2010 Annual School Report
Gundagai South Public School

NSW Public Schools – Leading the way
Our school at a glance

Principal’s message

Gundagai South Public School is a small, family orientated school catering for the varied needs of all students. The school offers our students the opportunity to participate in a range of activities to supplement and enhance classroom teaching. Our staff are dedicated and committed to ensure the welfare and learning needs of each of our students are met in a safe and secure learning environment where each individual is a valued member of our school community. Our school is well resourced, set in a large attractive playground with well appointed, light, airy classrooms.

The students have achieved success in the classroom and on the sporting field and they have participated in various community and extracurricular activities. The skills developed by our students enable them to interact and participate effectively within the community, contributing to society as competent and confident citizens.

The Annual School Report for 2010 highlights their achievements during the year and provides information about our future direction and goals for 2011.

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.

Pip McAlister

P & C message

Gundagai South P & C Association helped with the cost of the annual excursion to Dubbo. We held a successful disco at the end of Term 3 and the money raised was put towards buying books for the Accelerated Literacy program. The annual street stall held in September was another great fundraiser. Unfortunately, due to the excessive rain that was received late in the year, two planned events had to be cancelled.

We sold tickets in the 100 Club during voting for the Federal election. Martin Crossley donated a load of wood which was raffled and the P & C agreed to pay for the Mathletics program for the school which allows all the students to use the program both at home and school to improve their number skills.

Margaret Crowe

Student representative’s message

During this year at Gundagai South Public School, the students had the opportunity to participate in various fun activities and excursions. The children have enjoyed being able to go on special excursions. Year Six enjoyed going to the Young Leaders Conference in Sydney for a fun weekend away. Students in Years Three, Four, Five and Six enjoyed going to Dubbo for a week for their HSIE State and National Parks excursion and the students in Years One, Two and Three went to Wagga for their Transport unit. In Kindergarten and Year One, Workers in the Community was the highlight of their HSIE units where they were able to visit all the different services and community organisations around Gundagai. We have also participated in the ANZAC Day march and the Turning Wave Festival. This year the school was host to the Riverina Multicultural Perspectives Public Speaking Competition. Students from our school also participated in the Premiers Spelling Bee, touch football carnivals, athletics carnivals, soccer carnivals and many more fun things. As school captains, we have had many opportunities to represent the school in various ways and we have enjoyed being leaders of Gundagai South Public School for 2010.

Alison Gilpin, Nathan Stelter and Kaila Young
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

In 2010, a large enrolment of ten new kindergarten students began the year, however by the end of the year, this number had increased to fourteen. Across the school in other classes, five more students enrolled and three families moved with work commitments.

Total enrolment at the end of the year was 64 and there were 32 boys and 32 girls enrolled. There were a small number of Aboriginal students enrolled and two students of Danish background and one with Japanese parentage.

It is pleasing to note that enrolments at Gundagai South Public School are increasing each year.

Management of non-attendance

For those students whose attendance is poor, the school makes approaches firstly to the parents, then, this is followed up by the Home School Liaison Officer who deals with both the students and the parents.

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 class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<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>K/1</td>
<td>K</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>10</td>
<td>26</td>
</tr>
</tbody>
</table>

Structure of classes

Due to the higher number of students in Kindergarten and Year One, it was decided to split the Year One class. Our class structure consisted of nineteen students in Kindergarten and Year One, eighteen students in a combined
Year One, Two, Three and twenty seven students in Years Four, Five and Six. Each class covers two educational stages.

**Staff information**

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

The school is staffed by a teaching principal, Mrs McAlister, teaching Years 4, 5 and 6; Mrs Ray teaching Years 1, 2 and 3 and Mrs Conroy and Mrs Harris who share the teaching of the Kindergarten and Year One class.

Mrs Harris teaches some of the teacher release for one day a week as does Mrs McMillan whose focus is computer technology, also for one day each week. Our Learning Support teacher is Ms Cunich who works across the school to support all students with learning difficulties for two days a week. Ms Cunich, Miss Weston and Mrs Shelley shared the principal’s release position of one day per week.

