Principal’s message

The Annual School Report for 2013 provides an overview of the students’ achievements for the year and highlights our success, involvement and interaction within the school and wider community. Our school is committed to supporting and nurturing all students to achieve their best, whether it be academically, in the achievement of learning outcomes, on the sporting field or in pursuit of community endeavours.

Students from Gundagai South Public School demonstrate our Positive Behaviour for Learning values of Respect, Responsibility and Care. They are supportive of all students, irrespective of background or circumstance and a school community of tolerance and acceptance flourishes. Students are provided with the opportunity to participate in a wide range of extra-curricular activities to enhance their learning and social interaction. The staff support the students in their learning through encouragement and commitment to the delivery of quality teaching and learning programs. Parents and community members continue to provide ongoing support to the school through their involvement in classroom, extra-curricular and fundraising activities.

Thank you to the staff, students and community members who have worked tirelessly throughout 2013 to support our 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

The P & C has had a busy and successful 2013 raising much needed funds to help support our children’s learning at Gundagai South. We ran a number of raffles during the year which raised over $1000. We also received great support for the three stalls that we had which raised over $2500.

The Gundagai South canteen has had a great year. It is well supported and appreciated by the children of the school. This year we were kept busy running the canteen at both the Small Schools Athletics Carnival and the Highlands Athletics carnival and at these two events we raised close to $3000 which is a fantastic result. We have seen a change of management through the year, so we would like to thank Tiki for all the time she put into the canteen and welcome Janet into the new role.

This year, the P & C, including the canteen, has contributed to the school just short of $10,000. The money was used to purchase a new Smart Board for one of the classrooms, a very smart looking sports uniform that the children wear proudly when representing Gundagai South, and a large donation to the school to help keep the cost of the major excursion, that all children enjoy, as low as possible. In 2014, we are hoping to help the school purchase PBL signs to be placed around the school to help reinforce the Positive Behaviour message and possibly also a public address system.

The P & C would like to sincerely thank the families and friends of the school and the Gundagai community for your support throughout 2013. Without your support the achievements of the P & C would not be possible.

Karen McGuirk

Student representative’s message

During 2013, we have been able to participate in many different activities and we have represented the school with pride. We attended the opening of the new Multi-Purpose Health facility in Gundagai early in the year; we led the school in the Anzac Day march and attended the Remembrance Day ceremony. We travelled to Wagga to participate in the regional leadership workshop day where we learnt what it means to be a positive, strong leader who is willing to stand up for their beliefs. We all had the opportunity to welcome visitors to the school and show them around and to thank special people who attended special performances throughout the year.

We tried to be good role models for the younger students and to set a good example through the Positive Behaviour for Learning principles. During the year the senior students all helped the younger students with reading through the Buddy Reading Program. We helped the younger members of the school in the playground too, and participated enthusiastically in everything.
We loved going on all the excursions and we know that next year everyone will have a great year. We wish the new leaders good luck in their leadership roles.

Jayden Bonat, Dylan Doran, Anna McGuirk and Leonie Rolfe-Lanyon.

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
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<th>2011</th>
<th>2012</th>
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<td>94.5</td>
<td>93.9</td>
<td>92.0</td>
<td>92.7</td>
<td>93.7</td>
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</table>

Management of non-attendance

Attendance is monitored by classroom teachers who report any concerns to the principal. The school then approaches parents/carers to discuss irregular or unexplained absences and if necessary, further follow up is made by the Home School Liaison Officer who deals with both students and parents. Support for parents is provided in the school newsletter with absence notes attached for completion. Legal requirements relating to school attendance are included in the newsletter each year.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
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<tr>
<td>Teacher Part-time</td>
<td>0.168</td>
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<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>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

This year the school welcomed two new permanent teachers – Mr Cooper, teaching Years 3 and 4 and Mrs Jackson teaching the K / 1 class. As well, Mrs Flanagan taught Years 1 and 2, and as teaching principal, I taught Years 5 and 6. Mrs Ray taught the release and part-time components, Mrs McMillan ICT and Ms Dickinson was our Learning and Support Teacher. In addition, Mrs Matthews, Mrs Greaney and Mr Garnham were employed as School Learning and Support Officers. Ms Lehtsalu accepted the position of Student Welbeing Worker in term four. Mrs Edwards and Ms McDonald shared the administrative role, Tracey Moy continued as our cleaner and Ryan Elphick is the General Assistant.

