Our school at a glance.

Principal's message

Congratulations everyone, on a very successful year of achievement at Gundagai South Public School. To our whole school student body, our staff and parents and community members. I extend my thanks and say congratulations for a job well done.

In this rapidly changing world, we have high expectations of our students and we encourage and support them to do their best and accept the opportunities offered to them both in their learning and through their participation in extracurricular activities.

The students are encouraged to develop the values of self confidence, independence, responsibility, leadership, initiative and resilience and a caring attitude towards their fellow students.

The Annual School Report for 2008, highlights the student’s involvement, participation and success and sets out the school’s evaluations, progress and goals for 2009.

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 and/or School Council message

This year I have been given the opportunity to be the President of the South School P & C Committee. As a part of a very small group of parents we have held many fundraising events throughout the year.

Our golf day, election stall and street stall were all greatly supported by the parents and the community. With the monies raised, we were able to purchase a new fridge for the school canteen and we donated money to the major school excursion to help keep the cost down for the children and their families.

The new improvements to our school grounds have been met with great enthusiasm.

Thankyou for your support throughout the year.

Donna Bruce.

Student representative’s message

Being a school leader is a huge responsibility. You have to represent the school and be a good role model for the younger students. It takes a lot of courage.

You get a lot of opportunities to represent the school in many different ways. We have wonderful excursions and opportunities to go on camps. We went to Sydney for the Young Leaders Conference and we learnt about being a good role model and setting goals in order to help us achieve what we want to do.

Gundagai South School has helped to boost our confidence and there are many wonderful people at the school. People help us too if we need help. We have enjoyed being school captains for 2008.

Lori Young and Braden Thatcher.

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

Student enrolment in 2008 rose to sixty students. There were ten Kindergarten enrolments at the beginning of the year. Throughout the year, eight new students enrolled and five left the school with families moving away from the district. There were twenty nine boys enrolled and thirty one girls. Two Aboriginal students were enrolled.

Part of the new playground equipment.
Student attendance profile

Attendance rates at the school continue to be above those of both the State and Regional attendance rates. This positive result has been nurtured for a number of years and reflects the positive culture and keenness of the students to attend school.

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll</th>
<th>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>1</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>5</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>10</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>6</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>12</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>9</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>5</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

There are three classes in the school comprised of Kindergarten and Year 1 (18), Years 2 and 3 (18) and Years 4, 5 and 6 (24). 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 2 and 3 and Mrs Conroy and Mrs Harris who share the task of teaching Kindergarten and Year 1. Our Learning Support time and Priority School funds are combined and Miss Lake teaches this component for two days per week. Mrs Harris teaches the teacher release component and Mrs McMillan teaches computer technology one day a week. Mr Garnham supports students with special needs. Mrs Edwards is the School Administrative Manager for four days per week with Mrs McDonald working two days – one in the library and one in the office. Mr Hartshorn is the General Assistant and Tracey Moy and Karen Feltham share 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>Primary Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.126</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>PSP Supplementation</td>
<td>0.100</td>
</tr>
<tr>
<td>Total</td>
<td>3.862</td>
</tr>
</tbody>
</table>

Staff retention

Miss Lake replaced Mrs Griffith as our Support Teacher Learning Assistant due to Mrs Griffith’s success in securing a full time position with the Department. Mrs McDonald was appointed as a
permanent School Administrative Officer for one day per week. There were no other staff changes.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 99.6%.

In 2008, the average daily staff attendance rate was: 99.6%

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>123 994.55</td>
</tr>
<tr>
<td>Global funds</td>
<td>65 645.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>34 749.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>27 925.23</td>
</tr>
<tr>
<td>Interest</td>
<td>5 957.28</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 562.27</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>263 834.12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>9 582.91</td>
</tr>
<tr>
<td>Excursions</td>
<td>25 519.79</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>13 910.63</td>
</tr>
<tr>
<td>Library</td>
<td>3 049.90</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>739.22</td>
</tr>
<tr>
<td>Tied funds</td>
<td>103 926.22</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>279.84</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>28 462.69</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8 538.69</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6 853.83</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4 835.85</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>205 499.57</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>58 334.55</td>
</tr>
</tbody>
</table>

Investing in our Schools funding was applied to the various programs which we had identified. This included the erection of a large storage shed, construction of equipment for a fitness circuit, landscaping, construction of cement paths, removal of an existing shed and old fences and the purchase of nine new laptop computers and associated equipment. The balance of tied fund money relates to unpaid salaries for the period from 30.11.08 to 21.12.08 and a small number of projects still to be completed for the Investing in our Schools Program.

