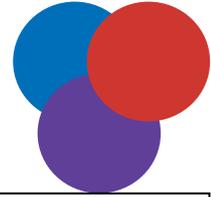


Glen Alice Public School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Glen Alice 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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Principal

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Message from the Principal

2015 was a year of successes at Glen Alice Public School. Academically we celebrated some huge leaps in Reading Levels following intense one to one instruction and participation in the Fast Forward Program. Our Stephanie Alexander Kitchen Garden Program was better than ever with the children becoming more independent chefs, gardeners and chicken carers. The children's' hard work with the Hy-line brown hens paid off with our chickens being awarded Champion in the Sydney Royal Easter Show.

Glen Alice Public School continues to be a place where all children's successes are celebrated. Our focus on the Whole Child ensures that children feel valued for their contributions be they academic or more "hands on".

School background

School vision statement

Our school's vision is to enable each child to reach his or her potential. It aims to provide individual enrichment for students and comprehensive educational experiences which enhance the intellectual, physical, social and emotional development of all students.

School context

Glen Alice Public School is a P6 school located in a rural, isolated area, situated in the Capertee Valley between the larger centres of Lithgow (95km) and Mudgee (99km).

Glen Alice Public School serves the Capertee Valley which includes the villages of Glen Alice and Glen Davis. Due to a lack of facilities in the area, the school is a focal point in the village and community.

The students enrolled in the school come from families who live and work nearby. The community is very proud and supportive of our school with high levels of participation at school based initiatives and events.

Glen Alice Public School reflects the rural community and the sustainable living values of the families that support the school through innovative programs such as the Stephanie Alexander Kitchen Garden program and the Chicken program.

Key focus areas for the school include catering for individual student strengths, developing positive and constructive parent-school partnerships, and enhancing networks, both within the Department of Education and Communities and within the wider community.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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 2015, our staff at Glen Alice Public School used the School Excellence Framework as a tool to inform, monitor and evaluate our teaching practice. During Professional Learning sessions during term, teachers and support staff examined the School Plan 2015-17 to determine areas of strength and development as we continue our journey of excellence.

Learning

In the domain of Teaching and Learning, our school has primarily focused on the success of student towards individual targets. Commencing in Term 1, we reviewed the student Individual Learning Plans with respect to the Literacy and Numeracy continuums. Individual targets for each student were agreed upon. Targets were discussed with students on a one to one basis so that students had expectations and learning goals understood. The result of these actions was to give the students more ownership of their learning. It was particularly effective with a few students who took great pride in asking to have targets assessed.

Engagement

In the domain of Engagement, our focus has been using technology in our Stephanie Alexander Program and our Chicken program. Computers were used by students to record feed and chicken weights and tables were built to show this information. Students have become very proficient at finding recipes online to cook using our garden produce.

Leading

In the domain of Leading, our school has focused on our partnerships with parents and the community. The students have enjoyed being active contributors to the publishing of the community newspaper "The Glen Alice Gazette" Community members have been welcomed to be involved in the Stephanie Alexander Kitchen Garden Program and they have worked with students both with gardening and cooking. School Community members have also been involved with the children in fundraising opportunities such as the cake stall on Psyfari day.

This new method of planning and assessing our school achievements has had a substantial, positive impact on our school. Details of our achievements in 2015 and next steps in 2016 for our School Plan 2015-17 goals are outlined on the following pages. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

All students achieve individual targeted outcomes within Literacy and Numeracy.

Purpose

To improve student achievement through quality teaching and learning in all areas of literacy and numeracy.

To improve the educational outcomes of students.

By working together, schools, parents and families can increase their combined capacity to positively influence student outcomes.

Overall summary of progress

Most of what we planned to do was achieved however, some of our professional development was delayed due to organisational difficulties between our small schools network. We also realised that some aspects of planning required considerably more time than we had allowed.

While the impact on student outcomes was significant, we are excited to see how our plan adjustments make an impact on student learning.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All students will record individual targeted outcomes within relevant clusters of the Literacy and Numeracy and Continuums	Our new "I'm Right on Target" strategy was implemented. Students found this very engaging however more time needs to be spent developing targets. A very encouraging start to a three year plan.	\$17440
All K-6 students will record individual targeted growth using PLAN data to measure and track progress and to set new individual academic benchmarks.	Although professional development was delayed, the plan to use PLAN was still implemented on a small scale. Professional development to happen Term 1 2016 and PLAN to be implemented on a larger scale.	
All K-2 students will record RRL results matching individual targets.	All of our K-2 students recorded RRL to match their target. One student achieved results considerably in excess of her target.	

