Our school at a glance

Students

The students who attend Girilambone Public School come from the village and the surrounding district. Our enrolment for the majority of 2011 was 13 students which included 6 boys and 7 girls, with most of the students having been enrolled in the school since Kindergarten.

Staff

At Girilambone we have a full time teaching principal and one casual teacher. In addition to the teaching staff, we have a part time School Administration Manager (SAM), School Learning Support Officer (SLO) General Assistant (GA) and Cleaner. All teaching staff meets the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Girilambone Public School is supported by CAP. Students are encouraged to participate in a range of community activities, such as fund raising for community organizations such as The Cancer Council Biggest Morning Tea, Red Nose Day, Jump Rope For Heart and Jeans for Genes.

Student achievement in 2011

In 2011 two year 3 students and one year 5 students sat the National Assessment Program – Literacy and Numeracy (NAPLAN) this means that detailed averages cannot be reported for privacy reasons.

Parents of the students have been advised of their children’s 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 ultimately 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 the CAP program which assists the school to deliver an innovative curriculum in our isolated rural setting.

At the end of term 3 we were notified that we have been accepted onto the Stephanie Alexander Kitchen Garden Program, I am very excited about the development of this program within the school over the next couple of years.

In term 4 Girilambone Public School were invited to be a part of the official opening ceremony of the “Arthur Hall VC Way” at Coolabah. The children sang the National Anthem as well as Waltzing Matilda. The children met the NSW Governor, Mrs. Marie Bashir. She talked with the children and invited them all to Government House for some juice if we ever come to Sydney. The children really enjoyed participating in the day.

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
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

Non-attendance has not been an issue at Girilambone Public School throughout 2011.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEST START</td>
<td>K</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>1</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>2</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>3</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>4</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>5</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>6</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers - RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Classroom Teachers part time teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.8</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Girilambone Public School has no indigenous employees at the school.

Staff retention

Girilambone Public School has had the same teaching principal for the past 7 years. Each morning a School Learning Support Officer (SLO) is employed to assist students in the classroom. The SLO is a qualified teacher and thus is able to fill the position of classroom teacher both for release from face to face as well as when the teacher is required to be absent from the school.

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>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

With Marie Bashir at Arthur Hall VC Way road opening ceremony.
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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>31383.80</td>
</tr>
<tr>
<td>Global funds</td>
<td>51370.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>69918.62</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>4869.53</td>
</tr>
<tr>
<td>Interest</td>
<td>1883.42</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3138.97</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>162564.64</td>
</tr>
</tbody>
</table>

| **Expenditure**            |        |
| Teaching & learning        |        |
| Key learning areas         | 7605.54 |
| Excursions                 | 6875.99 |
| Extracurricular dissections| 1129.85 |
| Library                    | 1584.35 |
| Training & development     | 20396.82|
| Tied funds                 | 32537.30|
| Casual relief teachers     | 289.96  |
| Administration & office    | 14737.80|
| School-operated canteen    | 0.00    |
| Utilities                  | 7040.81  |
| Maintenance                | 5567.95  |
| Trust accounts             | 3171.82  |
| Capital programs           | 0.00    |
| **Total expenditure**      | 100938.19|
| **Balance carried forward**| 61626.45|

A full copy of the school’s 2011 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 2011

Achievements

Arts

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

- Students artwork was entered 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;
- 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 and road opening ceremony.

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;
- The school continued to develop links to the Nyngbar Zone PSSA which allowed the students to participate in sports at zone level;
- Every student participated in swimming in terms 1 and 4 and
- All students participated in the Small Schools Swimming carnival in Nyngan.

Sub junior cross country winners, Giri got the trifecta.

Academic

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.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy and Numeracy – NAPLAN Year 3 and 5**

As there were only a small number of students who sat the National Assessment Program (NAPLAN) in 2010, 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.

**Minimum standards**

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.

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**

In 2011 the students completed a unit on Gold in Australia. During this unit they studied the effect of the gold rush on the Aboriginal community.

The whole school travelled into Nyngan to join in NAIDOC Day celebrations with other school in the district.

In term four, the Dare to Lead team were invited into the school to complete a snapshot of Aboriginal Education within the school. Some recommendations from the snapshot were: to introduce a personalized learning plan for all students in the school, to regularly incorporate the 8 ways strategies into the teaching program, to provide the students of Girilambone with an increased knowledge of the history of its indigenous community and to further develop the Art project in the local community as an avenue for closer involvement and an opportunity to establish a teaching resource for cross-curriculum activities.

These recommendations will be implemented in 2012.

**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.

**Stephanie Alexander Kitchen Garden Program.**

At the end of term 3 we were notified that our submission to be a part of the Stephanie Alexander Kitchen Garden (SAKG) was successful.

This program involves students planting, nurturing, harvesting and cooking fresh produce on a regular basis. The aim of the program is pleasurable food education for young children. The underlying belief of this is that by introducing a holistic approach we have a chance to positively influence children’s food choices.

We have commenced the garden part of the project, which will be developed considerably further along with the kitchen aspect of the program throughout 2012.
Country Areas Program

A regional CAP initiative in 2011 was the ‘Brains Alive’ project. Year 3-6 students travelled to Bourke with the other small schools for the day to study the brain. The children looked at the various parts of the brain and learned about their function. They cut up and identified these key parts of a sheep’s brain.