The school employed two Learning Support Officers – Mr Garnham worked in the senior school for four hours per week and Mrs Matthews supported the students in the infants classes for three days a week.

Mrs Edwards is the School Administration Manager four days a week with Mrs McDonald working in that position each Friday and as our School Administration Officer each Thursday in the library. Tracey Moy is our cleaner and Allan Hartshorn is our general assistant.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.000</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2.000</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.300</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>0.126</td>
</tr>
<tr>
<td>Teacher Part Time</td>
<td>0.168</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.436</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5.198</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are no Indigenous employees at our school.

**Staff retention**

There were no changes to the permanent staff employed at the school for 2010.

**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>83%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>17%</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>30.11.10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Global funds</td>
<td>67 259.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>43 054.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>26 116.15</td>
</tr>
<tr>
<td>Interest</td>
<td>2 639.02</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>981.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>140 050.18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13 069.55</td>
</tr>
<tr>
<td>Excursions</td>
<td>18 193.68</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>11 931.18</td>
</tr>
<tr>
<td>Library</td>
<td>2 425.50</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 129.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>44 582.29</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1 220.23</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>22 540.07</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>11 721.70</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6 272.93</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 052.60</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>135 139.28</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>51 642.14</td>
</tr>
</tbody>
</table>

The school organizes the annual senior excursion and pays all accounts. Money is recouped from those schools who participate in our excursion program with us.
A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

Students are encouraged to participate in many different activities and are given the opportunity to develop their skills and interests in a diverse and balanced curriculum. We believe that students need to develop these skills which will assist them to become valued members of our society. The following is a record of the students’ achievements and involvement throughout the year.

**Achievements**

**Arts**

One of the highlights for the students for 2010, was our end of year presentation evening where all students participated in a choral item and each class presented a short play for the large audience. Each class worked hard and enjoyed the opportunity to perform. The students also had the opportunity to appreciate performances given by others. The Kapooka Military Band presented a toe-tapping interactive concert and Geoffrey Graham shared his love of Australia’s early history with some hard luck stories, music and poetry.

*The school performing at the local flower show.*

All students entertained the crowd at the local flower show and students contributed work for the Pastoral and Agricultural Show where our theme was “The school that has it all”. Merit certificates for the Flower Show Poster Competition were presented to Jamie Bonat, Tegan Williams-Morton, Anna McGuirk, Peta Salmon, Alison Gilpin and B J Salmon. Other children to win art merit awards during the year were our Book Week Colouring competition winners William Bruce, Dakota Anderson, Alyssa Lanyon-Dowling and B J Salmon.

This year our school hosted the Regional Finals of the Multicultural Perspectives Public Speaking Competition in our new BER building with Alison Gilpin being Runner-up in the senior competition. Fellow competitors from our school were Lauren Bruce, Michala Oakes and Anna McGuirk. Four students – Brody Wilson, Cameron Sutton, Dennis Sendner and Lauren Bruce were chosen to participate in the Regional Arts workshops in Wagga, whilst Alison Gilpin, Lauren Bruce, Chelsea Wilson and Alyssa Lanyon-Dowling participated in the Premiers Spelling Bee.

Some students chose to participate in the University of NSW exams for Computers, Science, English, Writing, Spelling and Maths. Kassi Owen achieved four credit certificates and Alison Gilpin achieved one. Students also participated in the Primary Research Project with several students achieving merit awards.

**Sport**

All students at the school are encouraged to participate in a wide range of physical activities and sporting opportunities through our morning fitness program as well as our specialist sports programs and interschool carnivals.

Promotion of a healthy lifestyle, together with this participation is a high priority for our school.
with the students receiving encouragement awards for their involvement.

Specialist coaching programs for swimming, dance and tennis were provided throughout the year, in addition to our interschool carnivals involving swimming, cross country and athletics. Jimmy Lindley was the Senior Boys Swimming Champion and Nathan Stelter was the Senior Boys Athletics Champion at the Small Schools carnivals. At the district PSSA cross country, B J Salmon was first, Nathan Stelter second and Dennis Sendner third in the Senior Boys event, whilst Tylor Rolfe was second in the 11 years boys event. Peta Salmon was third in the 8/9 years girls event and Claire Lievens and Alauralee Bowditch were first and third respectively in the 7 years girls race.