There are no Indigenous employees at the school.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualification</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</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 30/11/2013

**Income**

- Balance brought forward $68412.41
- Global funds $79620.78
- Tied funds $155502.72
- School & community sources $40937.41
- Interest $3410.78
- Trust receipts $1925.90
- Canteen $0.00

Total income $349810.00

**Expenditure**

- Teaching & learning
  - Key learning areas $15634.58
  - Excursions $22416.61
  - Extracurricular dissections $14665.00
- Library $3993.77
- Training & development $66.00
- Tied funds $124374.93
- Casual relief teachers $934.83
- Administration & office $20518.06
- School-operated canteen $0.00
- Utilities $18922
- Maintenance $4686.42
- Trust accounts $1895.10
- Capital programs $0.00

Total expenditure $228107.34

Balance carried forward $121702.66

Financial summary

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

Salaries for both teaching and non-teaching staff payable in December, 2013, are included in the balance carried forward. This will result in a reduced balance once these salaries have been paid.

A full copy of the school’s 2013 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 2013

**Arts**

During the year, students were provided with many opportunities to participate in experiences to enhance their creative skills. These included:

- Anna, Dakota, Vada, Louis, Harri and Lizzie were chosen to attend visual arts workshops across the Riverina.
- Whole school participation in the local show display with our theme of Sustainability – Water in the Environment.

**Sustainability – Water in the Environment**

- Each class decorated a wooden Christmas tree made by the local Men’s Shed for display in local shops in the community for Christmas.
- Whole school participation in the presentation of musical items for the Anglican Festival of Flowers.
- The school choir performed at Uralba and in the main street of Gundagai in the lead up to Christmas.
- The whole school participated in Music: Count Us In – a musical presentation of the song ‘Keep On’, performed simultaneously by students across Australia.
- All students participated in art workshops with a local artist and high school art teacher during our inter-school writer’s camp.
- The senior students in the school choir participated in the Highlands “Just Singing” performance in Tumut with Jarrah Ransome chosen to perform a solo piece.
All students attended a performance of The Owl’s Apprentice, held at the school.

Anna, Cassie, Elysha and Kasey represented the school in the Multicultural Perspectives Public Speaking competition.

All students participated in the school Spelling Bee with Dylan Doran, Jarrah, Jordan and Kasey being successful and representing the school in the Regional Spelling Bee in Wagga.

Many students show-cased their talents by performing in the school’s S-Factor Talent Quest with Kasey and Elysha being the eventual winners.

Students dressed as their favourite character for Book Week.

Several of our Aboriginal students performed traditional Aboriginal dances for the students, parents and visitors to the school during NAIDOC Week.

Students in K – 2 travelled to Canberra to attend a live performance of ‘Possum Magic.’

Vada Hindmarsh won the ‘Crab Mascot’ ‘Get Hooked’ colouring competition for the Western NSW region.

All students contributed poetry for the local Riverfest celebrations with Dylan Doran being awarded 2nd place.

Music lessons continue to be provided by the Wagga School of Music for individual students wishing to learn an instrument.

The whole school presented musical items for our end of school presentation evening.

Sport

Students at Gundagai South Public School continue to appreciate the opportunities to participate in a wide range of sporting activities where the emphasis is on teamwork and good sportsmanship. These activities are included below.

The students participated in the Small Schools and Highlands swimming, cross country and athletics carnivals with Vada Hindmarsh winning the 11 years Girls Discus and proceeding to the regional carnival in Albury where she achieved a personal best throw.

All students and staff participated in the Premier’s Sporting Challenge with the school achieving a diamond award.

