2011 Annual School Report
Our School at a Glance

Principal’s message

Congratulations everyone, on another successful year of achievement at Gundagai South Public School. To our whole school student body, staff, parents and community members, thank you all for your contribution to help make our school a great school.

Gundagai South Public School is a growing school. Our numbers continue to steadily increase and this year, our school had the largest intake of students in Kindergarten in Gundagai.

The school buildings sit in attractive, well maintained surroundings, with ample playground space, challenging and exciting play equipment and an all weather tennis, basketball and netball court. Well resourced classrooms with connected classroom technology, lap top computers and a computer lab support a wide range of printed resources within the school.

Teachers at the school are dedicated and enthusiastic, embracing professional learning opportunities to maintain and continue to expand their knowledge about their profession, teaching pedagogy and classroom management. Our parent community is supportive, attending school functions when they are able.

The school has a strong focus on student welfare with our values of Respect, Responsibility and Care being implemented through Positive Behaviour for Learning. The individual needs of our students who require additional learning support are met and all students are given the opportunity to participate in a variety of sporting and extra curricula activities.

The Annual School Report for 2011 highlights the students’ involvement, participation and success throughout the year and provides information about our future direction and goals.

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

During 2011, the P & C had many fundraising ideas including a successful disco held at the end of Term 2. The disco was open to students from all the local area schools. An enjoyable night was had by all. We organized a car boot sale at the school during Term 3. Although we only had six stall holders, it was a bonus as there was a carp-a-thon held over this weekend. Our annual street stall was a huge success with some great prizes for our raffles. It was a pity that only a few volunteers were able to give up their time to help man the stall. The school canteen continues to operate two days a week with a dedicated canteen committee and some loyal volunteers.

The P & C have started planning for the school fete which will be held in October 2012. A very successful presentation night was held in December with some very well deserved awards. Another successful raffle was drawn on the night. Our planned Halloween disco was unfortunately cancelled due to a clash with other events.

This year we welcomed three new members to our committee which enabled us to get some fresh ideas for events and fundraising. Thank you to all the committee and to everyone who has been involved throughout the year.

Margaret Crowe.

Student representative’s message

We are very proud and honoured to be the school captains of this fantastic school. We were shown great kindness and trust being elected as the captains and we will leave the school with fond memories of the great times we have had. The teachers were great supporters and they helped us learn a lot and they made us who we are today.

Being a school captain is a fun and scary experience, but you will be proud of yourself when the year is over. Sometimes there are challenges, but it is easier to get through them when you work together.

We will miss everything and everyone at the school when we leave. We have been privileged to have been school leaders.

Lauren Bruce and Kassi Owen
School context

Student information

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

Student enrolment profile

In 2011, fifteen new kindergarten students enrolled and in other classes, additional enrolments saw our numbers increase to 72. Throughout the year, students from eight new families enrolled at the school, and three families relocated with work commitments. At the conclusion of the year, our enrolment was 79 with 44 girls and 35 boys. Eight Aboriginal students are enrolled, two Maori students and two students are of Danish background.

The significant increase in enrolments throughout the year brought about changes to our class structures at the beginning of semester two.

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.

This year, some of our students contracted Whooping Cough which necessitated both long periods of isolation and recovery.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1</td>
<td>K</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>1/2/3</td>
<td>1</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>1/2/3</td>
<td>2</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>1/2/3</td>
<td>3</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>7</td>
<td>24</td>
</tr>
</tbody>
</table>

At the beginning of semester two, four classes were formed consisting of a K/1 of 22, 1/2 with 21, 3/4 of 19 and 5/6 with 20 students. These groupings gave teachers similar numbers in each class with the Year One class being split due to the large numbers in Kindergarten and Year One. An additional teacher was employed to teach the 3/4 class.