Next steps

Professional development to happen Term 1 2016 which will allow PLAN to be implemented on a larger scale.

More time to be allocated for developing targets and discussing them with the students.

Strategic Direction 2

All students will undertake high quality, engaging lessons incorporating the use of relevant technology into all Key Learning Areas.

Purpose

To improve communication, enhance thinking skills, make instruction more efficient and effective, and develop life skills critical to success. To offer avenues to succeed as citizens in a global society.

Overall summary of progress

Our plans were implemented on a small scale. We were encouraged by the success of the plans, especially the development in self-esteem of the students. That was an outcome that we hadn't expected to be so significant.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All students will be able to clearly articulate expected learning outcomes and criteria from tasks, activities and lessons.	The I'm Right on Target Program has contributed greatly to students being able to articulate outcomes. We still have more work to do in this area but early indicators are positive.	\$0
All students will be able to effectively use relevant ICT including multimedia to present and publish work across all Key Learning Areas.	As well as the Stephanie Alexander Kitchen Garden Program and the Chicken Program, the students have been involved in drama and film making. These programs have not only improved student engagement but have significantly improved the wellbeing of the students by improving confidence and self-esteem.	\$6720

Strategic Direction 3

That school, parent and community partnerships are encouraged and enhanced in order to enrich student engagement and outcomes.

Purpose

Increase the combined capacity of our school, parent body, families and to work within the Mudgee Small Schools Network to positively influence student outcomes.

Overall summary of progress

The work that was done with the community, though at times confronting, was very positive.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
To maintain high levels of School Community engagement. Both in planning and the review of educational processes taking place within the school. This is evident through formal and informal feedback, support and parent contribution.	School community members were invited to several meetings over the course of the year to discuss the School Management Plan as well as to provide feedback for programs.	\$0
To maintain high levels of parent participation in school and community activities throughout the school year.	School community involvement in fundraisers included volunteers helping on stalls as well as helping children in the school kitchen with cooking sale items.	\$0
An effective framework is used to guide Professional Learning across the MSSN and broader educational network.	The Mudgee Small Schools Network has developed a Professional Development for the schools to participate in.	\$0

Next steps

A new system for notices which includes the use of emails and facebook to be employed in 2016

A changeable sign to be purchased and installed in 2016 to communicate upcoming events.

Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

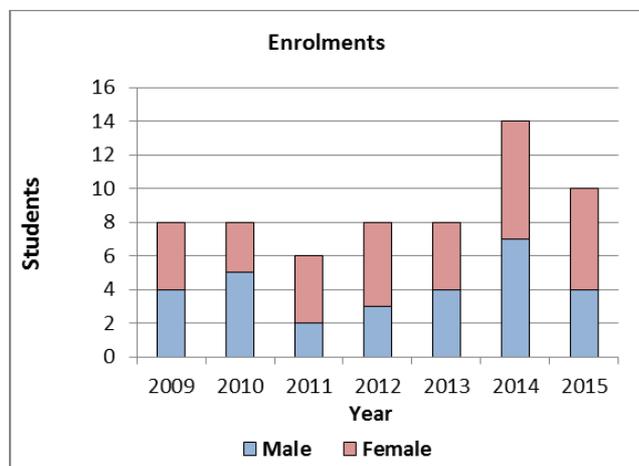
Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	All Aboriginal students were supported to achieve their targets with regard to their Individual Learning Plans.	\$1524
Socio-economic funding	The student participation in a program called Fast Forward has significantly improved reading levels, writing and grammar in all students.	\$12036
Low level adjustment for disability funding	This amount includes an extra teacher one day a week for the writing and implementation of Individual Learning Plans for each student.	\$10361

