Our school at a glance

Principal's message

The staff and students of Gundagai South Public School have once again enjoyed a very successful year of learning, with opportunities for all students to participate in many and varied extracurricular activities to support their learning.

The year was characterised by many student successes in areas of academic and sporting achievement, as well as involvement in social and community activities and opportunities for leadership.

Support from the parents and P & C is much appreciated and the support given to the school assists all students.

The school has been fortunate to have benefited from an administration upgrade and a new welcoming foyer and office refurbishments have been completed. Additionally work has commenced on the refurbishment of the toilet block as part of the maintenance program and a staffroom refurbishment and new library building, both facilitated through the Federal Government's Building the Education Revolution Program has commenced.

Our Annual School Report for 2009 provides a detailed record of the achievements of our students, their involvement and participation in a large variety of activities, details about our school enrolments and finances as well as our evaluations and goals for 2010. My thanks to all those who have helped to make 2009 such a successful year for the students at Gundagai South Public School.

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

I have had the opportunity to again be a member of our school's P & C committee as the President. As part of a very small group of parents and staff, we have held many fundraising events through the year.

Our Fete, Ladies Linen Party morning tea and street stall were all greatly supported by parents and the community. With the monies raised, we contributed $4000.00 towards the cost of the major excursion, over $2500 towards outdoor lighting and associated electrical works, purchased the graduation pens for Year 6 students, contributed to the costs of the student welfare program and book prizes as well as purchasing a new freezer for the school canteen. All monies raised go directly back into the school which benefits all children and their families.

Thankyou to the parents and other family members who help with many of our student activities, canteen, sporting events, meat raffles, fundraising jobs and working bees – your support is very much appreciated.

Thankyou to the teachers and office staff for their unlimited and tireless support given to our children, and for the recognition that each and every one of our children is special and holds a place of importance within our school's community.

Donna Bruce.

Student representative's message

As our school leaders we have to work hard and be good role models for the students and take on many different leadership responsibilities. We have organised many different activities for the children through the year including a disco and talent quest, raised money for World Vision, helped run the Infants Athletics carnival, we have run the Peer Support activities and have attended the Young Leaders Conference. Most of all we feel it is our job to inspire all the children to strive to achieve their best and to work hard at all times.

Our school has been privileged with the opportunity to have a toilet upgrade for both boys and girls, a new staffroom located near the kitchen so it is close to the playground to assist staff with supervision. We will also have a new building which will possibly be used for another classroom. We thank everyone for their help throughout the year.

Kelsey Bruce and Liam Worsnop.
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
At the beginning of 2009, our enrolment numbers were 63. Nine new kindergarten children began the school year with us and during the year five students left the school. There were 30 girls and 33 boys. Two Aboriginal students were enrolled.

Management of non-attendance
For any students who exhibit any irregularity in attendance patterns, the school monitors this and then if this continues, an approach is made to the parents and further monitoring is done by the school and regional Home School Liaison Officer.

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 2009 class size audit conducted on Wednesday 18 March 2009.

Structure of classes
At the beginning of the school year, three composite classes were formed comprising Kindergarten and Year One (21), Years 2 and 3 (13) and Years 4, 5 and 6 (27). Each class covers two educational stages.

Student attendance profile
Student attendance at the school continues to be above both the Regional and State average. There is a very positive attitude amongst the students and the majority are keen to attend school each day.
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 2 and 3, and Mrs Conroy and Mrs Harris who share the task of teaching Kindergarten and Year 1. Mrs Harris also teaches some of the teacher release as does Mrs McMillan who focuses on Computer Technology for one day a week. Our Learning Support Teacher is Ms Cunich who teaches four days a week funded through staffing supplementation (1 and a half days) and through school funds for the other two and a half days per week. Mr Garnham is the School Learning Support Officer in the senior classroom and in the K / 1 class Mrs Matthews, Mrs Wood and Mrs Moorehead share the School Learning Support Officer role for 5 days per week.

Mrs Edwards is the School Administrative Manager working four days per week with Mrs McDonald working in that role for one day and in the library for another day. Mr Hartshorn is the General Assistant and Tracey Moy fulfils the cleaning position.

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 (SASS - Office and General Assistant)</td>
<td>1.436</td>
</tr>
<tr>
<td>Total</td>
<td>5.198</td>
</tr>
</tbody>
</table>

There are no Indigenous employees on our school staff.