The Fundamental Movement Skills program was implemented for all students as part of our school fitness Live Life Well program. Other activities in our fitness program included brain gym, health hustles, obstacle course, team games and skipping.

Students participated in trials for soccer, touch footie, rugby league and netball with Dakota, Claire, Chelsie and Anna chosen to represent the school in the Highlands soccer team.

Girls in Years 5 and 6 combined with students from Nangus Public School to participate in the Riverina Netball Cup.

Students in Years 5 and 6, and 3 and 4 participated in the Mortimer Shield and
Trent Barrett Gala days for Rugby League and Aus Tag.

Anna with the ball at Mortimer Shield.

- Year 3 and 4 students travelled to Boorowa to participate in the Touch Football carnival, winning all their games.
- Students from Years 3 – 6 participated in the PSSA Small Schools Knockout competition.
- Three senior students travelled to Broken Bay for a week to attend a Sport and Recreation Camp.
- All students participated in a school skipping program to promote health and fitness with a Jump Off competition to complete the program.
- The annual school tennis competition for the Nutcracker Shield was held with Kaidan Bell winning the singles.
- All students from K – 6 travelled to Binalong to participate in the Arabin Cup T-Ball competition.

- Specialist tennis coaching for all students was provided and the school was nominated to win a Hot Shots Tennis Kit. The school was presented with a class set of racquets and 4 mini nets to complement our all-weather tennis court.

Students in Year One enjoying tennis lessons.

- Specialist coaching for gymnastics was also included in our physical education program during term four.

Kyle about to strike the ball at Binalong

- A whole school Heptathlon Day was held with students participating in a tabloid day of activities to promote activity and fitness.
• All students participated in our intensive swimming program delivered by qualified professionals.
• The whole school enjoyed a presentation called from ‘Beach to Bush’, presented by the Royal Life Saving organisation who entertained the students in an interactive manner whilst teaching about the importance of surf safety.
• The Premier’s Sports Medal for 2013 was awarded to Anna McGuirk who also won the Sportsperson of the Year trophy.

Excursions

Lizzie and Adam panning for gold.

Once again, students from Years 3 – 6 were given the opportunity to participate in the major excursion to Ballarat, Bendigo and Echuca to support our HSIE unit on the study of Gold. Our students were joined by the senior students from Nangus for a fantastic week of learning, social interaction, responsibility and independence.

Harri with the candle he made at Sovereign Hill.

Two days were spent at Sovereign Hill, the replica gold mining village of the 1850’s, where students panned for gold, walked in the footsteps of the miners in the underground mines, visited the gold museum, spent time in the classrooms using slates, played old fashioned games including ten pin bowling and enjoyed demonstrations of lolly making and the ancient art of candle making using rendered fat. Everyone enjoyed the spectacular evening light and sound show – ‘Blood on the Southern Cross’. Other activities in Ballarat included a visit to the old Ballarat Cemetery, a visit to the newly opened Museum of Australian Democracy, some modern day ten pin bowling and a night out at Pizza Hut.

Dylan and Jordan at the Museum of Australian Democracy

The students then travelled to Bendigo and visited the Chinese Dragon Museum where they learnt about the importance of Chinese cultural influences on the early history of Bendigo. A ride on the Talking Tram; a breath-taking ride to the depths of the earth in the still operating Central Deborah Gold Mine and visiting the cathedral in Bendigo were other highlights. The week concluded in Echuca where the students stepped back in time along the old Echuca wharf and township, before enjoying a relaxing ride on the paddle steamers and the long trip home. This excursion week was one of fantastic learning experiences and excellent social interaction.

Students in Years 5 and 6 also visited the Junee Licorice Factory where they looked at the production of licorice. Students in Kindergarten, Years 1 and 2 visited Canberra and Wagga for cultural performances, including a visit to the Botanical Gardens. Four lucky students were also given the opportunity to attend Stewart House in Sydney for two weeks.

Supporting our Community

Parents and community members continue to support the school and students in many different ways. In Term One, a welcome BBQ was held for all parents to acknowledge their efforts and welcome new families to the school.