Mandatory and optional reporting requirements

Student information

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

Student enrolment profile



Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	92.9	96.7	94.6	na	99.1	95.6
	1	na	87.0	96.7	95.2	97.4	98.5
	2	87.1	na	93.5	97.8	98.9	na
	3	89.9	na	na	98.4	100.0	94.5
	4	87.2	91.3	na	na	98.9	96.7
	5	68.6	97.9	87.0	100.0	97.1	94.0
	6	na	92.3	95.7	96.6	100.0	98.9
	Total	85.0	93.1	92.9	96.8	98.8	96.2
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Structure of classes

We currently have 11 students in one multi-stage K-6 class. Students also have the support of a Student Learning Support Officer.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Classroom Teacher(s)	0.1
Learning and Support Teacher(s)	0.1
School Administrative & Support Staff	0.896
Total	2.096

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One staff member identifies as being Aboriginal.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	

Professional learning and teacher accreditation

In 2015, along with all mandatory requirements, the staff attended the following professional learning opportunities.

- MSSN Science day
- Stephanie Alexander Kitchen Garden Program training
- Mental Health Conference
- Anti-racism training
- Science curriculum training

Financial information

Financial summary

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

A full copy of the school's 2015 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.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	26322.55
Global funds	43810.30
Tied funds	31791.58
School & community sources	8176.54
Interest	714.38
Trust receipts	111.00
Canteen	0.00
Total income	110926.35
Expenditure	
Teaching & learning	
Key learning areas	9300.98
Excursions	3419.09
Extracurricular dissections	917.97
Library	159.55
Training & development	537.27
Tied funds	31541.53
Casual relief teachers	434.00
Administration & office	27298.27
School-operated canteen	0.00
Utilities	3990.38
Maintenance	1675.83
Trust accounts	2314.36
Capital programs	0.00
Total expenditure	81589.23
Balance carried forward	29337.12

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.

Due to the small cohort of students in Years 3 and 5 we are unable to report on this area to protect anonymity of the students.

In 2015 two Year 3 students and two Year 5 students undertook NAPLAN testing.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2015, Parents and careers were asked questions about their experiences with Glen Alice Public School during informal meetings.

Their responses were as follows.

The strengths of our school are

- Children are happy at our school
- The staff care about the children
- Programs seem to meet individual needs
- There is a lot of support for children with learning needs
- The school works well with other agencies such as Royal Far West
- The children have lots of opportunities to use technology

An area for improvement would be communication with regard to excursions and other arising issues requiring notes to be sent home. Meetings of staff have taken place about this and a new system including emails has been adopted. Also, a changeable sign will be purchased in 2016.

Policy requirements

Aboriginal education

All indigenous students benefitted from funding under the RAM, with all indigenous students having an individual personalized learning plan.

In Term 3 all students attended the NAIDOC Week celebrations at Goolma PS, where they participated in a variety of learning experiences relating to Aboriginal culture and perspectives.

Multicultural Education and Anti-racism

The students enjoy studying the CWA county of the year each year. In 2015 the choose country was Italy. Students studied all aspect of Italy and Italian culture and celebrated with an Italian feast prepared by the Ilford CWA.

Along with this intensive study, aspects of multicultural education were covered in classroom learning. The students developed an awareness of differences between cultures, religions, customs and food. In addition students studied aspects of multiculturalism through our

Cooking program and integrated studies.

Other school programs

Stephanie Alexander Kitchen Garden Program

This program has become firmly imbedded in our school this year. The children have found it to be a highly engaging way to learn as well as to re-enforce class lesson such as reading, science and measurement.

We have worked hard to improve our soil and have created several compost lasagnes in old fridges which will greatly improve our gardens next year. In the kitchen, skills have vastly improved with even Kindergarten students able to use sharp knives and appliances responsibly.

Chicken Program

Our Chicken Program reached new heights this year with our school entering the Hy-Line Brown School Egg competition at Sydney Royal for the first time. This competition, like the meat birds competition, requires the students to weight chooks and food, do costings and of course take care of the chooks. We have added a marketing component, selling our eggs through the Saffron Kitchen at Rylstone.

We came away from the show with a Champion! A fantastic result and a credit to the children.

Technology

The use of technology within everyday classroom practice remained at high levels, with all students having access to personal computers, iPads, smartboards and video conferencing. These devices were used on a daily basis, with all students from K-6 demonstrating high levels of skill in utilising a range of technology.