Gundagai South Public School
Annual School Report
Messages

Principal’s message

During 2012, our students have enjoyed many opportunities to participate in a great range of activities, from inspired teaching and learning in the classroom, to rich cultural opportunities through our excursion and performance programs, participation in extra-curricular activities such as public speaking, fishing, gifted and talented Science Day, visual art workshops and involvement in a number of different sporting events.

All students are encouraged to ‘Do Their Best’ under the banner of our Positive Behaviour for Learning values of Respect, Responsibility and Care.

Our school is one of inclusivity, where all students are valued individuals who are encouraged to achieve to their highest potential. Those who have additional learning needs are nurtured and supported in their learning by caring, patient and highly skilled teachers who are committed to helping all our students experience success.

Staff attended a range of professional learning opportunities, continually striving to be the best they can be, by embracing learning themselves; developing and sharing their knowledge, skills and love of learning with their students.

Our playground area is expansive, with challenging and exciting play equipment including an all-weather tennis court. School buildings are well maintained with attractive photographic displays of the students and parents highlighting special events throughout the year. Up-to-date technology is found in all classrooms and a computer lab is available for use each day.

The number of students at the school continued to grow throughout the year, necessitating the need for a demountable building to be placed on site for 2013. Congratulations to our staff, students, parents and community for another successful year of teaching and learning together.

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 had another busy year with the main fundraising events being a very successful fete and our annual street stall.

The P & C contributed a considerable sum of money towards the school’s major excursion to Canberra. Without this ongoing monetary assistance, costs for this event would be significantly higher. The P & C also purchased a range of additional books for the library and have committed a large proportion of funds raised at the fete towards a new Interactive Smart board for the new demountable classroom.

The P & C supported the school in its quest to retain current funding support for its high needs students following advice that funding would be reduced. The P & C are also investigating the possibility of acquiring a building which could be used as a hall for the school in order for us to hold our assemblies in. Due to our increasing enrolments, the Kindergarten classroom is no longer big enough to hold the number of parents and community members wishing to attend.

School assembly.

Volunteers to assist with school activities continues to be an issue, as we strive to involve more parents and encourage their participation in their children’s education.

A big thankyou to all the teachers, staff and volunteers for helping to make Gundagai South School as successful as it is. Well done everyone.

Margaret Crowe
Student representative’s message

As school captains, we have had many opportunities throughout the year, 2012, with Mrs McAlister, our teacher and principal, guiding us the whole way.

Being school captains involves representing the school on many occasions including Anzac and Remembrance Day, attending other important occasions such as the Peer Leadership conference and running the Peer Support groups for the whole school which involved teaching groups of younger students a range of social skills. We have enjoyed these opportunities.

This school is very welcoming and we all participate in lots of different activities. One of the best things about the school is that it doesn’t matter who you are, we welcome and respect everyone and we all appreciate the opportunities to participate in so many different learning and fun activities.

We have taken pride in being school captains and looking after our fellow students.

Ella McGuirk, Lilly Bowditch, Chelsea Wilson, Ashleigh Sutton and Joe Collier.

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<th>2012</th>
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<td>31</td>
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<td>30</td>
<td>29</td>
<td>31</td>
<td>44</td>
<td>39</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>94.4</td>
<td>93.5</td>
<td>90.4</td>
<td>87.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.1</td>
<td>92.8</td>
<td>92.6</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.2</td>
<td>95.2</td>
<td>93.1</td>
<td>93.5</td>
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<tr>
<td>3</td>
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<td>91.3</td>
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<td>4</td>
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<td>97.6</td>
<td>91.5</td>
<td>95.2</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
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<td>94.5</td>
<td>93.9</td>
<td>92.0</td>
<td>92.7</td>
</tr>
</tbody>
</table>

Management of non-attendance

For students whose attendance is irregular or unexplained, the school makes approaches firstly to the parents and then to the Home School Liaison Officer who deals with both the students and the parents.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
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<tr>
<td>Teacher Part-time</td>
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<tr>
<td>Teacher RFF</td>
<td>0.168</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.436</td>
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<tr>
<td>Total</td>
<td>6.272</td>
</tr>
</tbody>
</table>

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

There are no Indigenous employees at the school.