Winners at district level attended the regional carnivals and individuals represented the school in regional netball (Kassi Owen and Kaila Young) and touch football (Jimmy Lindley). B J Salmon, Nathan Stelter, Teighan Worsnop and Peta Salmon represented the school in the district PSSA tennis competition and the school nominated a team in the state Small School’s Soccer Knockout competition and the Boorowa Touch Football Carnival.

The school participated in the Harvey Norman Backyard League promotion as well as the Trent Barrett Gala Football Day with the girls in Years 3 and 4 entering a team. Students from Years 2 – 6 joined with Adelong students for a fun day of hockey, soccer and netball, whilst a number of students and parents enjoyed a day skiing on the slopes at Mt Selywn snowfields.

Other

Excursion Program.

Our school conducts a comprehensive excursion program with all students from K – 6 receiving the opportunity to learn about the environment and our history through first hand experiences. Students in Kindergarten and Year 1 enjoyed a busy day travelling around the local community discovering the importance of community organisations and various services which operate in our town. Years 1, 2 and 3 travelled to Wagga Wagga to learn about various forms of transport and enjoyed a visit to the airport and a train ride to Cootamundra.
Years 4, 5, and 6, together with students from Nangus, travelled to Dubbo and the Central West to learn about our State and National Parks as well as enjoying visits to Wellington Caves, a Zoo Snooze at Western Plains Zoo and a visit to the Warrumbungle National Park.

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 – NAPLAN Year 3**

Due to the small number of students in Year 3 who sat for the NAPLAN, detailed comment cannot be made because numbers fall below the threshold for reporting this data.

In 2010, four students from Year 3 sat for the National Assessment Program in Literacy.

Generally the results show that scores were below the state averages in all areas of testing, however they were closer to the regional scores. All students achieved in bands 3 – 6 in Reading, bands 3 – 4 in Writing, 3 – 5 in Spelling and 2 – 6 in Grammar and Punctuation. In order for this cohort to show expected levels of growth from Year 3 to Year 5, significant explicit teaching and learning support will need to be provided. Although all areas need to be targeted, more specific focus will need to be placed on Reading, Spelling and Grammar and Punctuation.

Reading for meaning and teaching from a wide range of text types to improve levels of comprehension will be a focus area in reading, and in spelling, explicit teaching will focus on the four areas of spelling knowledge. In Grammar and Punctuation, students need to develop understanding of all areas within the context of good literature. (Target 1)

**Numeracy – NAPLAN Year 3**

In Numeracy, another area where significant improvement is needed, results were again below the state and regional averages, with the majority of students scoring from bands 3 – 5. Areas noted for explicit teaching, include determining the solution to one and two step word problems, work on 2D shapes, position, money problems, column graphs, estimating length, symmetry and understanding chance. (Target 2)

**Literacy – NAPLAN Year 5**

In Year 5, six students sat for the NAPLAN tests. Due to the numbers falling below the threshold
of ten, results are not able to be specifically reported on.

In reading, 83% of students achieved in the top three bands, whilst in writing 84% scored in the top four bands. Spelling results saw 83% score in bands 5, 6 and 7 and in grammar and punctuation, our strongest area of achievement, 100% scored in the top four bands.

The schools results in reading and grammar and punctuation were well above both the mean state and regional average, our results in spelling were above the regional average however our results in writing were below both the state and regional average.

Again, it will be necessary to target both the explicit teaching of writing and spelling during 2011. In writing, the focus will be on developing and elaborating on their ideas, improving their range of vocabulary to include more precise words and the development of focused and structured paragraphing. The use of cohesive devices to support the text is necessary, as is the use of more complex sentence structure and appropriate use of punctuation.

In spelling, the focus will be on vocabulary development and word building using the four forms of spelling knowledge which need to be explicitly taught.