A full copy of the school's 2008 financial statement is tabled at the annual general meeting of the P & C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2008**

Our goal is to provide a balanced curriculum program supported by the opportunity to participate in extracurricular school activities. The following account is a record of our school and student achievement.

**Achievements**

**Arts**

The highlight for our students during 2008, was their participation in the musical performance of “The Pirate Cantata” which was performed at our annual Speech Night presentation. The production was well received by our parents and community members and the children performed with gusto and enthusiasm. The staff were very appreciative of the help given by the parents in the preparation of the backdrops for the play.

The Pirate Cantata – Brody, Alison, Jamie and Kelsey

Other highlights included an Australian poetry performance presented by Geoffrey Graham; a free puppet show; Denis Dryden performing country and western; K - 6 singing at the flower show; providing work for the local show display and participation in the Adjungbilly Arts Camp.
A small group of children participated in the annual Turning Wave Festival Parade and over half the school was represented at the Anzac Day march. Our school leaders attended the Young Leader’s Conference in Sydney, travelling with students from other local schools to enjoy a range of inspirational speakers who shared their goals and aspirations for life.

Kyle Murdoch’s Christmas Artwork design was selected for inclusion in Katrina Hodgkinson’s Christmas cards and Lucy Kell won the Year 1 / 2 section of the Spotlight on Languages Colouring competition. Students in Years 2 and 3 participated in the Riverina WRAP (Recycling) art project. Several children continue to receive music tuition at the school.

**Sport**

Children benefit from participation in a variety of sporting activities which not only improves their level of fitness, endurance, skill acquisition and development, but helps promote a healthy lifestyle as well as positive social interaction amongst all students from Kindergarten to Year 6.

All students participated in our specialised coaching programs for swimming, tennis, dance and gymnastics this year with students in Years 2-6 attending a fun filled sports camp at Nangus Public School.

Our morning fitness program continued to operate with students developing skills in aerobics, ball skills, skipping, Brain Gym and team games.

Students participated successfully at the Small Schools and District Carnivals for swimming, cross country and athletics with several children winning individual age championship trophies and going on to Regional representation.

Sam Lindley was chosen to represent Riverina in the Open Boys Rugby League team which travelled to Inverell for the State Carnival.

Our students participated in a soccer coaching clinic, hockey, skiing, rugby league, Aus tag and netball with several of our students playing in the
Mortimer Shield and Trent Barrett representative rugby league teams.

Our school tennis team of Sam Lindley, Cooper Thatcher, Lori Young and Tayla Stelter won the local PSSA tennis competition whilst in our school competition, Sam Lindley won the Nutcracker Shield Singles competition and Sam and Liam Worsnop combined to win the doubles.

Other Excursions.

Participation in our excursion program is a highlight for our students. Children in Kindergarten and Year 1 enjoyed an excursion around Gundagai as well as having many interesting and important visitors to their classroom during the year. Years 2 and 3 visited Wagga as part of their unit of study on Transport, trying out as many different forms of transport as they could.

Jayden handcuffed by the local sergeant.

Years 4, 5 and 6 travelled to Canberra for a week where they enjoyed many different attractions and learnt about Democracy and the Australian system of government. Visits to both Old and New Parliament House, Questacon, The Dinosaur Museum, Government House, Cockington Green and the War Memorial provided special memories.

Lori with her model of Government House.

As well, the senior classes visited the Environmental Education Centre, the Talbingo Energy Park and some of the children were able to attend the Adjungbilly Arts Camp and the Nangus Sports Camp.

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

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

In 2008, seven students from Year 3 sat for the National Assessment Program in Literacy. In general, our results were excellent. In Reading, 71% of students were placed in the top two bands, whilst in Writing, 86% of students scored in the top three bands. In Spelling, 57% of students were placed in the top three bands, and in Grammar and Punctuation, 71% scored in the top three bands. Our school’s overall literacy results were above both those for the State and the Region.

More specifically however, several areas have been identified as requiring additional teaching time. In reading, our focus will be to improve the use and understanding of the importance of visual literacy; identify the purpose of a text; connect ideas within a text; identify cause and effect and make inferences about a text and the characters within that text.

Areas for improvement in writing will focus on use of simple narrative markers (simple titles, story openings); development of character and setting; greater use of more precise words in the text; understanding and use of paragraphs; improved sentence structure and punctuation.