The school is staffed by four full time teachers - Mrs McAlister, Principal and Year 5/6 teacher; Miss O’Hehir (Year 3/4), Mrs Ray (Year 1/2) and Mrs Flanagan (Kindergarten). Mrs Dickinson taught two days a week as the Learning Support teacher and one day for ESL support, Miss Smart worked for four days to teach teacher release and learning support and Mrs McMillan taught technology one day a week. Mrs Matthews, Mrs Greaney and Mr Garnham worked as School Learning Support Officers.
Mrs Edwards is the School Administrative Manager and Mrs McDonald is the School Administrative Officer. Tracey Moy is our cleaner and Adam McLaurie is our general assistant.

Staff retention
During 2012, Mrs Conroy again took leave before deciding to retire at the end of term one.

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.

Date of financial summary: 30/11/2012

**Income**
- Balance brought forward: $48122.68
- Global funds: $83123.33
- Tied funds: $108353.13
- School & community sources: $33676.06
- Interest: $2890.15
- Trust receipts: $3036.65
- Canteen: $0.00
- Total income: $279202.00

**Expenditure**
- Teaching & learning
  - Key learning areas: $17523.58
  - Excursions: $18544.35
  - Extracurricular dissections: $17027.52
- Library: $2276.10
- Training & development: $1611.00
- Tied funds: $86052.79
- Casual relief teachers: $867.63
- Administration & office: $36586.52
- School-operated canteen: $0.00
- Utilities: $16212.90
- Maintenance: $11047.55
- Trust accounts: $3039.65
- Capital programs: $0.00
- Total expenditure: $210789.59
- Balance carried forward: $68412.41

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts
All students are encouraged to participate in a balanced curriculum program which is supported by the opportunity to participate in a variety of extra-curricular activities. The following information provides an account of some of these activities.

Each year the whole school contributes to the presentation of a mural of work based around a current local or global theme for the annual Gundagai Show. This year, we chose to highlight the Chinese Year of the Dragon, with an effective display of written work and art which provided a colourful display.

![Chinese Year of the Dragon – local show display.](image)

Chelsea Wilson, Malcolm Clarke, Louis Lievens and Holly Young were chosen to participate in the Regional Arts workshops in Griffith and Wagga and all students performed and contributed work for the local flower show. Kyle Monaghan and Lilly Bowditch were awarded 1st placings, whilst Billy Anderson, Noely French, Tiara Foster, Zoey Anderson. Conner Winner, Kynan Crossley, Brianna Crossley, Matty Dowell, Zak Anderson, Holly Young, Riley Bethune, Vada Hindmarsh, Harri Ralph, Chelsea Wilson, Malcolm Clarke, Alyssa Lanyon-Dowling, Joe Collier and Peta Salmon received merit certificates.

The school held an Easter Hat Parade with some wonderful hats being worn, whilst every student contributed to the making of a large banner
which is hanging in the foyer, to showcase our three Positive Behaviour for Learning values of Respect, Responsibility and Care.

Dakota and Jamie – winners in the Easter Hat Parade

Once again, the school was host for the District Finals of the Multicultural Perspectives Public Speaking Competition with our representatives being Ashleigh Sutton, Lilly Bowditch, Ben Crooks and Cassie French. Lilly Bowditch received a Highly Commended certificate. School representatives at the Regional Spelling Bee were Chelsea Wilson, Dakota Anderson, Jed Collier and Cassie French.

Ashleigh, Lilly, Cassie and Ben – Public Speaking.

At our presentation evening, the whole school presented the play “Tinsel and Tea-towels” – a Christmas musical with a local flavour. During the year, students travelled to Wagga and Canberra to watch live performances of James and the Giant Peach and Peter Rabbit. The school hosted a performance called ‘Then and Now’, a comparison of lifestyles during the last two centuries.