Continuing emphasis on developing understanding of the text by linking arguments and information presented in different contexts in reading is needed and in grammar and punctuation, a focus on conjunctions, apostrophe of contraction and identification of dependent clauses will need to be addressed. (Target 1)

**Numeracy – NAPLAN Year 5**

In numeracy, six students sat for the test, therefore results are reported in general rather than specific terms. Overall results indicated all students scored in band 5 or higher, and although our school’s results are below the state mean, they are above those for the region. Results in number, patterns and algebra were better than those for data, measurement, space and geometry.

Focus areas for teaching in numeracy include strategies for solving multi step word problems, symmetry, chance, perimeter, scaled drawings and capacity. (Target 2)

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**Progress in literacy**

For those students who sat the NAPLAN test at Gundagai South Public School in 2008, the average growth in reading was 102.2 compared to the state growth of 83.4. Growth for our school in writing was 27.9 compared to the state growth of 66.8 and in spelling our school’s growth was 69.7 compared to the state growth of 84.5. In grammar and punctuation, the school growth was 137.1 compared to the state growth of 95.7.
For those students who sat the NAPLAN test at Gundagai South Public School in 2008, average growth for this cohort was 109.7 compared to the state average of 89.3.

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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Activities Afternoon Program**

During Term 4, the school ran an Activities Afternoon program for one afternoon a week for five weeks. Students were placed into five groups and each afternoon participated in one of the chosen activities which included CPR and Basic First Aid, Wiradjuri Language, Cooking, Board Games and Scouts. Members of the teaching staff and local community were invited to run these activities which allowed the students to learn valuable new skills across a range of topic areas. The program was very worthwhile and an enjoyable one for everyone.
Cooking during the Activities Day Program.

Positive Behaviour for Learning.

In 2010, the school embarked on a program to improve student welfare within the school. All staff were trained in ‘Circle Time’ and then two staff undertook training in P.B.L. A coach was appointed to our school and staff, students, parents and some community members then chose three values for our school. Our school motto of “Do Your Best” was the overarching value, under which sit the three chosen values of Respect, Responsibility and Care. Staff then began the journey of encouragement and reward for all students to compliment our existing Welfare program. The school decided on a token system for the playground where students are praised and acknowledged for positive and appropriate behaviour. We reorganised our class groupings, made changes to our assembly location and gave supervision responsibilities to some our senior students who were not school leaders. This program “Catch them Being Good” is working very effectively, with the students eagerly awaiting each Friday to discover who has won the weekly award. The next stage of the program is to have some signage made to promote our values and to begin the explicit teaching of the social skills which we are promoting and encouraging. (Target 3)

Building the Education Revolution.

During Term 2, our new BER building was completed and during the July holidays the 4, 5, 6 classroom was moved to the new building. It provides a fantastic classroom learning space for the large class and has been beautifully appointed. Included in the room is an interactive whiteboard and connected classroom facilities, which the class thoroughly enjoy using.

Aboriginal education

During 2010, six students of Aboriginal heritage were enrolled at the school. School programs, policies and plans ensure an inclusive curriculum for our students, with Aboriginal Perspectives included in the Key Learning Areas. Three students received awards at the ‘Proud and Deadly’ recognition ceremony in Tumut for student achievement and the whole school travelled to Tumut to participate in NAIDOC week activities with other local schools in the district.

NAIDOC Week Activities with Shane Herrington.

All students were exposed to elements of the Wiradjuri language during our Activities Afternoon program and the 1, 2, 3 class learnt about the Wiradjuri language during their unit on ‘Communication’. Students in Years 4, 5 and 6 wrote ‘Dreamtime’ stories and completed various art work for their stories.

Multicultural education

Understanding and a positive attitude towards people from culturally diverse backgrounds is promoted and strongly supported within our school. Students with a Danish background and Japanese background attend our school. Students participated in the Multicultural Perspectives Public Speaking Competition where we hosted the regional final and children and parents participated in the Turning Wave Festival parade.

Anna, Gabby, Kasey and Jordan – Turning Wave.
Respect and responsibility

All students are encouraged to demonstrate positive qualities such as leadership, responsibility, respect and initiative. This is promoted through our welfare program where students evaluate their own behaviour each week by completing a matrix of behaviours and achievements. Students in the senior class are encouraged to show additional leadership by taking on duties such as running shop day, hosting assemblies, leading the Buddy Reading Program and having a swimming buddy.