In Spelling, our weakest area, we have identified the need to focus on looking for errors in a passage of text; to correctly spell words containing digraphs (ow, ia); identify the medial sound ‘c’; apply correct consonant letter patterns and correctly use verb endings. (Target 1).

Grammar and Punctuation will focus on understanding and correct use of plural pronouns; articles, comparative adjectives and the use of a comma to separate clauses.
Numeracy – NAPLAN Year 3

In Numeracy, 43% of students were placed in bands 4 and 5, placing our school average just below both the State and Regional averages.

Focus areas for improvement in 2009 include developing better knowledge of time, 3D shapes, interpretation and calculation of data, addition and subtraction of money and determining quarters in 2D shapes. (Target 2).

Literacy – NAPLAN Year 5

In Year 5, nine students sat for the NAPLAN tests. Due to the numbers falling below the specified threshold, results are presented in a more general way rather than specifically.

In Reading, 67% of students were placed in the top three bands, whilst in Writing, 89% achieved a score in the top three bands.

Results in Spelling, again our weakest area, saw 44% of students in the top three bands and in Grammar and Punctuation 67% were placed in the top three bands. The schools average literacy results were well above those for both the State and the Region.

Identified areas for improvement in reading include making inferences about the writer's point of view and connecting different ideas within given text types – specifically a biography.

The focus area for writing includes teaching to apply simple narrative markers; developing ideas within a story; improving the description of characters and setting; using more complex and detailed vocabulary; ensuring that the text is cohesive and sentences are well structured and developing more structured paragraphing.

In Spelling, there needs to be a whole school focus to ensure children are explicitly and systematically taught a range of skills and strategies to enable them to apply spelling patterns and letter combinations to more difficult words, apply the rules of spelling and identify words spelt incorrectly in their writing. (Target 1).

In Grammar and Punctuation identifying and using the correct conjunction, using the apostrophe of possession; the correct form of verbs in a sentence and more accurate identification of personal pronouns is needed.

Numeracy – NAPLAN Year 5

In Numeracy, nine students sat for the tests, so results are reported in general terms only.

Results show that 78% of students scored in the top three bands in numeracy with the overall results being above both the State and Regional averages.

Identified areas for more specific teaching include fractions and decimals involving recording numbers and solving problems to 2 decimal places; understanding of time and interpretation of a timetable, the calculation of scale and division problems. (Target 2).

Progress in literacy

For those students who sat the BST (Basic Skills Test) in 2006 at Gundagai South Public School, overall average progress in reading is 161 points and in writing, 107 points. For the period 2006 – 2008, in reading the school is 25 points above State average and in writing, 43 points above the State average.

The following tables for reading, writing and numeracy show clearly the excellent achievement and progress made by students during their progression through Years 3 to 5. This achievement is clearly evident from 2004 onwards.
Average progress in writing between Year 3 and Year 5

Student progress in writing.

Progress in numeracy

For those students who sat the BST in 2006 at Gundagai South Public School, overall average progress in numeracy was 81 points. In numeracy the school was 8 points above the State average for 2006 – 2008.

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 2008.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</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>86</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 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>89</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

Theme Days and Activity Day.

This year the school held theme days to celebrate Easter, the Olympics (Multiculturalism), Book Fair and we held an Activities Day where we offered a number of different activities throughout the day. For our Activities Day, children were grouped into five different groups and rotated through a diverse range of activities which included Music – Guitar; Art – Screen Printing; PE, PD, Health – Scouting activities; Art – Woodwork and Environmental / Aboriginal Education – National Parks Program. These days all proved to be popular with the students and parents and much favourable comment was received about these days, particularly the Activities Day.
Kassi enjoying guitar playing on Activities Day.

Participation in other activities included the Premier’s Spelling Bee, University of N.S.W. exams for English Spelling, Writing, Maths, Science and Computer; MS Readathon, Public Speaking Competition and eight students were chosen to participate in a writer’s workshop with Corinne Fenton, well known children’s author.

Aboriginal education

Currently two students of Aboriginal descent are enrolled at the school. School programs, plans and policies ensure an inclusive curriculum and Aboriginal perspectives are included in the Key Learning Areas. During our special Activities Day, Shane Herrington and Tahlea Bulger worked with the students in the area of Aboriginal arts, culture and customs and for the students who attended the Adjungbilly Arts Camp, there was an emphasis on Aboriginal environmental knowledge and foods and tools found in the environment.

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 children participated in the local multicultural event, the Turning Wave Festival.