Music lessons continue to be provided for those who wish to learn an instrument. Several students participated in the University of New South Wales exams with Chelsea Wilson receiving a credit in spelling and Ella McGuirk and Ashleigh Sutton gaining Distinctions in the Primary Research Project.

Sport

Students are encouraged to be involved in P.E., fitness and sporting opportunities throughout the year. Each year, the students participate in swimming, cross country and athletics carnivals, as well as Mortimer Shield and Trent Barrett Rugby League, Aus Tag and Netball Gala days, with opportunities to trial for selection in district teams. The students also have the opportunity to ski locally at Mt Selwyn snowfields.

This year, our local Gundagai PSSA district was amalgamated with Tumbarumba and Tumut PSSA areas and the students now compete at school level and a larger district before moving to regional competitions.

Congratulations to our school age champion swimmers – Chelsea Wilson, Malcolm Clarke, Lilly Bowditch and Anna McGuirk. Twenty two children attended the district swimming carnival. Ashleigh Sutton and Holly Young attended district netball trials and Claire Lievens, Courtney Hampton-Press and Alauralee Bowditch participated in a netball day in Tumut. Malcolm Clarke attended rugby league trials and was selected in the district soccer team, whilst Ashleigh Sutton and Chelsea Wilson were selected in the girls soccer team and travelled to Leeton. Ella Blay was Reserve Champion Novice rider at the Tumbarumba Public School Equestrian Interschool Championship.

At the small schools athletics carnival, Anna McGuirk and Malcolm Clarke gained individual championships with many of the students representing the school at the district carnival. Vada Hindmarsh won the Junior Girls Discus, qualifying for the regional carnival in Albury.
School champions in sub junior cross country were Ella Blay, Cooper Bethune, Rylee Byrne and Daniel Anderson. In the 8/9 years girls, the winner was Claire Lievens, whilst boys winner was Riley Bethune. In the 10 years events, Anna McGuirk and Louis Lievens shared the honours, in the 11 years Peta Salmon and Jayden Bonat, and in the 12 years event, Ella McGuirk and Malcolm Clarke were champions. Sixteen students travelled to Batlow for the district carnival held in abysmal weather conditions.

Peta Salmon, Ella and Anna McGuirk, Madison Jones, Lilly Bowditch, Ashleigh Sutton, Chelsea Wilson and Felicity Iles participated in the gala Aus Tag day in Tumut and Malcolm Clarke played Rugby League with students from the other small schools. Ben Crooks, Jamie Bonat, Kaidan Bell, Riley Bethune and Braydon Rolfe-Lanyon played in the Small Schools Trent Barrett Rugby League team, almost winning the days competition. Claire Lievens played in the small schools tag team.

All students enjoyed the intensive swimming program which culminated in a fun day of swimming activities and races involving students, parents and staff. The school entered a team in the small schools PSSA Soccer knockout competition and everyone participated in tennis, gym and dance lessons conducted by specialist teachers during the year.

Winners of the school Nutcracker Shield Tennis competition were Peta Salmon and Angel Whiting in the doubles and Daniel Clark in singles. Sportsperson of the year was Malcolm Clarke.

Our school fitness program continued throughout the year with an emphasis placed on the acquisition of new skills, active participation, team work and sportsmanship. All students participated in an intensive skipping program throughout the winter with the highlight being a visit from the St George Skipping team from Sydney. The senior students enjoyed a day of fishing and some students and parents travelled to Mount Selwyn to ski.

Other

Parent and Community Involvement.

Parents and community members are encouraged to participate in their child’s education and attend functions or offer support whenever they can. A BBQ for all parents was held in February to welcome all new families to the school and this was followed by an Art and Afternoon Tea for grandparents and friends during Seniors Week.