Six Year 6 students attended the Young Leaders Conference in Sydney and over half the school participated in the Anzac Day march. Our school leaders represented the school at the Remembrance Day Ceremony and all students joined in to ‘Clean Up Australia’. The school vegetable garden continues to flourish with each family enjoying produce throughout the year and the K / 1 class each planted a new native tree for National Tree Day. Students, staff, parents and community members enjoyed a ‘Yellow Day’ to raise money for the Cancer Council, the students enjoyed a Book Fair, raised money for Stewart House and at the end of the year, they collected unwanted school bags to donate to school children in Cambodia.

Progress on 2010 targets

Target 1

Spelling.

Increase the number of students achieving in the higher bands in NAPLAN with 80% of students achieving stage based outcomes.

Our achievements include:

- In Year 5 NAPLAN, results indicated 83% of students achieved in the top four bands.
- In Year 3, all students were placed in bands 3 – 5.
- Students were tested using the South Australian Spelling test with results showing that approximately 60% of students are achieving above the level for their chronological age.
- Staff accessed professional learning to assist in developing explicit and specific strategies for programming and teaching.
- School spelling scope and sequence embedded in teaching programs.
- Staff accessing NAPLAN strategies to assist teaching.
- Identified students targeted and receiving learning support.
- Students in the K / 1 class accessing the Jolly Phonics Program.

Target 2

Writing

To improve the students results in writing with 80% of students achieving stage based outcomes.

Our achievements include:

- In the Year 5 NAPLAN writing, results showed that 83% of students scored in the top four bands.
- In Year 3, 75% of students scored in the top three bands.
- NAPLAN teaching strategies accessed and specifically taught.
• Two additional staff members were trained in Accelerated Literacy and have implemented this program in their classes.
• Identified students supported through scaffolding and explicit teaching of text types.

Target 3
Numeracy
Increase the number of students achieving stage based outcomes in numeracy.

Our achievements include:
• In Year 5 NAPLAN, results indicated 100% of students achieved in the top four bands.
• In Year 3, the results showed 75% of students in the top four bands.
• Rigorous analysis of NAPLAN results to identify areas for additional explicit teaching.
• Use of NAPLAN teaching strategies and Newman’s prompts.
• Explicit teaching of basic number facts and problem solving embedded in teaching and programming.
• Staff accessing Best Start assessment to inform and guide programming and teaching.
• Staff continuing to access professional learning support.

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 2010 our school carried out evaluations of Culture and Creative and Practical Arts.

Educational and management practice
Culture
Background
An established cycle of evaluation and management practice exists for the school.

During 2010, evaluation relating to Culture was undertaken through the use of a survey tool distributed to staff, senior students and parents.

Findings and conclusions
From the parent surveys returned (46%), results indicated:
• All parents agree or strongly agree that the school community knows the families and community it serves. Ninety two percent agree that the school leaders have a positive influence on the school.
• The students are the school’s main concern and everyone is encouraged to learn. (92%)
• Eighty five percent believe almost always the school frequently praises and rewards the students who are successful; parents are proud of the school and all students are encouraged to do their best.
• Seventy six percent of respondents believe the school almost always caters for the learning needs of all students; the school finds positive ways to improve what it does and when necessary, makes changes to what it does to improve outcomes.
• Some concern was expressed that there needs to be more parental involvement by a greater number of parents.
• Staff comments were generally very positive, believing they understand and respond to the context of the community they work in; they encourage students to do their best and they continually find ways to improve what they do, making changes when necessary. Students are their main priority and they are proud of their school.
• Most staff acknowledged the positive influence of school leaders on the culture of the school.
• Discussions with the students revealed that they generally enjoy coming to school and they enjoy learning. It is a safe place to be and new students are made to feel important and welcome.
• Students are the most important element of the school and they like to receive
awards and encouragement for their achievements.

- The school encourages students to do their best, however some students admit they don’t always work as hard in class as they should.
- The school tries to help all students learn and is always trying to improve what it does.