Respect and responsibility

All students within the school are encouraged to show leadership, responsibility, respect and initiative. This is promoted through our Welfare Program where children complete a weekly self assessment task which focuses on their behaviour and participation. Children can then earn a Bronze, Silver or Gold Award through our Gold Rush Award System. They earn money which is used to ‘buy’ items on Shop Day as part of our positive class reward program.

Primary students are given the opportunity to develop leadership skills through organising and running monthly assemblies, organising games and activity afternoons, fundraising, running shop day, participating in the Buddy Reading Program or being a Swimming Buddy. (Target 3)

Liam using natural fibres to make his own rope – Aboriginal Activities.

Participation in events to help raise money to support local or national charities is encouraged with the children supporting the Heart Foundation (Jump Rope for Heart), the Cancer Council (Pink Morning Tea), Stewart House, Sir Roden Cutler Disabilities Program and Multiple Sclerosis (MS Readathon).

Environmentally, the children participate in Clean Up Australia Day and support the environment by composting food scraps and growing their own vegetables for each family to enjoy.
Each year the students participate in the Anzac Day march and our school leaders represent the school at the Remembrance Day ceremony.

**Other programs**

**Priority Schools Program.**

It was with great disappointment and shock that our school received the news that we would no longer meet the criteria for inclusion in the Priority Schools Program. During the time that the school has been involved in the program, much additional funding has been used to support the students’ learning through being able to provide smaller class sizes and explicit instruction for students requiring additional learning support.

During 2008, a learning support teacher worked for two days at the school, enabling identified students to receive additional help.

Many new reading resources were purchased including Guided Reading books from the Literacy Collections and PM Reading schemes. This allowed our collection of resources to be considerably updated as these sets of readers are extremely expensive. An audit of Maths resources was undertaken and where necessary, additional resources were purchased.

Students in Year 6 were also supported in a leadership capacity with funds being used to assist them to travel to Sydney for the Young Leader’s Conference.

**Investing In Our Schools Program.**

Funds gained from this program were expended on the construction of new playground equipment in the form of a fitness circuit course; purchase of nine laptop computers and associated equipment; erection of a large new storage shed and undercover area for the children; lighting to the new shed; construction of new pathways from the main road to the rear of the school and from the bus gate to the assembly area; construction of a small handball court; removal of old fences and the old garage; purchase of a new tank and associated garden and landscaping activities.

This has resulted in the creation of a wonderful playground environment which is stimulating, challenging, attractive and environmentally friendly whilst the laptop computers have been a fantastic acquisition to the school and are used daily to enhance the student’s learning.

**Administration Building Upgrade.**

In November, work began on a small administration upgrade at the front of the school, the first major structural building changes to the school since the addition of the Kindergarten room in 1965.

Although disruptions occurred during this time, the results were well worth the wait and the school now boasts a very attractive new entrance foyer for our parents and visitors, a new administrative office and a new principal’s office.

**Progress on 2008 targets**

**Target 1**

*To work collaboratively to improve student outcomes in literacy, specifically in the area of comprehension and to continue working to improve the outcomes for all students in spelling and spelling related areas.*

Our achievements include:

- Improved results in NAPLAN for students in Years 3 and 5 with the schools results being above the State and Regional averages in literacy for both cohorts.
• Significant growth in achievement for students from Year 3 to Year 5.
• Staff accessing and teaching from the NAPLAN support site, specific skills identified as weaknesses.
• Folder of resources collated to support these teaching focus areas.
• Staff participation in training and development opportunities to enhance teaching skills.
• Increased staff confidence and awareness in being able to access a greater variety of teaching resources.
• New guided reading materials purchased and in use.

Target 2.

To improve student achievement and maximise learning outcomes in numeracy.

Our achievements include:
• Improved results in NAPLAN with Year 5 students above the State average for numeracy.
• Staff working confidently to implement changes to teaching styles and programming.
• Staff participation in professional development activities.
• Increased use of technology in teaching and learning is evident.
• Students involved in producing maths games for take home resources.
• Additional resources purchased.

Key evaluations

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

Educational and management practice

Background

An established cycle of evaluation of educational and management practice exists for the school. During 2008, evaluation relating to Learning was undertaken through the use of a survey tool distributed to parents, staff and students.

Discussion in staff meetings occurred as did general discussion in the classroom about how students feel they learn best.

