64</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5 229.22</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>175 916.20</td>
</tr>
</tbody>
</table>

| Balance carried forward      | 25 609.61    |

A full copy of the school’s 2008 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 2008**

**Achievements**

**Arts**

The school encourages the students to achieve high standards in creative arts activities. Highlights of the year included:

- a large number of participants in the Moorambilla Voices Regional Choir. Five primary students attended the two camps and performed at the Moorambilla Festival held annually in Coonamble;
• students entered artwork in the Nyngan Show;
• students are all members of the “Jetsetter Club. Students submit artwork as well as written work to be published in the “Jetsetter” magazine that comes out once per term;
• the development and performance of a school play at the presentation evening with members of the public attending and
• students learn and recite both poetry and songs for the end of year concert.

This was a great week with all children having one, or in some cases many new experiences. Everyone returned home very foot sore on Friday evening.

This excursion was made possible through funding support from the Girilambone P&C, the school and parents.

2008 School speech night performance.

Sport
The school’s sporting program aims to provide students with opportunities to participate in a variety of team and individual sports. Highlights of this year’s program included:
• all students participated in the Small Schools Athletics carnival held in Hermidale.
• the school continued to develop links to the Nyngbar Zone PSSA which allowed the students to participate in sports at a higher zone level;
• every student participated in swimming in terms 1 and 4;
• all students participated in the Small Schools Swimming carnival in Nyngan and
• Girilambone hosted the small schools cross country carnival.

Excursion
In 2008 Girilambone travelled with Hermidale to Sydney for our major excursion.

During this week long trip students went to many places including some of the highlights such as; Darling Harbour, Taronga Zoo, Mascot Airport tour, Sydney Opera House, Hyde Park Barracks as well as a number of the other attractions. Students also got to experience a Chinese tradition of Yum Cha as well as exercising their choice of meal in a food court.

Academic
In the National Assessment Program, the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 5 (highest for Year 3) or Skill Band 6 (highest for Year 5).

As there were only a small number of students in Years 3 and 5 who sat the National Assessment Program (NAPLAN) in 2008 it is difficult to compare our results accurately with those of the state without identifying individual students.

Parents have been provided with individual student results and future school planning will be based on analysis of school NAPLAN data trends.

Several primary students participated in the University of New South Wales Competitions. Results for 2008 were as follows:

Writing – 3 credits; English – 1 distinction, 1 credit; Spelling – 2 credits; Mathematics – 2 credits and Computer – 2 credits.

Only two students in Year 3 and one in Year 5 sat for the NAPLAN therefore we are unable to comment on progress.

Sitting on the steps of the Opera House.
Literacy and Numeracy – NAPLAN Year 3
Only one student sat for the NAPLAN in Year 3 this year.

Literacy and Numeracy – NAPLAN Year 5
Only three students sat for the NAPLAN in Year 5 this year.

Progress in literacy and numeracy
Only one student in Year 3 and three in Year 5 sat for the NAPLAN therefore we are unable to comment on progress due to privacy reasons.

National Benchmarks
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

100% of Year 3 and 5 students in our school achieved at or above the minimum standard in 2008

The reporting of information must be consistent with privacy and personal information policies therefore the school is unable to supply specific information in this section except to say that all students are performing above the minimum required standards in both literacy and numeracy.

Significant programs and initiatives

Aboriginal education
Girilambone Public School continues to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

Our school hosted the other small schools for an Aboriginal Education Camp with a focus on technology. This involved students researching a famous indigenous person and their contribution to society prior to the camp. At the camp the students produced podcasts of interviews about the indigenous people they had chosen to research; the retelling of a dreamtime story through digital storytelling; Aboriginal art; traditional dance; looking at artefacts; Aboriginal games; spear throwing and eating traditional foods. This camp was a tremendous success and staff, students and parents found this an invaluable learning experience.