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>
<td>1.000</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.000</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.300</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.200</td>
</tr>
<tr>
<td>Teacher Part Time</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.436</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6.272</strong></td>
</tr>
</tbody>
</table>

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

The school is staffed by a teaching principal, Mrs McAlister, teaching Years 5 and 6, Mrs Shelley teaching Years 3 and 4, Mrs Ray teaching Years 1, 2 and 3 and Mrs Flanagan and Miss O’Hehir who share the teaching of Kindergarten and Year 1. During terms one and two, Mrs Conroy and Mrs Harris shared the teaching of the Kindergarten and Year 1 class. Miss O’Hehir also teaches some of the teacher release time. Mrs McMillan teaches computer technology one day a week, Ms Dickinson is the Support Teacher for students with learning difficulties and Ms McDonald teaches during Principal’s release for one day per week.

The school employed Mrs Matthews, Mr Garnham and Mrs Greaney to support students from Kindergarten to Year 2 in the Learning Support Officers role.

Mrs Edwards is the School Administration Manager four days a week with Mrs McDonald working in that role on Fridays and as our School Administration Officer each Thursday in the library. Tracey Moy is our cleaner and Allan Hartshorn was our general assistant until his retirement in June. His position has now been filled by Adam McLaurie.

Staff retention

During 2011, Mrs Conroy took leave during terms 3 and 4 and her position was filled by Mrs Flanagan. In June, Mr Hartshorn, our general assistant retired, after many years of wonderful service to the school.

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: 30/11/2011

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>51642.14</td>
</tr>
<tr>
<td>Global funds</td>
<td>63610.17</td>
</tr>
<tr>
<td>Tied funds</td>
<td>47444.93</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>36471.69</td>
</tr>
<tr>
<td>Interest</td>
<td>3105.14</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1062.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>203336.27</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>8788.34</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>30433.98</td>
</tr>
<tr>
<td>Excursions</td>
<td>16903.23</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>16903.23</td>
</tr>
<tr>
<td>Library</td>
<td>4384.71</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1360.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>54107.87</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1766.42</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>25840.71</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>13428.09</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4626.12</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1065.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>162705.57</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>40630.70</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

All students are encouraged to participate in a balanced curriculum program supported by the opportunity to participate in a variety of extracurricular activities. The following information provides an account of some of their achievements.

Arts

All students had their work displayed at the local Gundagai Show where our focus was on ‘Farming in the Gundagai Community’. As part of our contribution to the local show, students participated in a colouring competition with Courtney Hampton-Press receiving 3rd place in the Under 7 section, whilst in the 8 years and older section, Chelsea Wilson was 1st, Alyssa Lanyon-Dowling 2nd and Anna McGuirk was 3rd.

Students participated in the Flower Show poster competition with merit certificates awarded to Destiny Cooper, Chloe Crossley. Harri Ralph and Peta Salmon. First place certificates were awarded to Kynan Crossley and Holly Young.

Ms Dickinson formed a small school choir this year and their first performance was at St John’s Church 150 year commemorations during the September holidays. The choir also performed at the Flower Show (together with the whole school) and at the end of year awards presentation evening where the whole school also performed. Several students participate in music lessons given by The Wagga Wagga School of Music.

The Year 6 students organized a talent quest at the end of Term 3 with a great array of talent on display. All students attended a concert given by The Sydney Symphony Orchestra in Wagga and students had the opportunity to attend live performances of ‘My Grandma Lives in Gooligulch’ and “Emily Eyefinger”, also in Wagga. Other performances attended by the students included a Ventriloquist who spoke about bullying, Bravehearts, Kids Alive – Do the Five, Mike Jackson and Snake Tales.

The choir performing at St John’s celebrations.

Display of student work for the Gundagai Show

Lauren Bruce, Tylor Rolfe, Kelsie Thatcher and Peta Salmon had the opportunity to participate in the Regional Visual Arts Workshops and Lauren, Chelsea Wilson and Anna McGuirk represented the school at the Multicultural Perspectives Public Speaking Competition. Following a whole school spelling bee, Naomi Worldon, Chelsea Wilson and Uriah Berg were successful at the school level and travelled to Wagga Wagga for the Regional Spelling Bee, whilst Louis Lievens and Logan Reed were awarded 3rd place in the Regional finals of the Waste as Recycled Art Project.