CAP also helped fund the transport to Bourke for the “Brains Alive project.

Progress on 2011 targets

Target 1
Increase the percentage of K-2 students reading at or above the regional benchmarks from 66% to 75%.

Our achievements include:
- 83% of students are reading above regional benchmarks.
- Student homework returns have increased considerably throughout the second semester.

Further directions:
Continued effort will be required throughout 2012 to further improve on these reading levels. Also students need further development in their writing skills as a result of their improved reading.

We need to change the homework program to encourage all students to return homework and home readers regularly.

Target 2
65% of students achieve stage outcomes in Numeracy.

Our achievements include:
- Student weekly assessment shows individual student progress.
- Students are being more productive on the Mathletics program getting through far more lesson modules. Each week they do the corresponding strand on Mathletics that we are doing in class.
- We used the Bourke SEG mathematics program throughout the year but often found that covering two different strands in the space of one week was difficult, this was particularly apparent on weeks where there were disruptions to the usual routine.

Further directions:
Most students are still experiencing difficulty in completing problem solving activities; they find it difficult to ascertain what the question is asking of them and what arithmetic process they need to use to solve it.

We have decided to revert back to the Math’s old scope and sequence so as to cover only on strand per week.

More emphasis needs to be placed on self reflection of student learning.

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 2011 our school carried out evaluations of Assessment and Reporting as well as PE/ Health /Personal Development.

Educational and management practice

Assessment and reporting.

Background
In 2011 our school evaluated Assessment and Reporting practices as part of our cyclic evaluation. Assessment and reporting was chosen so we could evaluate how the school community feels about the current practices and how informative this is for parents.

Findings and conclusions
Parents are generally happy with the current assessment and reporting procedures at the school. They feel they have adequate opportunity to talk to teachers and that the school keeps them informed about their child’s progress at school.

The children feel that they are kept informed about their progress at school. About 30% of the students would like to be a part of the parent - teacher interview process, while the rest thought
this was unnecessary. All of the children would like develop a work sample folder to display their best work in.

Future directions
- Students to be invited to attend parent teacher interviews.
- Development of work sample folders which will be used to display student’s best work.

Curriculum

Personal Development, Health and PE

Background
In 2011 our school evaluated Personal Development, Health and PE as part of our school based evaluation. This area was chosen so we could evaluate how the parents felt about what we have been doing in the school in this area.

Findings and conclusions
All parents seem to feel that the PD, Health and PE program meets the needs of their students. They believe that the school based cross country, swimming and athletics provide valuable sporting experience for the students. They value health programs such as the Life Education van and feel that these are important part of their child’s development.

Some parents would like to see their children involved in more physical activity out of school time, but distance is an issue with this.

Future directions
The school will promote out of school sports such as soccer and netball in Nyngan. This will be done through advertising registration days in our newsletter as well as printing posters for our parent information board.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The children feel welcome at school and they say that it is a friendly fair environment which promotes learning. They have a strong sense of pride in 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. Students value their learning and see it has an impact on their future.

Parents believe that Girilambone Public School is an attractive and well resourced school that promotes tolerance of all students needs. They have a positive attitude to the school and its practices. They feel that student achievements are well recognized.

Professional learning
All staff, both teaching and SASS, participated in professional learning activities that catered for their individual needs. Some in-service opportunities that were accessed were in the areas of Early Years Literacy strategies, Brain Gym and Brains Alive, Initial Stephanie Alexander Kitchen Garden training as well as other forms of mandatory training.

School planning 2012—2014
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.

School priority 1
Outcome for 2012–2014
Increased levels of literacy achievement for every student in line with State Plan targets.

2012 Targets to achieve this outcome include:
- To develop PLPs for all students.

Strategies to achieve these targets include:
- Use information in student Personal Learning Plans, to guide student learning.
- Split infants and primary students two mornings per week to explicitly teach literacy.
- Improve the analysis of student result data to effectively enhance teaching programs and student outcomes.
- Train staff in reading recovery strategies to help boost K-2 literacy levels.
- Improvement in student writing skills.

**School priority 2**

**Outcome for 2012–2014**

Improved assessment of numeracy and analysis of data to enhance teaching program.

Students increase their capacity to select appropriate operation (+, -, x, ÷) to solve problems with more than one step.

**2012 Targets to achieve this outcome include:**

- To develop PLPs for all students.

**Strategies to achieve these targets include:**

- Continue Mathletics program. Allocate 1 day per term to set up the teacher program aspect of Mathletics.
- Split infants and primary students 2 mornings to ensure explicit teaching appropriate to stage groups.
- Develop assessment tasks based on NAPLAN style questions.
- Time allowed for student self reflection of their learning.
- Improve the analysis of student result data to effectively enhance teaching programs and student outcomes.

**School priority 3**

**Outcome for 2012–2014**

Students focused on teaching and learning activities in the classroom

**Strategies to achieve these targets include:**

- Use technology to engage students in learning
- Staff to participate in professional development to maximise the use of all the available technology.
- School involvement in the Stephanie Alexander Kitchen Program, to help engage students in all areas of the curriculum.

**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.

Angela Lewis - Principal
Noelene Walsh - SAM
Marnie Hibbins – P&C Secretary and RFF teacher

**School contact information**

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Web: http://www.schools.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:


Enjoying lunch together after the BER opening.