Findings and conclusions

From the parent surveys returned (40%), results indicated:

• Most parents have visited the classroom and seen their children working.
• Most parents felt the teachers took the time to talk about their child’s learning when they visited the school.
• The school was well resourced with a good supply of home readers and library books which assisted the children’s learning.
• Most parents talk with their children each day about their learning, mostly in general terms rather than specifically about key curriculum areas.
• Parents are keen and willing to assist children with their learning at home.
• A challenging range of learning opportunities is provided for the children.

Staff surveys indicated that they felt they:

• Provided learning opportunities in a stimulating and secure class environment, although students could have more input into choosing the type of activities they complete.
• Staff have high expectations for the students, however students could be better at setting their own goals and applying various strategies to their learning in order to achieve their personal best.
• There could be more emphasis on self assessment of achievement and reflection on teaching and learning by both staff and students.

Students reported overwhelmingly that:

• The classroom is an interesting place to learn.
• People other than their class teachers visit the school to help them learn.
• They are expected to do their best and they try and learn new things in the classroom.
• They are aware of their progress and achievements.
• Teachers find ways to help them understand.
• They enjoy learning by doing games and discussing their learning and by writing things down.
• The students don’t think teachers talk to their parents.

Future directions

• Try to find suitable times for parents to visit the school and the classroom – Open Day, evening activities.
• Provide parents with information about the different aspects of the curriculum through newsletters.
• Ensure all parents are kept well informed about how their children are learning and what they are doing in specific curriculum areas.
• Provide opportunities for children to be involved and take on responsibility in setting the direction for their own learning and
encourage self reflection and assessment of learning and achievement.

- Include students in parent teacher interviews, so the process is three way, allowing students to be aware of their strengths and weaknesses in the discussion.

Curriculum – Maths.

Background

During 2008, some staff focused on making changes to the way they planned and taught Maths in order to better cater for the changes evidenced in how children learn best in the classroom and the way the curriculum needs to be delivered.

A survey was sent home to parents asking about the Maths curriculum; staff discussed aspects of the curriculum at staff meetings and the primary children completed a survey and used a PMI to record their thoughts.

Findings and conclusions

Responses showed that:

- Parents would like to know more about how Maths is taught at school today compared to when they were at school. Some confusion is arising because of these differences.
- Parents believe Maths is very important for the future.
- They like to discuss the children’s work in Maths.
- Maths resources and games being sent home would be a practical way to help parents understand more about Maths.
- The majority of parents believe that explicit teaching of concepts, supported by discussion and games or activities is the best way to teach Maths.
- Teachers are happy with the more practical “hands on” approach to teaching Maths.
- Children are more motivated and see Maths as being more relevant through this approach.
- Use of games and Count Me In Too activities is seen as an important way to learn, particularly for those children who work best with their hands rather than with textbooks.
- Students overwhelmingly reported that Maths learning is fun, relevant and challenging.
- It’s much easier to understand now.
- Having to record and explain in your own words is challenging, but much better than using a text book where you don’t have to think as much.

Future directions

- There is a need for a whole school collaborative approach to the teaching of Maths.
- There is a need for relevant, challenging assessment tasks focused on the elements of Quality Teaching to be written and kept as a resource bank.
- Need to implement a whole school assessment program to benchmark and then monitor and track student progress.
- Continue to use the SENA testing for the Infants children.
- Continue to use interactive Maths technology tools to reinforce learning, particularly for those students who are not language based learners.
- Years 4, 5 and 6 students to ensure Maths games are in correct packages with instructions for families to borrow.
- Ensure students are explicitly taught the Newman’s Prompt Analysis strategies.
- Consistent teacher use of term programming sheets and Scope and Sequence for Maths.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The school community is generally satisfied with the teaching and learning programs at the school. Parents are proud of the school’s good reputation in the community and feel the school is very well resourced. They believe all students are treated equally and teachers are supportive and friendly. Parents feel they can talk to the class teacher whenever they need. Many positive comments are received from both visitors and parents alike about the positive and welcoming climate of the school. Parents appreciate the efforts made by teachers to deliver a challenging curriculum in a positive and caring environment.

Teachers are keen to improve their teaching skills and they enjoy working with the students. Students find the school a happy and supportive place to be where they enjoy learning and being with their friends.

Professional learning

During 2008, 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.

Some of the areas covered throughout the year included Child Protection, Code of Conduct,
Maths programming and implementation, Spelling, Grammar, CPR training, Quality Teaching and Learning, Student Welfare and Support Teacher Learning Assistant training.