Logan and Louis with Mayor Abb McAlister

Claudia and William

Destiny and Ella

Snake Tales
Sport

Each year, the students participate in swimming, cross country and athletics carnivals, as well as Mortimer Shield Rugby League, Touch Football and Aus Tag gala days. They participate in district trials for netball, soccer and touch football and compete in the local PSSA Tennis competition. Each year students have the chance to go skiing at Mount Selwyn snowfields.

Chelsea at the Small Schools Swimming.

Congratulations to Tylor Rolfe who won the Senior boys championship trophy at the small schools swimming carnival and to our swimmers who qualified for the district and regional carnivals. Fifteen students travelled to Albury for this carnival. At the district cross country, Tylor Rolfe was 1st in the 12 years boys event, Malcolm Clarke and Teighan Worsnop were 2nd in the 11 years events and Kassi Owen, Lilly Bowditch and Ella McGuirk were all placed 4th. These students were all eligible to attend the regional event in Deniliquin. Other results included 5 years girls 1st Ella Blay, 3rd Isabella Winner, 5 years boys 1st Darren Hampton-Press, 2nd Isaac Ford, 3rd Kayne Worldon, 6 years girls 2nd Brianna Crossley, 3rd Rylee Byrne, 7 years girls 2nd Alauralee Bowditch, 3rd Kasey Bethune and 7 years boys 2nd Kynan Crossley. The small schools’ athletics carnival saw Kassi, Teighan and Malcolm winning individual championship trophies, and thirteen students travelled to the regional carnival.

Mrs Ray and students enjoying Bike Day.

Participating in the regional soccer trials were Jordan Crowe and Tylor Rolfe, whilst Chelsea Wilson, Madison Jones, Teighan Worsnop and Kassi Owen were selected to trial for the girls regional team. Malcolm Clarke participated in the regional touch football trials in Albury, being chosen in the possibles and probables team, and Teighan, Madison and Kassi competed in the regional trials in Wagga. Malcolm and Tylor participated in the Mortimer Shield Rugby League Gala day playing with the Adelong team and the girls played in the Aus Tag competition. Representatives from Country Rugby League held a clinic at school which was lots of fun.

Two primary touch football teams travelled to Boorowa for a gala day and the Year 3 / 4 girls also played in the Trent Barrett gala Aus Tag day. Kassi Owen, Peta Salmon, Tylor Rolfe and Malcolm Clarke represented the school in PSSA tennis. All students participated in a fun ‘Bike Safety Day’ during the last week of the year with support from the local police who help with some of the activities.

Kassi               Tylor

Our morning fitness program continued each day throughout the year, as we continue our focus on promoting a healthy lifestyle. Specialist coaching programs for swimming, tennis and gymnastics were provided for all students throughout the year. At our annual presentation evening, the whole school presented a gymnastics display.

Other

Excursion Program.

Each year, all students have the opportunity to participate in a number of excursions. This year, the Kindergarten / Year One class travelled to Canberra to the National Zoo and Aquarium and
the National Dinosaur Museum as part of their learning about ‘What’s Alive’. The day was a great success, with students enjoying the chance to feed the tigers and other wild animals.

Kindergarten and Year One at the Dinosaur Museum.

The 1/2 class completed a unit of work on the local community, visiting many places of significance around Gundagai. Their efforts and historical research work was rewarded when they received a Certificate of Commendation and a sum of money from the Women’s Pioneer Society of Australasia.

School Captains Lauren and Kassi received an award from members of the Women’s Pioneer Society of Australasia.

Students in Years 3 and 4 visited the local museum in Gundagai for their unit on “Then and Now”, where they examined the differences between their own lives and how their grandparents lived. This visit also tied in with their science unit on Electricity.

Jamie creating an electrical circuit.