Parents supported the students throughout the year by assisting with funding support and travel for students to participate in the Gifted and Talented Science workshops at Tumbarumba, the art workshops in Griffith and Wagga and Regional...
Spelling Bee in Wagga. Transport was provided to Boorowa for touch football, Tumut for football and swimming, Batlow for cross country and locally to participate in our small schools carnivals.

Parents and community members catered for our overnight ‘Author in Residence’ camp attended by over 150 students from the local small schools. John Heffernan, well known children’s author conducted three days of writing workshops for the students and a session for parents and interested community members. During the final two days of workshops, a local artist and high school art teacher also conducted workshops for the students.

In July and August, the P & C catered for large gatherings of students, staff, parents and community members at both the Small Schools and Highlands athletics carnivals in Gundagai. In October, the school hosted a Community Hoedown Bush Dance which was well attended by both school and community members alike, with some fantastic toe-tapping music provided by the Tin Shed Rattlers. Parents provided a nutritious meal which was much appreciated.

School assemblies and our presentation evening were well attended, as were events held at school including Book Fair, Parent Teacher Interviews, Education Week activities including presentation of curriculum activities for parents, our Classroom Open Day, NAIDOC Day activities, the Talent Quest and the various BBQ’s. Parents and grandparents participated in the Read across Australia - national simultaneous reading activity, sharing the book ‘Herman and Rosie’. Locally, the school received significant support from all sections of the community when we participated in the Woolworths Earn and Learn program. The school received a wonderful array of games, puzzles, musical, sporting and science equipment which was very much appreciated.

Students represented the school on Anzac Day, marching in the local parade with the school leaders assisting with the wreath laying ceremony at the cenotaph. They also attended the Remembrance Day service and they represented the school at the
opening of the new Multipurpose Health facility in Gundagai. Students and staff participated in the local Riverfest Parade and all students joined in ‘Clean up Australia’ day activities. The choir entertained the community in the main street and the elderly residents of the nursing home with some Christmas songs and each class decorated a wooden Christmas tree made by the local Men’s Shed for placement in shops in the community. These trees were auctioned during the local Christmas Carnival with funds raised being returned to the community. The school also entertained the community at the local Anglican flower show with a musical performance.

The students contributed to two main fundraising events during the year to support those less fortunate than themselves. A crazy Hair day and Favourite Sports team colours day were held to raise funds to support World Vision. The students chose to purchase a ‘Trio of Farm Animals’, a ‘Food for Life’ package including seeds, fruit trees, farming tools and a fish farm, and ‘Childhood Immunisation’ to protect children from deadly diseases such as polio, tetanus and tuberculosis. Each week the senior students participated in delivering ‘School News’ on the local ‘Sounds of the Mountains’ radio station.

The school supported the Charles Sturt University Teacher training program with four teachers completing practicums and internships at our school. In addition, the school participated in “Beyond the Line”, a teacher training program designed to allow trainee teachers from the metropolitan university areas of NSW to experience a week teaching in rural NSW schools. The school continues to support the Life Education Van visit to the school with all students learning about the importance of good health and positive relationships. A presentation by ‘Bravehearts’ organisation provided the students with awareness raising about the issues of bullying, cyber safety and social media issues.

The local Children’s Services organization holds monthly Paint ‘n Play activities at our school where members of the local community may come along and enjoy a morning of special play activities for their toddlers. The school held five transition to school sessions during term four and students from the local Pre-school visited our school to join in with the activities in a big school kindergarten class.

Local representatives from church organisations visit the school each Thursday to deliver scripture lessons and at the end of each term a special performance of religious significance is provided for the students.

Wonderful weekly support from two of our special community members is much appreciated as our reading granny, Mrs Funnell visits the school each Monday and Tuesday morning to listen to the Kindergarten and Year One students read and to share stories with them. Mrs Petty spends each Thursday in the Kindergarten and Year One room assisting with literacy and numeracy activities and supporting the students in the playground. The students love having these special people at our school. Parents also assist in the classrooms each day with reading and maths groups. A number of community members also volunteer to assist the school with our intensive swimming lessons.