Multicultural education
Our school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

All students at Girilambone Public School studied China in conjunction with the Olympic Games. This research work culminated in our involvement in a combined multicultural day with Hermidale Public School in which we shared our work on China with Hermidale and they shared their work on Mexico with us. On this way students presented work, flags, dance and cuisine relative to their respective countries of research.
Respect and responsibility

Traditionally Girilambone students are involved in local community and school activities that promote these values. They participate in community fundraising activities that highlight much broader issues such as SIDS, diabetes awareness, cancer council fundraising, child sexual assault, Jump Rope for Heart and MS read-a-thon.

The school promotes safe play and anti bullying strategies in the playground. Our emphasis is developing personal responsibility in our students.

Students have an understanding of the importance of events such as ANZAC Day in the development of Australia as a nation.

Future Directions

The school will no longer be receiving funding through this program over the next quadrenium.

Country Area Program

Background

Because of the school’s distance from a large metropolitan area the school receives financial support from the Country Area Program (CAP) to target three areas – Quality Teaching and Learning, Quality Technology in Teaching and Learning and Quality Improvement.

Findings and conclusions

This year CAP funds have been used to:

- implement a quality teaching program to enhance a balanced K-6 learning program;
- provide expertise and resources for running the Aboriginal Education Camp;
- Employ staff to split primary and infants’ students to deliver more intense literacy and numeracy programs.

Future directions

Future directions for CAP funds will be to:

- further develop the concept of an Aboriginal Education and Technology mini-school;
- promotion of the school and CAP through articles in the local paper, “The Nyngan Observer”;
- continue to develop specific literacy and numeracy programs to enhance the learning of the students at Girilambone Public School.

Other programs

Priority Schools Program

Background

The school received financial support as part of the Priority Schools Program (PSP). These funds are targeted towards the improvement of student outcomes in literacy, numeracy and participation. Funding has been directed towards a number of programs that support the school’s identified targets.

Findings and conclusions

This year the funds have been used to:

- implement and resource a quality teaching program to enhance a balanced K-6 learning program;
- purchase text books to supplement the program and to offer home reading and encourage the practice of homework;
- employ a teacher to deliver student centred programs through splitting students into stage groups to deliver the curriculum;
- employ an aide to assess students using the Benchmark Reading Kits and to help with other resource preparation.

Future Directions

The school will no longer be receiving funding through this program over the next quadrenium.

Progress on 2008 targets

Target 1

80% of students in years 2, 4 and 6 to achieve syllabus outcomes in literacy.

Our achievements include:

- all students from years 1-6 are becoming more competent speakers through a regular rotation of “Friday Talks”. Students are given the opportunity to speak formally in front of a class on either a chosen topic or major news events of the week.
no student achieving below the minimum standards in NAPLAN tests.

Girilambone Public School received 6 credits and 1 distinction in the NSW University tests in English, Writing and Spelling.

years 3-6 participated and performed creditably in the Premiers Debating competition.

Round 2 debate against Warren Central School.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of school culture and writing.

Educational and management practice
Culture

Background
In 2008 our school evaluated culture as part of our cyclic evaluation. Culture was chosen so we could evaluate if the school can improve on the way it operates within its community and the feelings it generates among the staff, parents and students at the school.

Findings and conclusions
- Students feel that they are valued by the school and that they are considered to be the prime focus of the school. They believe the school caters for the needs of all of the students and that everyone is encouraged to learn and achieve their potential.

- Parents feel the school is a friendly place that encourages learning and caters for individual needs. They believe that the school continually looks to improve what they are doing and that the school leaders have a positive influence on school culture.

- Staff feel that the school is continually finding ways to improve what it does in order to improve outcomes for children. They feel that the school supports a sense of ownership by all the stake holders and thus fostering a high level of school pride.
Future directions

• Students to have a bigger voice in school decision making where possible so that they have greater ownership over the direction the school takes.

• Continue to involve parents in the school decision making process in order to foster school community pride.