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>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>58 334.55</td>
</tr>
<tr>
<td>Global funds</td>
<td>68 937.11</td>
</tr>
<tr>
<td>Tied funds</td>
<td>40 251.67</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>32 171.60</td>
</tr>
<tr>
<td>Interest</td>
<td>2 173.99</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 912.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>204 780.92</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning

- Key learning areas: 7 196.96
- Excursions: 28 156.79
- Extracurricular dissections: 12 106.29
- Library: 3 284.55
- Training & development: 4 467.46
- Tied funds: 55 103.20
- Casual relief teachers: 2 273.67
- Administration & office: 22 645.14
- School-operated canteen: 0.00
- Utilities: 11 457.05
- Maintenance: 8 381.97
- Trust accounts: 3 082.20
- Capital programs: 0.00

Total expenditure: 158 155.28

Balance carried forward: 46 625.64

Excursion payments include the whole cost of the excursion for all schools as our school organises the major excursion each year. Individual schools have then reimbursed our school for their costs.

A full copy of the school's 2009 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 2009

Our goal is to provide a balanced curriculum program supported by the opportunity to participate in a variety of extracurricular activities. The following information provides a record of achievement during 2009.

Achievements

Arts

Students prepared a variety of work for inclusion in our school local show display which focused on the Year of Natural Fibres.

Several musical performances were enjoyed throughout the year with 'Aditi and her Rickshaw' being one of the most popular. Jonah from Shekera Beat returned to the school to share his love and knowledge of African music and everyone enjoyed a performance given by local school students.

Our end of year presentation on Speech Night involved an instrumental musical performance with each class presenting items with a variety of musical instruments as well as some singing. The combination of a variety of untuned percussion instruments with key boards, guitars and violins ensured an entertaining repertoire. Traditional Christmas carols concluded the musical performance. Earlier in the term, the students performed for the community at the local flower show.

Alyssa – winner of the Easter Colouring Competition.

Children submitted art work in a variety of competitions with Alyssa Lanyon-Dowling winning the Newspower Easter Colouring Competition, Felicity Iles and Kaila Young received Highly Commended certificates for artwork included in Katrina Hodgkinson's Christmas Card collection and Anna McGuirk won first prize in her section of the flower show poster competition. Merit certificates were also awarded to Cassie French, Claire Lievens, Kurt Anderson, Ben Crooks, Dakota Anderson, Alanna Thistlethwaite, Lauren Bruce, Kelsie Thatcher, Jamie Evans and Dennis Sendner.

Year Six students held a Talent Quest and Disco which allowed many students to show off their artistic and creative skills.

Kaila and Kelsie presenting a gymnastics display for the end of term Talent Quest.
Sport

Participation in a variety of sporting activities is actively encouraged to promote a healthy lifestyle at the school with children participating in the swimming, athletics and cross country carnivals with great enthusiasm and sportsmanship.

Trophy winners included Nathan Stelter, Cooper Thatcher and Brodie Paton (Athletics) and BJ Salmon and Cooper Thatcher (Cross Country). Several children qualified to attend the regional carnivals in these sports.

Students also participated in trials for netball, touch football, rugby league and soccer and played in the Mortimer Shield Rugby League competition and the Girls Aus Tag Gala Day.

Senior students travelled to Goulburn for the PSSA Small School’s Soccer competition and everyone participated in a Taboid Sports Day at school with the students from Adelong. Regular hockey coaching sessions were held for students in Years 4, 5 and 6 and children in Years 3 – 6 participated in two Combined Sports days where hockey, netball and soccer were played against Adelong Public School.

Specialist coaching programs were conducted for swimming and tennis and gym lessons were part of the PE curriculum in Term Four. Students from Years 3 – 6 enjoyed being involved in the Nutcracker Shield tennis competition with Liam Worsnop winning the singles and Liam and Tom Evans winning the doubles. Liam, BJ Salmon, Brodie Paton and Kelsey Bruce won the district PSSA tennis trophy.

The morning fitness program continued to operate with students developing skills in aerobics, team games, ball skills, dance, skipping and Brain Gym. A skipathon was held at the end of Term Two.
Other
Excursions
The school provides an exciting excursion program for all students. In second term, students from Years 4, 5 and 6 travelled to Ballarat, Bendigo and Echuca for a week where they spent time studying the impact of the Gold Rush on Australia’s development as a nation, as well as riding the paddle steamers in Echuca whilst learning about the importance of the Murray River.