Mrs Funnell working with Nic.
Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 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)

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 and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013, eleven Year Three students sat for the NAPLAN tests. The students achieved some excellent results with almost half of the students achieving in the top two bands in reading and spelling. In writing, 40% achieved in the top two bands and in grammar and punctuation 60% achieved in the top three bands.
NAPLAN Year 3 - Numeracy

Achievement in Numeracy was not as significant with areas for further development including improved knowledge of basic number facts and explicit teaching of multistep word problems. Specifically, the teaching of Newman’s Error Analysis combined with a more balanced approach to teaching numeracy is needed to ensure all elements of the curriculum are explicitly and systematically taught. Support for identified students will continue with the use of concrete materials in a supported learning environment. Those who are more able will be provided with extension opportunities by accessing teaching and learning activities at a higher stage level where appropriate.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In Year 5, ten students sat the NAPLAN tests in literacy. Results in reading showed 60% of students achieved in Band 6 or higher, whilst in grammar and punctuation, 60% achieved in Band 5 or higher. Students showed significant improvement in results from Year 3 in reading. Continued support for all students with explicit teaching of different genre, text structure and features was provided in writing with the majority of students achieving Band 5 or higher. In all areas of literacy, except spelling, our student cohort in Year 5, sit within the range of achievement for 60% of students across the state.
NAPLAN Year 5 – Numeracy

Emphasis on the teaching of Newman’s Error Analysis and multi-step word problems has been identified in our School plan as an area of significant need for improvement. Continued work with table knowledge, fractions and decimals and some areas of measurement will be highlighted in 2014.

Other achievements

Students at the school have the opportunity to sit for the Australasian Schools exams in Computers, Science, English, Writing, Spelling and Mathematics. Achieving a Credit Certificate in all exams except Writing, (participation) was Lizzie Byron in Year 3.

Significant programs and initiatives

Aboriginal education

The school educates all its students about Aboriginal history, culture and current Aboriginal Australia. Specific or integrated units on Aboriginal education are programmed and taught across the K-6 curriculum. Additional literacy teaching resources of Aboriginal content were purchased through the year to ensure culturally significant resources were available to support all student learning. The celebration of NAIDOC Day activities at school supported the work being done in class relating to early Aboriginal culture, history, games and skills. Local Aboriginal families and students presented an entertaining dance performance as part of our celebrations on this day.

Teacher assessment records indicated that the majority of our Aboriginal students were achieving outcomes that would be more than comparable to their cohorts in NSW. Kasey Bethune received a Proud and Deadly Award at the local Aboriginal presentation awards event in Tumut in recognition of her outstanding academic achievement in the Year 3 NAPLAN tests.

Multicultural education

During the year, representatives from the local Aboriginal Discovery Program attended the school to deliver a number of different workshops relating to Aboriginal culture, history, arts and crafts.

Kasey making damper for NAIDOC Day

Each stage teacher 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 including
our Asian neighbours.

Our students participated in the Multicultural
Perspectives Public Speaking competition and
involvement in events such as these prepare our
students for inclusion in a more culturally diverse
environment which provides all students with a
greater understanding of our multicultural
society.

Transitional Equity Funding
The students at Gundagai South Public School
were supported in their learning during 2013
with additional funds received through the NSW
Government Equity program. This funding is
allocated on a needs basis as a result of data
collected through student enrolment. In 2013,
the school received an amount of $17,800
which was used predominantly to support the
employment of an additional teacher to support
and assist all students in the achievement of
literacy and numeracy outcomes.

The additional teacher allocation allowed for
small groups and individuals to receive intensive
support in the key learning areas. Funds were
also used to purchase a number of extra reading
resources, including guided reading books,
comprehension kits, support materials for oral
language and new numeracy resources.

Student Wellbeing Worker
In term four, Miss Lehtsalu was appointed to the
school as our Wellbeing Worker as part of the
Department of Education, Employment and
Workplace Relations program administered by
Good Beginnings Australia.