In May, 33 students in Years 3 – 6, together with 12 students from Nangus Public School, travelled to Sydney for a week to learn about ‘British Colonisation’ as part of their HSIE studies. The students loved the range of activities and opportunities to learn about so many different things. Visits included the Sydney Aquarium, Old Government House, Sydney Tower, The Rocks Walking Tour, Police and Justice Museum, The Opera House, Hyde Park Barracks, a visit to Goat Island, Elizabeth Farm and the Sydney Observatory. Students also experienced the different varieties of public transport, using the monorail, light rail, ferries, the river cat and the city circle train. Among many highlights, a visit to the live performance of Mary Poppins at the Capitol Theatre, will be something to remember always.

Leonie at Elizabeth Farm

Tylo, Lachlan, Rory, Ben. Old Government House
In November, students from Year 5 and 6 also had the opportunity to attend Broken Bay Sport and Recreation Camp with students from other local small schools.

All students in Year 6 attended the Impact Leadership workshop in Wagga, and students from Years 5 and 6 attended the Environmental Education Centre in Wagga.

Leadership Workshop in Wagga.

Tylor, Lauren, Kassi, Kelsie and Teighan.

**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.

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

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

**Literacy – NAPLAN Year 3**

In 2011, ten Year Three 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 numbers of students in each class. In Reading, 60% of students scored in the top three bands, whilst in Grammar and Punctuation, 70% scored in the top three bands. In Writing and Spelling, 40% of students scored in the top three bands. 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.

In Year Three reading, there needs to be more significant teaching focus on the interpretation and understanding of questions to improve comprehension, both directly stated and
inferred. Identifying the main idea in a text and understanding how to interpret how a character is thinking or feeling needs to be specifically taught. In writing, the ability to link ideas cohesively and use more persuasive devises in a well structured and organised way will be a focus. All aspects of spelling development need to be addressed.

**Numeracy – NAPLAN Year 3**

In numeracy, 30% of students scored in the top three bands. 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.

**Literacy – NAPLAN Year 5**

In Year 5, eleven students sat for the NAPLAN tests. Four students achieved in the top two bands of reading for Year 5. The main area to be addressed is the ability to make inferences from a text. Students will also be encouraged to develop an understanding of empathy with characters in a text. In writing, there will be a focus on audience including the need to use devices to engage and influence the reader, development of text structure to more decisively persuade the reader and the development of cohesion of the text to ensure a variety of connectives and conjunctions are used.
In spelling, school results were above the state average, with 55% of students achieving in the top two bands. Work on the use of the four forms of spelling knowledge will continue to be an emphasis in the progression and development of confidence and independence.

In grammar and punctuation, 64% of students scored in the top three bands. Areas to be addressed include correct use of commas and the apostrophe of contraction, correct choice of contraction and verb form and choosing a correctly structured complex sentence.

In numeracy, students did better in number, patterns and algebra than in data, measurement, space and geometry. This trend suggests that more teaching emphasis needs to be placed on teaching data, measurement, space and geometry across the school. Practice in determining which operation is needed in an algorithm, understanding symmetry, estimating angles, reasoning using data and understanding of area and scale to determine volume and capacity have all been identified as areas of weakness.

Progress in literacy

The student composition of this class has changed considerably from Year Three to Year Five.
Progress in numeracy

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.

Significant programs and initiatives

Aboriginal education

During 2011, eight students of Aboriginal heritage were enrolled at the school. School programs, policies and plans ensure an inclusive curriculum for our students, with Aboriginal Perspectives included in the Key Learning Areas. Three students received awards at the ‘Proud and Deadly’ recognition ceremony in Tumut for student achievement.

All students were exposed to elements of the Wiradjuri language and our Welcome to Country was delivered in Wiradjuri for our end of year presentation evening.

Students in Years 3 – 6 studied the impact of British Colonisation on the local Aboriginal people during our visit to Sydney and presented work to our local parents and community at our school assembly.

Multicultural education

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

Art enrichment

During the year, the school employed the services of a specialist art teacher in response to feedback from previous parent and student surveys. All classes were involved and students developed their skills in a number of different areas including drawing and sketching, collage, working with clay and mosaics. The results were outstanding and everyone enjoyed the classes.