Parents enjoyed our Open Day, participated in the Numeracy workshops for parents and attended the Olympic Theme Day and Book Fair. They assisted with the running of our disco, attended a working bee and assisted in the organization of a very successful school fete, held in perfect weather in October. They catered for the athletics carnival and supported and conducted a variety of street stalls.
The local community supported the school through the collection of Coles and Woolworths dockets and the students raised money to support the Deafness Foundation and World Vision.

Over half of the students at the school marched on Anzac Day and the school captains laid a wreath during the local Remembrance Day ceremony. Staff supported the community “Fun in the Park” afternoon and the community “Transition to School” evening. The local Paint ‘n Play group hold monthly sessions at the school.

The students participated in Clean Up Australia activities and all students in Years 5 and 6 presented weekly school news on the local ‘Sounds of the Mountains’ radio station. Gundagai High School Year 12 students conducted PE lessons for the senior students as part of their course curriculum and the school hosted two student teachers from the central coast as part of the ‘Beyond the Line’ teaching experience. Two fourth year student teachers completed their internships at the school and the school supported two other student teachers who completed their practicums at the school.

Interns Miss Z and Mrs W – Book Fair

The school’s transition to school program for students enrolling in 2013, included an Open Day and BBQ as well as regular classroom sessions in term four and an information session for parents.

Excursions

Each year the students have the opportunity to participate in a number of excursions. Students in Years 3 – 6 travelled to Canberra for four days to complete their studies on Australian Democracy and State and Federal Government. Traditional venues such as Old and New Parliament House, The War Memorial, Museum of Australia, the National Gallery, High Court of Australia, National Library, the Governor General’s residence and the AIS were popular, as were Cockington Green, CSIRO Discovery, Questacon and our night time activities which included ten pin bowling and ice skating.

Riley at CSIRO Discovery

Students from Nangus and Gundagai South at Parliament House with their local member.

At the end of term one, the students travelled to Nangus Public School for the biannual Sports Camp. Students in Years 2 – 6 camped overnight and everyone enjoyed the social interaction as well as learning new skills in cricket, football, rugby league, netball, speedminton, tennis, basketball, gymnastics and dance.

Dancing was great fun at Nangus.
Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Reading – NAPLAN Year 3

In 2012, ten Year Three and five Year Five students sat for the NAPLAN tests. It is difficult to make detailed comparisons of achievement from one year to the next due to the small number of students in each class. Although not all our students have achieved in the highest bands, each and every one is encouraged to do their best and they receive great support for their learning.

Numeracy – NAPLAN Year 3

In numeracy, 30% of students scored in band 4. Results in number, patterns and algebra were better than those in data, measurement, space and geometry. All areas of numeracy need to be addressed, with the specific teaching of Newman’s prompts to be used to help students identify key words and to understand what the question is asking.

Reading – NAPLAN Year 5

Summary statistics or graphical representation of student performance must not be used for cohorts of less than 10 students in any course or subject.

Although our reading average was below the state, fifty per cent of our students were in the higher bands. Our reading growth between year three and five was below the expected state average but was above our previous average.

Numeracy – NAPLAN Year 5

Summary statistics or graphical representation of student performance must not be used for cohorts of less than 10 students in any course or subject.

In a disappointing result our numeracy average was below the state for the first time in four years.

Progress in reading

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
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</tbody>
</table>
Progress in numeracy

| Average progress in Numeracy between Year 3 and 5* |
|-----------------|-----------------|-----------------|
| School          | 109.7      | 106.6      | 83.4       |
| SSG             | 80.8       | 93.2       | 88.5       |
| State DEC       | 89.6       | 95.8       | 98.2       |

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

The school educates all its students about Aboriginal history, culture and current Aboriginal Australia. This is achieved through specific units or integrated aspects of other Human Society and Its Environment (HSIE) units. Specific or integrated units on Aboriginal education are all programmed and taught across the K-6 curriculum.

A visit to the Brungle Aboriginal Environmental Education Centre supported the work being done in class relating to early Aboriginal culture and history.