The program operates for two days per week (10
hours) and in this role, additional professional
support is provided to students, staff and parents
to assist in the provision of personal and social
wellbeing, access to community and interagency
support services and support of the schools’
Positive Behaviour for Learning principles.

Cooking healthy lunches - Wellbeing Program
Jorja and Angel

School planning and evaluation
2012—2014

School evaluation processes
NSW public schools conduct evaluations to
support the effective implementation of the
school plan. The processes used include:

- School self-evaluation
- SWOT analysis – P&C and staff input
- SMART and other school data analysis

School planning 2012—2014: progress
in 2013

School priority 1

Literacy

Outcomes from 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.
Evidence of progress towards outcomes in 2013:

- Increased by 20%, the number of students in Years Three and Five achieving in the top three bands in literacy by 2014.
- Achieved levels of growth comparable to the state in literacy for students in Year Five.
- Raised 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 18 by the end of Year Two.
- Supported and provided intervention strategies and improve literacy outcomes for students at risk.

Strategies to achieve these outcomes in 2014

- 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 and 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

Outcomes from 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.

Evidence of progress towards outcomes in 2013:

- Increase by 30%, the number of students in Years Three and Five achieving in the top three bands in numeracy by 2014.
• Achieved levels of growth comparable to the state in numeracy for students in Year Five.
• Raised the standards of numeracy over three years in other classes to ensure:
  — Most students in Kindergarten have reached perceptual counting to 20 by the end of their first year.
  — Most students in Year One will be able to show figurative counting across the decade by the end of their second year.
  — Most students in Year Two will be able to achieve Facile level by the end of Year Two.
• Supported and provided intervention strategies to improve numeracy outcomes for students at risk.

Strategies to achieve these outcomes in 2014:
• Staff to discuss whole school assessment, tracking, monitoring and planning strategies using the Numeracy 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
Outcomes from 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.

Evidence of progress towards outcomes in 2013:
• Used PBL strategies in classrooms.
• Reduced the number of interruptions to teaching and learning due to poor behaviour and disengagement by 50%.
• Re-engaged students identified with behaviour issues through introduced specific rewards – club activities and team building project. (Getting Everyone to Succeed: GETS)
• Provided boys and girls with the social support needed to succeed at school.
• Promoted the development of respectful relationships.
• Built student leadership qualities.

Kasey and Bianca working with Tangrams

Building respectful relationships
Josie and Chlesie

Strategies to achieve these outcomes in 2014:
• Mentor for PBL to guide staff learning through next phase to incorporate strategies for implementation in the classrooms.
• Staff to complete ‘Autism’ and ‘Managing Behaviour’ training online.
• 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 structured games and sport activities at lunch time.

- Program the inclusion of the Student Wellbeing worker 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

**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. An amount of $4446.67 for teacher professional learning was expended on areas including implementation of the new English syllabus for all staff, with further intensive training for two staff, L3 training – (Language, Literacy and Learning), training in numeracy with the TEN program – (Targeted Early Numeracy), quality teaching, beginning teacher career development, computer and information technology, health, welfare and equity. All staff benefited from relevant and timely professional learning opportunities.

Other training and development opportunities included Best Start, Behaviour Management, PBL training and workshops, Live Life Well (Healthy Living), Road Safety, Student welfare, NAPLAN data analysis, 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 Conductor, Welfare, Health and Safety as well as curriculum development and behaviour management training. Whole school planning, evaluation and assessment of curriculum and management were also addressed with SASS staff also attending training and development and the teaching and learning forums.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

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;
- a wide range of extracurricular activities are provided; and
- an extensive array of resources

A number of parents have suggested having a second language taught to allow students to experience the numbers, common sayings and high frequency words used in a different language.

**Program evaluations**

**Positive Behaviour for Learning (PBL)**

**Background**

In 2013, the school looked at the implementation of the Positive Behaviour for Learning philosophy.

School values of respect, responsibility and care need to be evaluated and put into practice for playground supervision at both recess and lunchtimes and before and after school.