Curriculum

Writing

Background

Writing has been a focus throughout 2008 as a follow on to our involvement in the Reading to Learn in Murdi Paaki project.

Findings and conclusions

All the infants’ children have developed positive attitudes to writing and most students feel that both their writing and spelling skills have improved throughout the year. However, most students don’t feel that they have a deep enough knowledge about the various types of text.

Parents understand the importance of writing and believe that their child is progressing adequately in this area. However some parents felt that they would like to be more adequately informed about their child’s progress. All parents express a confidence in their ability to assist their child with writing at home.

Staff feel that student spelling has improved throughout the year however they believe there is considerable room for improvement in student writing. They feel that a more systematic approach to the teaching of writing would improve student knowledge of text types.

Future directions

• Staff to develop a scope and sequence to follow for 2009 to teach the required text types.

• Continue to deliver Reading to Learn cycles in order to help scaffold various text types.

• Send home student writing samples more regularly in order for parent’s to see the progress in their child’s writing.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Student Survey

The majority of children feel welcome at school and they say that it is a friendly environment which promotes learning. They are proud of their school and think that it is well resourced. Students believe that their teachers are helpful and value them as part of the school community.

A number of students expressed a lack of confidence in their own abilities to complete their work. Students believe that teaching strategies need to be enhanced to make their learning more fun.

Parent Survey

Parents believe that current school welfare policies require updating through a process of consultation.

Parents believe that Girilambone Public School is an attractive and well resourced school that promotes tolerance of all students needs. Parents believe the school’s office is an integral part of the running of success of the school and they find it a pleasant and efficient working environment. They feel that student achievements are well recognised through student merit system.

As a priority for the 2009-2011 School Plan, parents would like to see that we continue to focus on the development of student literacy and numeracy skills.

Professional learning

All staff, both teaching and SASS, participated in professional learning activities that catered for their individual needs. Some in-service opportunities were accessed in the area of special educational needs, numeracy with emphasis on Count me In Too, technology as well as other forms of mandatory training.

School development 2009 – 2011

The School Development Plan is a collaborative document put together by the school according to the Department of Education and Training priorities and the school’s needs.
Targets for 2009

Target 1
70% of students achieve stage outcomes in Literacy.
Strategies to achieve this target include:

• Develop a tracking sheet for each student to record their progress against the relevant stage outcomes.

• Complete benchmarking using running records each term to track progress in reading.

• Train relief staff in the Reading to Learn methodology.

• Split infants and primary students twice per week to ensured explicit teaching appropriate to the various stage groups.

Our success will be measured by:

• Improved reading levels in the infants’ students, with all students reading at or above regional benchmark levels.

• Student’s outcomes will be recorded on a tracking sheet as they are achieved in order to get a clear picture of student progress.

• The number of students in years two, four and six who achieve stage outcomes.

Target 2
75% of students achieve stage outcomes in Numeracy
Strategies to achieve this target include:

• Develop a tracking sheet for each student to record their progress against the relevant stage outcomes.

• Split infants and primary students twice per week to ensued explicit teaching appropriate to the various stage groups.

• Students to be regularly involved in Mathletics program to support strands taught in class and to improve their mental maths.

• Make better use of maths games to improve student skills in maths.

Our success will be measured by:

• The number of students in years two, four and six who achieve stage outcomes.

• Student performance in University of NSW and NAPLAN tests.

• Student progress against stage outcomes.

• Students progress through the Mathletics program.

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.

Mrs Angela Lewis - Principal
Mrs Marnie Hibbins - Teacher and parent
Miss Noelene Walsh - SAM

School contact information
Girilambone Public School
1 Vega Street Girilambone NSW 2831
Ph: 02 68331039
Fax: 02 68331037
Email: girilambon-p.school@det.nsw.edu.au
School Code: 1986

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


The Girilambone community come out in force to support the school at the 2008 annual speech night.