Lessons in the 1850’s. Dennis, Nathan, Cooper and Cameron Worldon. Sovereign Hill, Ballarat.

Gold panning. Emily, Lauren, Brodie and Kelsey.

The 2 / 3 class visited Wagga to look at various forms of transport which included a train ride to Junee. Students in Year 1 and Kindergarten travelled to Canberra where they visited the Dinosaur Museum and the National Zoo and Aquarium.

Claire and Rory.

Students in Years 5 and 6 had the opportunity to attend the Broken Bay Sport and Recreation Camp and two children attended Stewart House. In addition, the students enjoyed visits from the local police, ambulance and fire safely officers and children in Kindergarten and Year One as well as children beginning Kindergarten in 2010 attended the ‘Kids Alive’ Water Safety Program at the local RSL Club.

A number of students chose to participate in the University of NSW exams for Computer, English Spelling, Writing, Science and Mathematics with Chelsea Wilson and Lauren Bruce gaining Credit certificates. Several children in Year 5 and 6 also participated in the Primary Research Project with several children gaining merit certificates.

Jamie Evans and Alison Gilpin (Highly Commended) participated in the Multicultural Perspectives Public Speaking Competition and Brodie Paton, Emily Casnave, Kassi Owen and Alanna Thistlethwaite represented the school in the Premier's Spelling Bee.

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 the 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
In 2009, eleven students from Year 3 sat for the National Assessment Program in Literacy. Results achieved were excellent with 91% of students achieving in the top three bands overall. This result was maintained throughout the specialised areas of Reading, Writing and Spelling and in the Grammar and Punctuation area, achievement in the top three bands was 100%. Our school’s overall literacy results were significantly above both the State and Regional results.

Areas for improvement in reading include locating directly stated information in a text, sequencing events in a text and making inferences about a character. In spelling, greater opportunities for proof reading and the identification of errors in a passage is needed as is general word building and manipulation of words to determine unfamiliar letter combinations. (Target 1) Using commas in a list has been identified in grammar and
punctuation and in writing more opportunities and practice in writing the structure of the narrative text is needed. Students need to develop characterisation through more descriptive writing with a focus on the use of more precise language and more cohesive linking between paragraphs. (Target 2).

Numeracy – NAPLAN Year 3

In Numeracy, 55% of students were placed in the top three bands, placing our school average just below the State and Regional averages.

The main areas identified for improvement for this cohort include work on trading in addition and subtraction, division with remainders, time, chance and data and fractions and decimals. (Target 3)

Literacy – NAPLAN Year 5

In Year 5, nine students sat for the NAPLAN tests. Due to the numbers falling below the threshold of 10, results are not able to be specifically reported upon.

In overall Literacy results, 56% of students achieved in the top three bands. In Reading, 67% achieved the top three bands, in Writing, 56%, in Spelling 45% and in Grammar and Punctuation 67%. Although all students showed significant growth in their overall literacy results, these results were below the State and Regional averages.

Identified areas for improvement in reading for this cohort include sequencing events in a text, making inferences from graphic representation, locating the main idea in a text and determining a characters motivation or intention.

In spelling, students need to practise word building to determine how common letter patterns and combinations can help them to spell unfamiliar words. They also need to practise proof reading to help identify errors in their writing and when reading written texts. (Target 1)
In grammar and punctuation, use of speech marks, commas and past tense have been identified. In writing, students need to develop more coherent and elaborate narrative texts ensuring more effective characterisation and use of narrative devices. Use of more precise language in well developed sentences which are varied in structure and length will result in improved results. (Target 2).

**Numeracy – NAPLAN Year 5**

In Numeracy, nine students sat for the tests, therefore results are reported in general rather than specific terms.

Overall results indicate that 78% of students scored in bands four and five. This result is clearly below the State and Regional averages, however overall, students showed significant improvement in their results from the Year 3 tests.

More specific teaching in the areas of how to apply strategies to solve multiplication and division word problems, calculate perimeter, identify and continue patterns in a numerical table, recognise equivalent mass and determine elapsed time is needed. (Target 3).