Parent and Community Involvement

Parents and community members attended several special days during 2011. A welcome BBQ and student activity afternoon was on the agenda early in the year, and several fundraising events for Cancer awareness drew big crowds for morning tea. A school picnic was held in conjunction with Education Week Open day and our book fair and this event was enjoyed by all. Parent courses for Cooking, Financial planning, Computer technology and Personal wellbeing were offered early in the year, and later in the year parent pampering and Christmas craft were help, however not everyone was able to make the most of these opportunities. This was held in conjunction with Paint ‘n Play for toddlers and preschoolers.

Parents welcome BBQ and activity afternoon.

Parents enjoying the cooking class.

Book Fair and Picnic Day. Jessica, Gabrielle and Alex Butcher with Claudia, Bianca and Brianna.

Ella, Halyey, Netisha and Elysha.

Pink Ribbon Day
During Term 4, staff and students from the Pre-School visited our school as part of our community involvement program. The preschoolers spent the morning interacting with the students in Kindergarten and Year One who were eager to share some of the things they had learnt during the year, as well as performing some songs for them. Everyone then shared recess and play time together.

Positive Behaviour for Learning.

The school continued to emphasise and encourage all students to demonstrate positive behaviour both in the playground and the classroom. Our values of Respect, Responsibility and Care continue to be our focus and the school has refined our token system which acknowledges and rewards positive behaviour. Further changes have been made in response to identified needs and staff have begun teaching a sequential series of social skills to all students. Support from the region has been welcomed in the form of specific strategies to assist our special needs students.

Progress on 2011 targets

Target 1

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

Our achievements include:

- Improved results for all students in NAPLAN and across the school with an increase in the numbers of students achieving stage based outcomes.
- Successful whole school focused balanced, daily literacy sessions.
- Staff confidently using AL and other strategies in daily teaching.
- Assessment tasks and rubrics are ready for use.
- Writing planning and assessment activities completed by staff.
- Resources sourced, viewed and purchased as necessary.

Target 2

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

Our achievements include:

- Results have improved across the school with 80% of students achieving stage based outcomes.
- Average progress in numeracy for all students in Year 5 was well above the state average in NAPLAN.
- Staff have implemented the TEN program.
- Class results recorded in Mathletics program have shown increased success and levels of achievement.
- Students have begun to develop self-regulation rubrics based on identified assessment criteria.

Target

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

Our achievements include:

- The whole school has started to implement the PBL program.
- Staff, students and parents are familiar with our values and program goals.
- Staff members are sharing roles within the program and monitoring successes and achievements.
- There has been a slight decrease in incidences of inappropriate behaviour.
- The planning day was used to realign the school’s Welfare Policy and to develop a scope and sequence of relevant lesson plans.
- Staff have begun teaching specific skills to enhance students’ social awareness.

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 2011 our school carried out evaluations of Teaching and Spelling.

Educational and management practice

Teaching

Background

An established cycle of evaluation and management practice exists for the school. During 2011, evaluation relating to Teaching was undertaken through the use of a survey tool distributed to staff, senior students and parents.

Findings and conclusions

All parents agree that the school always values learning and that the teaching activities are interesting and appropriate for the children. All staff agreed that they provide a relevant curriculum and teaching programs are responsive to student needs.

The students are the school’s main concern and everyone is encouraged to learn.

Not all parents agreed that teachers talk to their children about learning with 20% indicating sometimes or unsure on this aspect of the survey. In a similar vein not all teachers believe that the assessment strategies they use are fully understood by the parents and students with 80% indicating that they only usually explain these to the students.

Seventy six per cent of respondents believe the school provides stimulating, interesting and challenging activities for students on a regular basis.

Discussions with the students revealed that they generally enjoy coming to school and believe that the teachers work hard to help them to learn. They believe it is a safe place to be and new students are made to feel important and welcome.

A significant number of parents indicated they would like to find out more about how their children learn with a number indicating more information in the school newsletter, theme days and parent learning days as the most appropriate. They also provided a number of ideas on the different teaching strategies they would like to see used to help support children’s learning. These ranged from using games, having more practical activities, more real life learning situations, independent and more hands on work, working in groups and utilising technology to having separate - individual student desks in all rooms.