**Future directions**

There is a need to ensure that parents feel valued and that they understand that any support they offer is appreciated by not only staff and students, but by other parents. It is also acknowledged that, increasingly parents are involved in paid employment and they do help in many different situations when they are able. We will endeavour to hold an informal gathering of parents, community members and students early in 2011.

In order to try and encourage more parents to be involved in the school, not just to help at the school, we will try to run some interesting parent programs in partnership with Centacare and TAFE Outreach. Parents will be surveyed to gauge their interest in this approach.

During 2011, we will also plan to hold special evenings for Mums, Dads and grandparents to come along and enjoy a fun time together at school.

As a staff, we need to be aware of encouraging all staff members to contribute their ideas and to take ownership within the school and to support any new members of staff. Students need to be continually encouraged to achieve their best and to value the opportunities they have to participate in such a rich and stimulating learning environment.

**Creative and Practical Arts**

**Background**

During 2010, the school sought the opinions of staff, students and parents in the area of Creative and Practical Arts as part of the school’s evaluation cycle for curriculum.

**Findings and conclusions**

From the parent surveys returned, it was found that all parents but one, agree that the teaching of Creative and Practical Arts is an important area of the curriculum. Everyone agreed that Visual Arts and Music is important, however three suggested that they did not agree that the teaching of Dance and Drama was important. All except two parents, who were unsure, agreed that their children enjoyed this Key Learning Area.

Parents all agreed that children have adequate opportunities to attend performances and they have sufficient opportunities to participate in performances themselves.

Suggestions from parents for inclusion in this KLA were Folk Dancing (this is included in our Terms 2 and 3 morning fitness program), piano and the teaching of musical instruments. (This choice is offered to parents each year through the Wagga School of Music if they would like their child to have private lessons).

Teachers are very happy with this area of the curriculum. They believe that each area is covered adequately in their timetables and opportunities are provided for all students to participate in performances, complete work for both school and the community as well as develop a range of skills from each of the sub-strands. The school is well resourced in each of the areas of this KLA.

Students from Years 2 – 6 completed a class survey, with the majority of students enjoying all aspects of the curriculum. The favourite areas for Years 4, 5 and 6 are Art and Drama, whilst for the 1, 2, 3 class, Art and Music were the most popular. Least favoured area for both classes was Dance.

![K/1 presenting a musical item for assembly.](image)
Students enjoy performing and acting in plays, they would like to try some sculpture or clay work in art, make a movie, take part in a musical production and learn the guitar or other musical instruments.

**Future directions**

Although there is a limited amount of time allocated to CPA each week, it is clear that it is a valued area of the curriculum and the students enjoy the variety of opportunities they have to participate in activities offered.

Some staff planning time could be spent developing a detailed scope and sequence for dramatic performances and school presentations. We will also look towards developing an enrichment program involving music and visual arts for all students during 2011.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students generally reported that they enjoy school and they do well at school. They like learning new things, going on excursions and they enjoy coming to school and spending time with their friends. Staff are very happy and find the rewards of teaching the children satisfying.

Parents have noted the strengths of the school are its cohesive nature with everyone working together; the strong sense of community; the opportunity for everyone to ‘have a go’; the excellent teachers and support staff and the support provided for students with learning difficulties.

Comments also included: “The best school in this town”; “We’re very proud of Gundagai South Public School” and “The school is a wonderful education facility...and I have loved watching my children grow at this great school”.

**Professional learning**

During 2010, Professional Learning activities were offered to staff to enhance their teaching and learning professional competence. Participation in School Development Day workshops, planning sessions, staff meetings, external courses and school based training and development activities were provided.


Regional support was offered in Literacy and Numeracy as well as Student Welfare and staff trained in Accelerated Literacy, Count Me In Too, Positive Behaviour for Learning, Circle Time and Speech, Language and Communication Needs.

Our allocation of $3654 from tied funds was spent on this professional learning and additional school funds were applied to ensure all staff could attend the above professional learning opportunities.

**School development 2009 – 2011**

The school has developed a collaborative plan of outcomes and achievements for the period 2009 – 2011. Our school aims to achieve the following targets during 2011.