**Progress in literacy**

For those students who sat for the Basic Skills Test in 2007 at Gundagai South Public School, overall average progress in Reading is 124 points and in Writing 87 points. Average growth for our students in Year 5 in Reading is 123.4 compared to the State growth of 87.7. In Writing, our growth is 86.9 compared to the State growth of 60.2.

The following tables for Reading, Writing and Numeracy show the extent of achievement and progress which the students have made from Year 3 to Year 5.

**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 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

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</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

Significant programs and initiatives

Peer Support

This year our students in Year 6 each took on the role of Peer Support leader to conduct the Peer Support Program within the school. Students were divided into ten groups from Kindergarten to Year 5 and a time was set aside each week to conduct the program. It was encouraging to see that students undertook with program with great enthusiasm and the senior students provided great encouragement and support for the younger members of the group. Students were well organised and prepared for each weekly session with appropriate resources and activities planned. This program allowed all the students to demonstrate their leadership and organisational skills, and it was exciting to see our more reserved students shine in this area. It was certainly a program that was very keenly anticipated each week and our leaders enjoyed the opportunity to share their knowledge and skills with the younger students.

Peer Support Activities.

Special Days

In Term One, a very special evening for fathers, grandfathers, carers, neighbours and friends was held with the theme being ‘to share the making of something together’ with their children. We had an excellent roll up and there was great enjoyment as various building constructions were created. There was a great billycart, stilts, a bookcase, toy car garages, shoe racks, creative art work, lego construction and much more. The evening was a great success and concluded with a BBQ for everyone.

Ben making a matchbox car garage and Alauralee with her dad and the billycart they made.

The school held two Book Fairs throughout the year – the first in conjunction with Education Week and our Open Day and later in the year, when we celebrated Book Week with the theme of a journey through a Book Safari. We chose Possum Magic for our book safari and ran activities associated with the journey which Grandma Poss and Hush made around Australia. Both these days were very successful with the children coming dressed as their favourite book character on safari. There was excellent parental support on both occasions and we also took the opportunity to conduct a morning tea to raise money for the Cancer Council of NSW.

Kindergarten & Year One on Safari for Book Fair.
Aboriginal education

Currently two students of Aboriginal descent are enrolled at the school. Early in the year, it was with great pleasure that one of these students was awarded a Primary Scholarship to the value of $250.00 by the Aboriginal Education Council of NSW.

School programs, plans and policies ensure an inclusive curriculum and Aboriginal perspectives are included in the Key Learning Areas. During our unit of study on Gold, an emphasis was placed on the effect of the gold rush on the Aboriginal people in Australia.

Multicultural education

Understanding and a positive attitude towards people from culturally diverse backgrounds is promoted and strongly supported in our school.

Children from the primary classes participated in the Multicultural Perspectives Public Speaking Competition and students and parents participated in the local multicultural event, the Turning Wave Festival. During our unit of study on Gold, emphasis was placed on the effects of the gold rush on Asian immigrants, particularly the Chinese, who entered the country in search of gold.

Respect and responsibility

All students at the school are encouraged to show leadership, responsibility, respect and initiative. This is promoted through our Welfare Program where the students complete a weekly self evaluation and assessment task which focuses on encouraging positive behaviour and active and engaged participation in learning and school activities. Students are given the opportunity to develop leadership skills through their participation in a variety of school activities. These include morning fitness groups, running monthly assemblies, helping run the school shop, organising games afternoons, participating in the Buddy Reading program and the Buddy Swimming program.

In addition, students are encouraged to think about others less fortunate than themselves, by raising money for organisations such as Stewart House, World Vision, Cancer Council, Heart Foundation and Multiple Sclerosis through participation in the MS Readathon. The school vegetable garden continues to produce a wide variety of vegetables which the students regularly take home and they again participated in Clean Up Australia.

School participation in the Anzac Day march continues to be well supported and our students from Year 6 attended the Remembrance Day ceremony and travelled to Sydney for the Young Leader’s Conference. Our school leaders represented the school at the opening of the new Sheahan Bridge duplication.

Tahlia, Ellyse, Brodie, Liam, Cooper and Kelsey.
Progress on 2009 targets

Target 1

Spelling: Eighty five percent of students achieving stage based outcomes in spelling.