It was recognised that consistency in supervision and consequences for poor behaviour needed a definitive approach which included organised tracking of student behaviours.

Staff and students were surveyed and the school parent body consulted and a plan of action put into place.
Findings and conclusions

• There was a need for reflection time to be held during the whole of lunch with support from the classroom teacher or wellbeing worker so children could discuss issues of poor behaviour, reflect and address strategies for improvement in a more timely manner.

• Active supervision by teaching staff and learning support officers needed to be maintained throughout each duty time with all staff being made aware of the need for using active scanning, movement and positive interaction with students whilst on playground supervision.

• The focus for PBL needed to be both in the classroom and in all playground settings.

• The values and behavioural expectation lessons needed to be developed by the staff and specifically taught in weekly sessions.

• Parents needed to be kept informed of the school’s PBL values and expectations via the weekly newsletter and school website.

• PBL information was on display in all classrooms.

• Staff need to meet regularly and specifically for PBL to monitor student behaviour.

• Staff need to be more diligent about input of student data on a more regular basis.

• The school PBL signage needed to be designed, purchased and erected.

Future directions

All teachers are working towards supporting students in secondary and tertiary prevention strategies e.g. positive playground, student role models in the playground and alternative constructive supervised play.

Students and staff need to celebrate the successes of the program and staff professional learning in developing active supervision practices need to be implemented in the playground with positive and negative consequences consistently applied.

PBL needs to be a continual focus at assemblies with embedded values reflected in system changes in line with perceived needs and all school documents and the school website updated.

The school use of tracking data to inform behavioural focus and use in communication with staff and parents is improved.

Reading

Background

We need to reflect the literacy needs of the 21st Century learner and investigate the opinions and ideas of everyone. As comprehension has been identified as an area of concern at Gundagai South Public School through a variety of assessments, we investigated the concerns of teachers, students and staff.

Findings and conclusions

• All staff use a variety of strategies in teaching comprehension;

• The majority of staff clarify the intended outcomes and purpose of the learning experience in a systematic and explicit way;

• All staff agree that student involvement ranges from whole class, to individuals, to groups;

• All staff critically reflect on their teaching of reading comprehension, with an understanding of current research;

• All staff agree that their reading program articulates a range of learning strategies to cater for different learning styles;

• The majority of staff agree that feedback to students is timely and specific, and gives them information on how they can improve their performance;

• The majority of staff agree that formative assessment is incorporated into their teaching program;

• The majority of the staff are aware of the school’s NAPLAN performance and agree that NAPLAN reading information informs their teaching;
• 95% students agree that the school expects them to do their best;
• 95% of student believe that reading is an important skill to learn and that they take pride in their learning;
• A majority of students agree that reading skills help them learn in all KLAs;
• The majority of students agree that the activities their teacher uses help them to learn, and that there is a good balance between working on their own and with others;
• Not all students read at home; and
• 100% of parents believe Literacy learning is important.

Future directions
• In 2014 Gundagai South Public School will focus on reading and comprehension across all grades K-6;
• Teachers will indicate in their teaching programs, the specific strategies which are used for comprehension lessons;
• The K-6 Literacy Continuum – specifically the comprehension aspect; to be revisited for Professional Learning with student progress tracked along the continuum;
• That appropriate and related resources, references and “learning tools” be matched with the K-6 Comprehension Continuum indicators;
• Staff to undertake training in improving the delivery of teaching comprehension;
• Staff to critically reflect on their teaching practice in comprehension, in line with current research;
• Ensure staff programs and teaching of comprehension, reflect the levels of differentiation necessary to ensure all students are motivated and engaged with their learning;
• At staff meetings, staff share with colleagues, the most effective and helpful strategies they are using;
• Our focus on Comprehension needs to be across all grades K-6, including STLA;
• Students recognise that teachers find ways to help students understand and do better next time, so teachers need to continue to find new and different ways to teach comprehension in their class;
• Teachers need to provide reasons to students about what they are learning and why (Significance); and
• All students will be encouraged and expected to read at home as reading is a lifelong literacy skill.

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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