**Multicultural education**

The school’s Codes of Behaviour/Anti Bullying Policies have been particularly successful with very few recorded bullying or anti-social behaviour being registered. It was extremely pleasing not to see comments about bullying from students during our annual survey on school satisfaction.

Each stage teacher still incorporates culturally inclusive teaching practices and develops aspects of their HSIE units to educate our students about different religions and cultures. Every opportunity is taken each year to have a specific school focus on multicultural education. In 2012 it was a focus on Asian cultures. Multicultural aspects of our HSIE units and appropriate use of current world events will hopefully prepare our students for a more culturally diverse environment that they may encounter later on in their lives.

**Progress on 2012 targets**

**Target 1 - Literacy**

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

- Improve student achievement in literacy.
- All students to achieve National Minimum Standards in literacy.
• Apply intervention strategies to support students at risk.
• Improve monitoring, tracking and assessment of literacy.

Our achievements include:
• Introduced the Robinvale Speech Kit and Time to Talk.
• Restructured class groupings based on results of whole school assessment.
• Supported and provided intervention strategies to improve literacy outcomes for students at risk.
• Up-skilled staff in teaching the specific structure and features of text types.

Target 2 - Numeracy
To improve all students’ results in numeracy to achieve stage based outcomes.
• Improve student achievement in numeracy.
• All students to achieve National Minimum Standards in numeracy.
• Apply intervention strategies to support students at risk.
• Improve monitoring, tracking and assessment of numeracy.

Our achievements include:
• Staff using whole school assessment, tracking, monitoring and planning strategies using the Early Learning Framework in Number continuum and beginning to use the numeracy continuum K-10.
• Staff implemented whole school assessment strategies using class testing, SENA, TEN strategies and S & G assessments to inform planning and guide teaching.
• Staff analysing data (including NAPLAN) across the school in the area of numeracy to improve teaching.
• Implemented a restructure of teaching groups in line with assessment results and data analysis.

Target 3 – Student Welfare and Engagement
To incorporate the Positive Behaviour for Learning Program, reduce incidents of inappropriate behaviour and to provide opportunities for student leadership.
• Implement Positive Behaviour for Learning
• Include classroom management.
• Provide opportunities for disengaged students to learn through differentiated and alternative learning programs.
• Provide leadership opportunities.

Our achievements include:
• Introduced PBL strategies into classrooms in 2012
• Reduced the number of interruptions to teaching and learning due to poor behaviour and disengagement by 30%.
• Successful in obtaining funding for the School Chaplaincy Program
• Promoted the development of respectful relationships.
• Successfully established a senior student leadership group to run the Peer Support program.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Management and mathematics.

Management
Background
During 2012, the area of school management was selected for evaluation because of its position in the educational cycle. Surveys adapted from school map were distributed to all parents, with students and staff using focus group questioning to record their thoughts.

Findings and conclusions
Ten families out of a possible thirty-nine responded to the survey on school management. All staff and groups of students, Years 3 to 6 responded to focus group questions on school management at Gundagai South Public School.

The evaluation committee found the survey data indicated the following:
Parents

- An extremely pleasing 100% of parents indicated that the school is; continually looking to improve its performance, meeting the educational needs of all students and is well organised.
- A vast majority of parents (90%) indicated that the school communicated effectively with parents.
- 100% of parents indicated the school cares about their students and staff are valued by parents and students alike.
- Every parent (100%) also indicated that school discipline measures were fair, although staff need to constantly monitor incidences of bullying.
- There were a very pleasing seven parents who made individual comments about school management. These comments were very positive with some good suggestions for improvement although no one consistent theme emerged. Home readers, sport involvement and some bullying issues could be further investigated.

Students

- The vast majority of our students (90%) indicated the school is continually looking to improve its performance, cares about students, is well organised and students get a fair go.
- A very pleasing 80% of students indicated they thought the school discipline policy was fair.
- 100% of students indicated the school is effectively communicating with students and they value their teachers.
- 85% stated they were getting a good education.