Our achievements include:

- In Year 3, 91% of students achieving in the top three bands of NAPLAN. In Year 5, 45% achieving in the top three bands. Achievement of 85% for Years 4 and 6 of stage based outcomes.
- Analysis of NAPLAN results used to determine specific areas for improvement.
- Use of specific teaching strategies from NAPLAN to assist students with identified weaknesses.
- School scope and progression written for use in teaching explicit skills and knowledge and focusing on the four element of spelling knowledge.
- Staff accessed professional learning opportunities with consultant and viewed 'best practice' in local schools.
- Attendance at Accelerated Literacy training to focus on spelling in context.
- Focus on inclusion of elements of QT process in programming and lesson delivery.

Target 2

Numeracy: Eighty five percent of students achieving stage based outcomes in numeracy.

Our achievements include:

- Significant growth in achievement for students from Year 3 to Year 5, although not all students in this cohort have achieved stage based outcomes. Not all students in Year 3 have achieved stage based outcomes although all students meet the National Benchmark level at this time.
- Ninety percent of students in Year 6 and seventy five percent of students in Year 4 achieving stage based outcomes.
- Best Start Assessment guiding programming and teaching for Kindergarten students.
- NAPLAN teaching strategies supporting class teaching and programming.
- Development and use of quality assessment tasks.
- Development of student self regulation rubrics.

Target 3

Leadership: Establish a student leadership team.

Our achievements include:

- Leadership group established.
- Planned leadership activities conducted throughout the year.
- Students attended the Young Leaders Conference.
- Students organised and ran the school Peer Support Program.
- Student support of national and global organisations.

Target 4

Technology: Increase the integration of technology into classroom activities.

- Increased staff use of technology in classrooms.
- Use of Connected Classroom facilities in classroom.
- Quality teaching elements embedded in programming.
- Students actively and confidently using a greater variety of technology in the classroom.
- Staff accessed training and development opportunities in a variety of areas including Interactive Whiteboard.

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 2009 our school carried out evaluations of Planning and Personal Development, Health and Physical Education.

Educational and management practice

Background

An established cycle of evaluation of educational and management practice exists for the school. During 2009, evaluation relating to Planning was undertaken through the use of a survey tool distributed to parents, staff and students.
Discussion in P & C and staff meetings was undertaken and general discussion and the use of an evaluation tool was implemented in the classrooms.

Findings and conclusions
From the parent surveys returned, (48%) results indicated:

- All survey responses strongly agreed or agreed with the appropriateness and relevance of the school’s vision and statement of purpose and this reflects the needs of the students at the school.
- 93% of responses agreed that school activities matched the statement of purpose. One response was unsure.
- 93% agreed that the ASR provided adequate information on evaluations of curriculum and management.
- 93% agreed that the school identifies target areas for improvement.
- 93% agreed that the main purpose of the identified targets is to improve student learning.
- 93% agreed that plans and policies for the school were discussed at P & C meetings.
- 93% agreed that resources for the school are managed appropriately.

General comments made were very positive, however individual suggestions made included there was too much homework and that classes should be formed according to academic ability rather than by stage or age.

Staff comments about planning revealed that they are involved in the decision making processes about school vision and purpose and that they are responsive to changing needs. Statement of purpose mostly guides school activities and priorities and targets are identified through planned evaluation. The aim of all planning is to improve student outcomes, although a more cohesive approach to planning with all staff is needed. Planning processes are responsive to emerging needs and resources are adequate.

When students were asked about planning, most comments related to classroom activities and suggestions were mainly for more ‘hands on, fun activities’ and less emphasis on the more academic and challenging curriculum areas.

Future directions
There is a continuing need to ensure that parents are encouraged to attend P & C meetings where school plans and policies are discussed, so that they are able to contribute confidently and in an informed manner with an understanding of how the school operates. Teachers need to be aware of keeping parents well informed about their child’s progress in addition to the provision of school reports and parent teacher interviews. The school also needs to provide adequate information to parents to ensure they know about any extra curricular activities which are offered at the school.

For the staff, there is a need to ensure that all staff contribute their ideas to the planning process and to focus more on making sure school activities match the statement of purpose.

Curriculum
Background
During 2009, the school sought the opinion of parents, staff and students in the area of Personal Development, Health and Physical Education as part of the school’s evaluation cycle for curriculum.

Findings and conclusions
All responses from parents agreed or strongly agreed that this is a very important curriculum area where their children have developed knowledge and skills. The children enjoy learning in this area and parents are happy with the information provided to them on their children’s report which gives them an understanding of what they have been taught.