External training courses included Best Start, Priority Schools Evaluation, Student Welfare, NAPLAN marking, mandatory principal’s training, Grammar, School Planning and Evaluation, Literacy and Numeracy workshops and SASS Thin Client. An amount of $2485 was spent on Teacher Professional Learning as well as additional school funds.

**School development 2009 – 2011**

**Targets for 2009**

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. 85% of students achieving stage based outcomes in spelling.**

Strategies to achieve this target include:

- Analyse National Assessment results in spelling to identify weaknesses.
- Program specifically in order to explicitly teach students the skills in identified areas of weakness.
- Access the NAPLAN teaching strategies for additional support.
- Follow the school’s Scope and Sequence in the teaching of spelling.
- Focus on developing knowledge of the four areas of spelling knowledge and specifically teach this.
- Participate in the Accelerated Literacy Training course for Small Schools.
- Use Best Start assessment to inform teaching practice and identify needs of students in the infants classes.
- Staff to access teacher professional learning opportunities through workshops and viewing ‘best practice’ in local schools.

Our success will be measured by:

- Improved results in spelling with 85% of students achieving stage based outcomes.
- Evidence in programming and classroom practice of specific and explicit teaching of the elements of Quality Teaching and the four areas of spelling knowledge.
- Staff continue to enhance skills through participation in training and development activities.

- Extensive knowledge of spelling needs of infants students which will inform programming and teaching practice.
- Development of relevant and meaningful class assessment practices.

**Target 2.**

**Numeracy. 85% of students achieving stage based outcomes in numeracy.**

Strategies to achieve this include:

- Analyse NAPLAN and school assessment results identifying areas of weaknesses.
- Specific programming for focus on explicit teaching of skills in areas of need.
- Access the NAPLAN teaching strategies for additional support.
- Staff to jointly develop relevant quality assessment tasks and self regulation rubrics for assessment.
- Students develop self regulation rubrics based on identified assessment criteria.
- Access Best Start assessment information to inform teaching and programming.
- Staff to access professional learning opportunities.
- Evidence of Quality Teaching elements in programming and teaching.
- Maths resource packs sent home for student use.

Our success will be measured by:

- Improved results in numeracy with 85% of students achieving stage based outcomes.
- Best Start assessment information informing programming and teaching.
- Quality assessment tasks written and being implemented.
- Students confident to focus on self regulation and the development of rubrics criteria.
- Staff participating in training and development activities.
- Resource packs being used by students.

**Target 3.**

**Establish a student leadership team.**

Strategies to achieve this include:

- Leadership team established.
- Regular participation and input to meetings.
- Attend Young Leader’s Conference in Sydney.
- Develop yearly plan of activities and communicate ideas to staff.
- Develop organisational skills within the school by conducting student led activities.
- Support and awareness raising at local, national and global levels.

Our success will be measured by:

- Establishment of the leadership team.
- Participation and ongoing involvement.
• Organisation of various student events.
• Support of local, national and global organisations.
• Improved understanding of meeting procedures and communication with staff.

Target 4.  
**Technology. Increased integration of technology into classroom activities.**

Strategies to achieve this include:
• Develop school technology plan embedding syllabus outcomes and Quality Teaching elements.
• Students consistently and proficiently using a wide range of technology tools to support their learning.
• Staff to access professional learning opportunities in the use of Interactive Whiteboards.
• Students regularly using online teaching activities.
• Staff more confident in using technology to enhance student learning.

Our success will be measured by:
• Increased staff confidence and willingness to use technology in the classroom.
• Staff implementing technology plan.
• Staff programming reflects syllabus outcomes and Quality Teaching elements.
• Students independently accessing a wide range of technology tools.
• Staff developing skills in the use of the Interactive Whiteboard. (When available)

Rory with his potato people.

**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.

Pip McAlister  Principal  
Kim Ray  Teacher  
Cathy Conroy  Teacher  
Donna Bruce  P & C President.

**School contact information**

Gundagai South Public School  
Luke Street, Gundagai 2722  
Ph: 02 69 441117  
Fax: 02 69 441158  
Email: gundagais-p.school@det.nsw.edu.au  
School Code: 2103  

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:  

Year 2 / 3 Excursion to Wagga.

Infants Dance Lessons.

Easter Theme Day. Kyle, Kassi and Ashleigh.
Kindergarten Orientation Day.

Awards winners from Years 2 and 3

Sam winning the 100 metres.

Tayla digging potatoes in the vegetable garden.

Fun days at school.


Michala.

Winners are grinners. Easter Hat Parade.

Nathan and Emily using the new equipment.