Staff

All staff are extremely supportive of school management and appreciated the continual opportunity to participate in this process.

Staff also stated that while they encourage parental and student involvement in the decision making process some suggestions are not always practical or supported by the majority of the school community.

Future directions

Survey data clearly indicated that school management was highly effective and there were few suggestions for improvement.

The committee recommended that a process be set up to look at any perceived change suggested by parents and students; particularly the sport programs and playground equipment, such as seating. Parents would also appreciate a yearly calendar of events where possible.

A few comments were made about the need to look at bullying - and this will be investigated in 2013.

Mathematics

Background

Mathematics is a priority area for the school.

Results in standardised testing and NAPLAN in 2012 showed the need to focus on working mathematically in this key learning area.

Parents, staff and students were surveyed or took part in focus groups on their perception of the teaching and learning of mathematics in the school.

Findings and conclusions

The results from staff discussions highlighted the following points:

- in the early years, the Best Start assessment and continuum drives teaching programs;
- the school is well resourced;
- the syllabus is well set out and supports teaching with a variety of activities and games; and
- good teacher questioning in Years 3 – 6 assists with student learning.

The following areas for improvement were noted:

- there is a substantial amount to cover in limited time;
the use of text books does not support individual needs and does not consolidate ideas; and
there are some inconsistencies amongst staff about how mathematics is taught.

The results in the parent survey were positive with the following questions being strongly agreed to:

- mathematics is an important subject for my child;
- my child has developed new skills in mathematics;
- homework is useful and supports what is taught at school; and
- my child enjoys mathematics.

**Future directions**

Two areas that received less support than others were parent knowledge about how mathematics is taught and the school keeping parents informed about this. The suggestion of setting up class structures in the same format as that which exists for the teaching of literacy was well supported by parents. These aspects will be addressed in the 2012–2014 school improvement plan.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

The school community in general appears satisfied with the educational environment provided by the school with the following areas being most favourable:

- the school is a friendly place that is tolerant and accepting of others;
- the school maintains a focus on literacy and numeracy; and
- a wide range of extracurricular activities are provided.

**Professional learning**

During the year, staff attended a variety of professional learning activities in order to enhance their understanding and implementation of the teaching pedagogy. Our allocation of $4385.20 for teacher professional learning was spent on areas including literacy and numeracy, quality teaching, career development, computer and information technology, health, welfare and equity. The school supplemented this amount with an additional $1611.00 provided through our global allocation in order that all staff could benefit from relevant and timely professional learning opportunities.

Staff participated in L3 training (Language, Literacy and Learning), TEN (Targetted Early Numeracy), TOWN (Taking Off with Numeracy), in school literacy and numeracy support, Jolly Phonics, Best Start, Behaviour Management and PBL, Live Life Well (Healthy Living), Student welfare, curriculum introduction, NAPLAN data analysis, new scheme teacher induction training, CPR, Anaphylaxis and Asthma updates and mandatory principals training. At our Staff Development Days and during regular weekly staff meetings, mandatory training was completed on Child Protection, Code of Conduct, Welfare, Health and Safety as well as curriculum development and behaviour management training. Whole school planning, evaluation and assessment of curriculum and management was addressed.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1 - Literacy**

**Outcome for 2012–2014**

- Improve student achievement in literacy.
- All students to achieve National Minimum Standards in literacy.
- Apply intervention strategies to support students at risk.
- Improve monitoring, tracking and assessment of literacy.
2013 Targets to achieve this outcome include:

- To increase by 20%, the number of students in Years Three and Five achieving in the top three bands in literacy by 2014.
- To achieve levels of growth comparable to the state in literacy for students in Year Five.
- To raise the standards of literacy over three years in other classes to ensure:
  - 80% of students in Kindergarten achieve a reading level of 6 by the end of their first year.
  - 80% of students in Year One achieve a reading level of 12 by the end of their second year.
  - 80% of students in Year Two achieve a reading level of 24 by the end of Year Two.
- To support and provide intervention strategies to improve literacy outcomes for students at risk.