According to the survey results, the majority of responses agreed that all aspects of the curriculum were equally important – Life Education Van, curriculum topic areas, Child Protection, Social skills programs, Peer Support, school sport and carnival participation, and our morning fitness and coaching programs.

From the parent survey, the most popular activities the children enjoyed were swimming, Peer Support activities, school sport and the athletics carnival. A concern for parents is the continuing cost of activities for the children.

Staff are very happy teaching this curriculum area and see it as an important part of the children’s learning. Time spent teaching is approximately 2 hours per week and students enjoy their participation in all activities, particularly sharing of ideas, hands on activities and learning about information that directly relates to the students.

Staff agreed that all areas on the survey were either important or very important.

Students completed a PMI and their overwhelming response was to see more sport and group games in their learning with a variety of sports and activities listed as the most popular. Peer Support was popular while other suggestions from the students included introducing bike riding
and golf and they generally stressed the importance of the need to learn about aspects of safety in the environment – bike safety, water safety and the possibility of CPR.

**Future directions**

Investigate the possibility of golf lessons for those students who have shown an interest, as well as the inclusion of senior students in the annual staff CPR training sessions.

Parents and staff indicated that they are very satisfied with this curriculum area. One suggestion was that there should be more emphasis on visits from local community services and organisations (police, ambulance, SES), so more visits each year will be investigated. A planned yearly program of activities may be useful for parents to allow them to better plan and budget for activities throughout the year. This could be sent out at the beginning of the year and updated as necessary at the start of each term.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The school community is satisfied with the teaching and learning programs offered at the school. Comments from parents in the survey have been very positive which is extremely satisfying and they have given great encouragement to the staff.

Within the wider community, support for the school and recognition of the students’ achievements continues to be a strong feature. A significant contribution from a large construction company working locally enabled the school to complete some much needed ground maintenance work with the help of some very supportive parents. The school fete was extremely well supported by the staff, parents, students and the wider community.

Staff are very happy at the school and continue to enjoy their work and the students they teach. Students enjoy coming to school and feel safe and secure. School is a place where they can have lots of good friends and a great place to learn.

**Professional learning**

During 2009, Professional Learning activities were offered to the staff to enhance their teaching and professional competence through participation in School Development Day workshops, staff meetings, external courses and school based training and development activities.

Training and development activities included Child Protection and Code of Conduct updates, a focus on spelling programming and implementation, First Aid and CPR training. External training courses included Accelerated Literacy, COGS and QT - Ralph Pirozzo, Information Technology and Connected Classroom training, Jolly Phonics, Support Teacher Learning Conference, Best Start Training, OH & S training, mandatory principal’s training including Keep Them Safe. Staff also visited other schools in their endeavours to seek ‘best practice’ classroom practitioners.

An amount of $4 467.46 was spent on Teacher Professional Learning in addition to school funds.

**School development 2009 – 2011**

**Targets for 2010**

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

**Target 1**

**Spelling**

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

Strategies to achieve this target include:

- Analyse national assessment results in spelling to continue to identify weaknesses.
- Program to specifically teach students the skills in spelling in identified areas of weakness.
- Access the NAPLAN teaching strategies to assist in teaching.
- Use of school Scope and Sequence to ensure sequential and explicit teaching of spelling and use of the four elements of spelling knowledge to support this.
- Staff to access teacher professional learning for support.

Our success will be measured by:

- Continued improvement in results in spelling across the school with students achieving stage based outcomes.
- Whole school implementation of Scope and Sequence in programming
- Explicit teaching of spelling and evidence in programming of the elements of Quality Teaching and four areas of spelling knowledge.
Target 2

Writing:

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

Strategies to achieve this target include:

- Analyse NAPLAN results and identify areas of weakness.
- Access NAPLAN teaching strategies for additional support.
- Specifically focus on explicit teaching of individual text types.
- Staff trained in using Accelerated Literacy.
- Staff to access support of literacy consultant.

Our success will be measured by:

- Improved results for all students in writing with 80% of students achieving stage based outcomes.
- Whole school explicit teaching of individual text types.
- Staff teaching using the Accelerated Literacy program
- NAPLAN strategies used to assist teaching of identified weaknesses.
- Staff skills enhanced through support of literacy consultant.

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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A snapshot of activities at Gundagai South.
2009