**Targets for 2011**

**Target 1**

*Literacy. To improve student literacy achievement across all areas and to achieve stage based outcomes for all students.*

Strategies to achieve this target include:

- Staff programming to teach a balanced daily literacy session.
- Staff implementation of Accelerated Literacy teaching during literacy sessions.
- Staff to access professional learning for literacy including updating AL and participation in Reading for Learning 3-6 to enhance comprehension skills.
- Staff to access Best Start and NAPLAN results to guide planning and teaching.
- Staff to teach from the school spelling scope and sequence using the four forms of spelling knowledge and the Jolly Phonics program for younger students.
• Consistent and timely whole school assessment in all areas of literacy to guide teaching and provide base line data for continuous tracking.

• Quality and relevant assessment tasks written.

• Use of reading Benchmark Kit for all students K – 4 and identified students in Years 5 and 6.

• Planning time for staff to assess writing skills using NAPLAN style matrix for text types.

• Investigate author visit to school to provide appropriate role model for students for writing.

• Investigate variety of resources to enhance student’s skills in Talking and Listening.

• Purchase additional resources for guided reading and Accelerated Literacy sessions.

• Continue to provide scaffolded support for identified students.

Our success will be measured by:

• Improved results for all students in NAPLAN and across the school with increasing numbers of students achieving stage based outcomes.

• Whole school focus on balanced daily literacy sessions

• Staff confidently using AL and other strategies in daily teaching.

• Assessment tasks written and ready for use.

• Writing planning and assessment day completed by staff.

• Resources sourced, viewed and purchased where necessary.

• Students inspired by author visit and able to write in greater detail showing elaboration of ideas and enhanced vocabulary.

Target 2

**Numeracy. To improve all students results in numeracy to achieve stage based outcomes and to achieve at or above state average in NAPLAN.**

Strategies to achieve this target include:

• Explicit and systematic teaching of daily numeracy sessions.

• Staff to access professional learning opportunities

• Use of Best Start and NAPLAN results to guide programming and teaching

• Use of NAPLAN and ARC strategies and resources for teaching.

• Staff and students (K – 2) to participate in the Targeted Early Numeracy Initiative.

• Purchase license for whole school use of the Mathletics program.

Our success will be measured by:

• Improved results across the school with 80 % of students achieving stage based outcomes.

• NAPLAN results in numeracy at or above the state average.

• Staff implementation of TEN program.

• Class results recorded in Mathletics program showing increased success and levels of achievement.

• Students develop self regulation rubrics based on identified assessment criteria.

Target 3.

**Student Welfare. To reorganize our Student Welfare program to incorporate the Positive Behaviour for Learning Program and to provide opportunities for student leadership and reduce incidents of inappropriate behaviour.**

Strategies to achieve this target include:

• Staff to attend regular training and updates to develop understanding of the program.

• Coach appointed to guide progress and knowledge of the program.
• Regular staff meetings held to discuss and monitor progress and achievements.
• Staff to evaluate current school welfare policy and to realign in line with PBL values and guidelines.
• Planning day to develop lesson plans.
• Students and parents involved in discussions about the program and kept informed via newsletters and class discussions.
• Timeline of planned activities developed and implemented.
• Program promoted and celebrated as activities achieved.
• Students aware of program and encouraged to take responsibility for positive behaviour and positive role modeling.
• Students provided with opportunities to demonstrate responsibility and initiative.
• Senior students to participate in leadership conference.

Our success will be measured by:
• Whole school using the PBL program.
• Staff, students and parents familiar with values and program goals.
• Staff sharing roles within the program and monitoring success and achievement.
• Decreased incidence of inappropriate behaviour.
• Planning day used to realign school Welfare Policy and develop scope and sequence of relevant lesson plans.
• Timeline of planned activities completed.

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.

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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:

Holly, Tegan & Dakota cheering for the school at the combined sports day with Adelong.
Jimmy and Teighan – Sports Day with Adelong

Anzac Day March – Gundagai

School Assembly – Kindergarten and Year One.

B J participating in the High Jump.

Brianna enjoying the Easter Theme Day.

Ella using the computer – 4, 5, 6 classroom.

Kindergarten and Year One at work.