Strategies to achieve these targets include:

- Implement whole school assessment, tracking, monitoring and planning strategies using literacy continuum.
- Staff to complete whole school assessment including Waddington Reading, SA Spelling, Benchmarking for reading levels and implement S & G assessments.
- Staff to analyse Best Start and NAPLAN data across the school in the area of literacy.

Talking and Listening.

- Continue to use the ‘Robinvale Speech Kit’ and Time to Talk.
- Access services of Speech Therapist to provide assessment, support and guidance to improve articulation for students.

Reading.

- Restructure class groupings based on results of whole school assessment.
- Implement changes to whole school timetable to facilitate restructure – classes structured on ability.
- Explicit and systematic teaching of quality, integrated and balanced literacy programs evidenced in staff programs.

Writing

- Examine NAPLAN data and identify areas showing greatest weaknesses.
- Teaching programs identify focus on areas of weakness and teaching reflects the skills identified.
- Up skill staff in teaching the specific structure and features of text types.

School priority 2 - Numeracy

Outcome for 2012–2014

- Improve student achievement in numeracy.
- All students to achieve National Minimum Standards in numeracy.
- Apply intervention strategies to support students at risk.
- Improve monitoring, tracking and assessment of numeracy.

2013 Targets to achieve this outcome include:

- To increase by 30%, the number of students in Years Three and Five achieving in the top three bands in numeracy by 2014.
- To achieve levels of growth comparable to the state in numeracy for students in Year Five.
- To raise the standards of numeracy over three years in other classes to ensure:
  - All students in Kindergarten will have reached perceptual counting to 20 by the end of their first year.
  - All students in Year One will be able to show figurative counting across the decade by the end of their second year.
  - All students in Year Two will be able to achieve Facile level by the end of Year Two.
- To support and provide intervention strategies to improve numeracy outcomes for students at risk.
Strategies to achieve these targets include:

- Staff to discuss whole school assessment, tracking, monitoring and planning strategies using the Early Learning Framework in Number continuum.
- Staff to implement whole school assessment using class testing, SENA, TEN strategies and S & G Assessments to inform planning and guide teaching.
- Staff to analyse data (including NAPLAN) across the school in the area of numeracy.
- Implement organisational restructure of teaching groups in line with assessment results and data analysis.

School priority 3 – Student Welfare and Engagement

Outcome for 2012–2014

- Implement Positive Behaviour for Learning
- Include classroom management.
- Provide opportunities for disengaged students to learn through differentiated and alternative learning programs.
- Provide leadership opportunities.

2013 Targets to achieve this outcome include:

- To continue to use PBL strategies in classrooms in 2013
- To reduce the number of interruptions to teaching and learning due to poor behaviour and disengagement by 50% in 2013.
- To re-engage identified students with behaviour issues by introducing specific rewards – club activities and team building project.(Getting Everyone to Succeed – GETS)
- To provide boys and girls with the social support needed to succeed at school.
- To promote the development of respectful relationships.
- To build student leadership qualities and establish a SRC during 2012.

2013 Strategies to achieve these targets include:

- Mentor for PBL to guide staff learning through next phase to incorporate strategies for implementation in the classrooms.
- Staff to complete online ‘Managing Behaviour’ training.
- Establish Team Building Project.
- “Getting Everyone to Succeed” (GETS)
- Provide opportunities for differentiated learning and alternative class programs through establishment of clubs and Men’s Shed activities.
- Provide opportunities for Year 6 student leadership –
  - Buddy system
  - Establish SRC
  - Organised activities and fundraising
  - Attendance at Leadership conference
  - Peer support leaders
  - Organised sport activities at lunch time.
- Program the inclusion of the School Chaplain in school activities
- Staff to plan and teach units of work promoting positive behaviour and the three values for the school – Respect, Responsibility and Care

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:

2012 in review.