Future directions

The majority of staff, parents and students believe that teaching within the school is excellent and the school needs to keep moving forward in this direction.

Many parents commented on the fact that if there are any concerns they are addressed as soon as possible. Any questions are answered in a timely manner. The students benefit from the wide variety of opportunities offered them and education to maximise the individual abilities of each student is definitely the strength of the school.
A number of parents commented upon the fact that the school website needed to be updated. It needed to have more photos of the different events that happen throughout the year.

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

Students love the smartboards and any teaching that is done using these. They like literacy groups, working together, group time on the floor, using computers and the way we teach maths.

**Curriculum**

**Spelling**

**Background**

During 2011, the school sought the opinions of staff, students and parents in the area of Spelling as part of the schools evaluation cycle for curriculum.

**Findings and conclusions**

From the parent surveys returned, it was found that all parents agree that the teaching of spelling is an important area of the curriculum. Everyone agreed that spelling is important for the future; however four did not agree that the purchase of a spelling text book in 2012 would be worthwhile.

All except one parent agreed that their children need to do spelling homework on a regular basis.

A number of parents highlighted the spelling bee as a very good motivator for their children to learn their spelling words.

Suggestions from parents as to how the school could improve the teaching of spelling were numerous with most highlighting the importance of making the learning fun, involving more technology and giving the students opportunities to choose their own words to learn.

Students completed a PMI to make suggestions about how they best learn spelling. Positive ideas included using the smartboard and having smartboard lessons and games to help them. Kindergarten students like learning new words and the way they use sounds and actions to help them. The biggest problem for the students is centered around having to practice too much and sometimes the words are too hard.

**Future directions**

All people believe spelling is important, but what is spelling and why do we teach spelling? The school needs to look at what all staff believe about spelling:

- What is spelling?
- Why do we need to teach spelling?

There needs to be full staff discussion highlighting significant points and then building a school belief statement on spelling. Do teachers and students know and use the four elements of spelling; phonological, visual, morphemic and etymological knowledge? Do teachers know that in learning to spell, students progress along a developmental pathway until they can successfully integrate the four forms of spelling knowledge: phonological, visual, morphemic and etymological?

There needs to be a consistent approach to the delivery of spelling as a teaching aspect. This is important for student growth through the whole school. This should include whole school training K-6 for staff on spelling, with up to date documentation and consistency in implementation.

- Organise for the school to visit other schools showing ‘best practice’ in spelling
- Organise the Assistant Principal Learning Assistant (APLA) and regional staff to visit the school for professional learning on spelling
- Have regular spelling updates and training at staff meetings.
Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

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

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

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 $3655.80 for teacher professional learning was spent on areas including information and computer technology, literacy and numeracy, quality teaching, career development and welfare and equity. The school supplemented this amount through our global allocation in order that all staff could benefit from relevant and timely professional learning opportunities.

Staff participated in Accelerated Literacy update training, Targeted Early Numeracy training, Best Start training, Reading for Learning 3-6, Behaviour Management and Positive Behaviour for Learning, Student welfare, Assessment and data analysis, career challenges, mandatory training, CPR, Anaphylaxis and Asthma updates and Ralph Pirozzo differentiated curriculum 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 also 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.

2012 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.

- Introduce use of 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.

2012 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 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.
2012 Targets to achieve this outcome include:

- To introduce PBL strategies into classrooms in 2012
- To reduce the number of interruptions to teaching and learning due to poor behaviour and disengagement by 25% in 2012.
- To re-engage identified students with problem behaviours 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.

2012 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.
- Investigate inclusion in School Chaplaincy Program
- 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.

Pip McAlister  Principal
Kirstin Shelley  Teacher
Kim Ray  Teacher
Natasha Flanagan  Teacher
Margaret Crowe  P & C President

School contact information

Gundagai South Public School
Luke Street, Gundagai. 2722 NSW
Ph: 02 69 441117
Fax: 02 69 441158
Email: gundagais-p.school@det.nsw.edu.au
Web: http://www.schools.nsw.edu.au/asr

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: