School context statement

Gundagai South Public School (GSPS), situated in the Riverina region of New South Wales, is a small, family friendly school which provides quality teaching, learning and extra-curricular opportunities for all students, whilst encouraging them to “Do their Best” in all aspects of school life. Our teachers support the needs of the whole child by catering for their academic, cultural, sporting and spiritual needs, especially those who have significant learning difficulties and those who require additional support in order to access the curriculum in a meaningful and engaging manner.

Four full time teachers, together with a number of specialist teachers support the students in their learning. A mix of experienced and new scheme teachers work collaboratively to ensure the students achieve the best possible learning outcomes. The school is particularly well resourced and boasts a large playground area with an all-weather tennis, netball and basketball court, and individual technology resources for all students.

Principal message

2014 was again extremely hectic, with a continual accumulation of academic challenges, extra-curricular activities and participation in community events. There have been new curriculum documents to introduce as well as changes to the amount and nature of support from DEC, with many different documents and policies to support the students and make learning more equitable for all. The government has given a certain amount of control to principals to make funding and staffing decisions based on the best interests of the contextual needs of each school and their students – although they do still hold the balance of power when it comes to some staffing arrangements and monetary allocations.

We have had a number of changes within the school, including staffing and student enrolments. During the past few years, our student numbers had grown, however it was only a matter of time before numbers would fall again and that is what has happened through the year. Parents have made decisions to leave the Gundagai community, move to new towns and change schools. Much of this, we cannot prevent, however we can continue to promote and encourage the students to be the best that they can be, and ensure that our teachers are too.

Our students are fortunate that they have the opportunities to participate in many wonderful activities. Our three students – Claire, Jarrah and Vada who were a part of the Riverina Central Choir this year are just such examples, with Jarrah and Vada also participating in Opera Australia’s Magic Flute, a trip to the Opera House to perform and of course the recent schools’ spectacular. All the students in my class, together with four students from Year 3, presented a fabulous musical for our students, parents and the general public over two performances. Other students have represented the school in sporting opportunities at district and regional level and our students enjoy being able to join with other small schools to compete in larger team sporting opportunities.

Our NAPLAN results were extremely encouraging. Whilst our students may not all be able to achieve the highest bands, it is their progress from one year to the next that counts and all students in Year 5 made significant progress in their learning and achievement from Year 3. The students in Kindergarten and Years 1 and 2 have been receiving wonderful additional support from our Learning Support Team and Instructional Leader and are also making great gains in the classroom.

Education is about far more than being in the classroom to learn and being seen as an academic school. Education of all students who attend Gundagai South Public School, focuses on the education of the whole child through a holistic approach. One that is focused on educating the whole child by developing and facilitating their academic learning, guiding them on the path of the discovery and joy of learning, of supporting and encouraging them, of nurturing each individual to reach their full potential, no matter what that may be, to enable them to lead fulfilling and rewarding lives and to be the best they can be in their chosen field.

Our students don’t just need academic skills and qualifications – we need to foster the development of other qualities as well. It is those skills of communication, how to get along with other people, to accept differences and show tolerance, to be kind, caring and accepting, empathetic and supportive of your fellow human beings. To understand another’s views and ideas,...
to have confidence, resilience and the ability to stand up for what you believe in and be true to your beliefs.

Make the most of your opportunities and live life to the full. Opportunities are for everyone, not just the chosen few. Recently I met up with a former student from Gundagai South Public School – who is now working in Sydney with Macquarie Bank. He is only 28 years old, and during the course of the conversation, as we reminisced about the school together, he said – ‘You know, it doesn’t matter where you go to school or who your teachers are. It’s up to you. You can choose to do anything you want and be what you choose to be.’ Wise words indeed from one who has grasped the opportunities offered to him and made the most of his education.

Thank you to all the staff – for the wonderful job you do each day with the students in your care. A special thanks to Mrs Ray who is retiring after 30 years of dedication to the teaching service and the education of young children. Mrs Ray has spent the last years of her career at our school and will be greatly missed. Thankyou also to Mrs McMillan who has given so much to our school over the last 30 years in the library and more recently as our computer co-ordinator. Her cheerful and engaging manner with the students in computer lessons has ensured all students have gained the skills and knowledge necessary to enable them to participate with confidence in a rapidly changing world of technology. You have both contributed a life time to teaching and nurturing others, to sharing your expertise and knowledge and supporting the students during your years of teaching. Thankyou.

Remember, life is what you make it – make the most of it. Live for the day and enjoy life. Reach for the stars and achieve your dreams.

Pip McAlister

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**P & C Message**

Our P & C at Gundagai South may be small, but they are dedicated members who volunteer their time to run the canteen, organise and run street stalls, raffles and various other activities throughout the year. The funds they raise assist the school with the purchase of educational and sporting items and also helps cover costs with the major school excursion.

This year the P & C and canteen contributed $5500 towards the Dubbo excursion, which was enjoyed by all the students.

The P & C has made a change in banking and we have chosen Bendigo Bank, who in return has supported the school with the Breakfast Club.

During this year we have had numerous raffles and I would like to thank Brad and Casey Norden for donating the lovely children’s books, Anthea Cooper for the raffle at the open garden and a big thank you to Jessica and Robert Butcher for donating a number of raffle items and kindly opening up their garden for the public, which was enjoyed by all.

Overall, I would like to thank everyone who has made a contribution, whether it was an item or their time and a big thank you to everyone who helps out in the canteen. Without this support, our children would not be able to be involved and enjoy the activities that are provided.

Tara Morris P & C Vice President

**Student message**

At the end of 2013, we - Dakota, Vada, Jarrah and Jamie were elected as School Leaders for 2014. On the first day of term one, we were excited to take on our responsibilities straight away. We were keen to represent the school at events such as Anzac and Remembrance Day, and we also tried to be good role models for the younger students at school, by striving for goals and encouraging all students to do their best.

‘So many hands build a house, so many hearts make a school’, our pledge says. We acknowledge this pledge and follow its wise words to our full potential. ‘We take pride in our work, our play and we take pride in our friendships.’ We could not have done this without the support and encouragement of all the teachers. The teachers help and encourage us through times where we...
think we can’t accomplish any more – they have taught us much knowledge and been so very wise. A special thank you to Mrs McAlister who works so hard and always looks after everyone. She is an amazing teacher and caring principal.

Being a school leader at Gundagai South Public School has been a privilege and we have all enjoyed our years here at school. We will cherish the memories and remember all the great times we had here. Thank you for all that you have taught us. Gundagai South Public School is truly a great school. Thankyou.

Jamie, Jarrah, Vada and Dakota.

**Student leaders Dakota, Vada, Jarrah and Jamie with Principal, Mrs McAlister**

**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>Male</th>
<th>Female</th>
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**Student attendance profile**

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**State DEC School**

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**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**

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<th>Position</th>
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<td>Principal</td>
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<td>Classroom Teachers</td>
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<td>Instructional Leader Support</td>
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<td>Learning and Support Teacher</td>
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<tr>
<td>Teacher Part Time</td>
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<td>Teacher RFF</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>6.672</td>
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</table>

Three part–time temporary School Learning Support Officers and a computer co-ordinator also support the students in their learning.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are no Indigenous employees at 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>100%</td>
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</table>
Teaching staff - Gundagai South Public School

Professional learning and teacher accreditation

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 $7041.54 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. One staff member participated in Online Focus on Reading training, whilst one staff member completed Online Dyslexia and Significant Difficulties in Reading and one staff member completed online VC training in the new Mathematics, History and Science documents. The average expenditure per full time permanent teacher on professional learning, at the school level was $1760, however all temporary teachers were able to access professional learning opportunities. Additional funds from our global allocation were also used. All staff benefitted from relevant and timely professional learning opportunities.

Other professional learning opportunities undertaken as part of School Development Days (SDD) included Best Start, Behaviour Management, PBL training and workshops, Live Life Well (Healthy Living), Road Safety, student welfare, PLAN analysis, NAPLAN data analysis, CPR, Anaphylaxis and Asthma updates and mandatory principals training as well as merit selection training. Also at our SDD and during regular weekly staff meetings, mandatory training was completed on Child Protection, Code of Conduct, Welfare, Health and Safety, Disability Standards for Education as well as curriculum development and behaviour management training. Whole school planning, evaluation and assessment of curriculum and management were also addressed with two SASS staff completing Nonviolent Crisis Intervention training and LMBR updates.

The school had two new scheme teachers maintaining accreditation at Proficient level.

Financial summary

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

<table>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>305851.96</td>
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| Balance carried forward    | 154360.33  |
School performance 2014

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. During 2014, the students achieved personal success and gained confidence in their ability to make a worthwhile contribution to school and community events in the following ways.

Our school highlighted our Positive Behaviour for Learning (PBL) principles at the local Gundagai Show with an eye catching display which featured photos of every student and staff member working together as a “school of fish”. Our school’s core values of Respect, Responsibility and Care were represented in our large fish symbol. Each month, students’ art and writing is showcased in the school newsletter and displayed in the school foyer.

Gundagai Show Display – our ‘school of fish.’

The school choir performed throughout the year with presentations during our Grandparents Afternoon Tea and at the Uralba Aged care facility, and the students from Years 2 – 6 sang at the Annual Flower Show. Three students – Jarrah, Vada and Claire were selected to participate in the Riverina Central Choir, travelling to Wagga regularly throughout the year to attend practice sessions. The girls performed at the Opening of Educaton Week, at the Regional Art Gallery and at our P & C Open Garden Day. Vada and Jarrah were successful in further auditions and had the fantastic opportunity of performing with Opera Australia’s production of The Magic Flute. They also performed at the Opera House and later joined with other musically talented students from NSW Public Schools to perform in the 2014 Schools’ Spectacular extravaganza in November.

This was such a positive experience for the girls and they certainly are to be applauded for their achievements and success.

Opera Australia – The Magic Flute cast.

During Term 4, Mrs McAlister, together with her class and six students from Year 3 spent time rehearsing for the end of year performance of “Annie”, the musical. The students performed during Week 10 for the school, parents and community members with such resounding success that a second performance was requested and performed during the final week of term to a packed venue of parents and community members. The performance was an outstanding success with the high quality musical and acting talents of Jarrah, Louis, Vada and Claire (Annie, Daddy Warbucks, Miss Hannigan and Grace Farrell) clearly delighting the appreciative audience. The students were also ably supported by our fantastic parent pianist, Karen Byron.

Scenes from “ANNIE”
The whole school participated in the ‘Music, Count Us In’ initiative, where over two thousand schools across Australia came together simultaneously to perform “Paint You a Song.’ This performance was linked with our own school SFactor Talent Quest, complete with Ronan, Natalie, Joel and Red Foo. The winning performance came from Gabrielle and Rylee. Our students also have the opportunity to participate in additional music lessons offered by the Wagga School of Music.

Footsteps Dance Company provided a comprehensive program of ‘Hip Hop’ for all students during term two, culminating with a much enjoyed and colourful school disco. During Term One, the school hosted a performance of ‘The Owl’s Apprentice’ which was enjoyed by all.

Gundagai South Public School was the host school for the District finals of the Multicultural Perspectives Public Speaking Competition with our school representatives being Jarrah, Louis and Gabrielle. Jarrah, Claire, Chloe and Jessica were selected to participate in the finals of the Regional Spelling Bee following a whole school spelling competition.

Sports

Throughout the year, all students are encouraged to participate in a variety of sporting opportunities, including the Premier’s Sporting Challenge and our weekly fitness program which is designed to develop skills, confidence and good sportsmanship.

Participation in local interschool, interdistrict and regional events included swimming, athletics and cross country carnivals, Mortimer Shield and Trent Barrett Rugby League and Aus Tag Gala days, PSSA Small Schools Soccer Knockout and Gala Day, Milo Blast T20 Cricket Gala Day, Rugby League coaching and trials for soccer, touch football and rugby league. The Infants students also enjoyed their own special Small School’s athletics carnival, enjoying learning new skills and interacting and socialising with students from the other schools. Our senior girls, together with Nangus students, played in the Riverina Netball Cup competition with great success, losing only one of their games on the day (by 1 point) against the much larger, more fancied teams from the larger district schools.
Winners of the Arabin Cup T-Ball Competition.

Specialist lessons are provided for all students throughout our intensive Learn to Swim program and all students participate in dance, tennis and gymnastics lessons during the year with the whole school performing a variety of gym routines during our end of year presentation evening.

Alauralee and Gabby

The Nutcracker Shield tennis competition showcased the exceptional talents of our students in this area with Kyle winning the singles and Elysha and Alauralee winning the doubles.

All students participated in Jump Rope for Heart as part of our Healthy Lifestyle program with skills in performing many difficult skipping routines improving throughout the program. It is especially pleasing to see the Kindergarten, Year One and Year Two students become so competent with a skipping rope. As part of our PBL reward program, students enjoyed a fun day of tabloid sports and some students and parents travelled to Mt Selwyn for a day on the ski slopes.

An overnight stay at Nangus Hall was enjoyed by all students who attended the Nangus Small Schools Sports Camp held over two days. Learning new skills in different sports, positive teamwork, good sportsmanship, co-operation and lots of fun was the order of the day during the camp.

Miah and Zak showing their sporting skills.

Excursions

During 2014, students in the primary years participated in an excursion to Dubbo and the central west of NSW for a week of fantastic learning activities. Students from Nangus joined us and together students learnt about the importance of State and National Parks with a visit to the Warrumbungles, a day at the Taronga Western Plains Zoo and a trip to view the phosphate mine at Wellington Caves.

Jess and Destiny at Taronga Western Plains Zoo

Greg – skipping

Louis - Tennis
Time was spent at Cowra learning about the significance of the area in relation to the occupation of Japanese Prisoners of War during World War II and a visit to the Parkes CSIRO Learning Centre helped the students to learn more about the importance of the historic landing on the moon in 1969.

Of course there were many other fun filled learning experiences including a visit to the Dubbo Observatory, Ten Pin Bowling and mini golf at the driving range. The annual excursion event provides our students with not only the opportunity to experience this learning first hand, but it gives them the chance to develop positive social relationships, good decision making skills and independence.

Supporting Our Community

Gundagai South Public School values parent and community participation in all aspects of our school. The staff held a welcome to school BBQ for all parents and students of the school early in Term One. This was quickly followed by an afternoon tea for our Grandparents and friends during Seniors Week and a fundraising event for the Cancer Council with our traditional morning tea. Later in the year, our father’s night was a great success with many of the students and their dads, friends and neighbours participating in a building evening.

Students represented the school at the ANZAC Day commemorations, marching with pride, and our leaders participated in the Remembrance Day ceremony, laying a wreath to recognize the signing of the armistice to end World War I. Everyone participated in Clean-Up Australia Day and lessons about personal health and safety with Harold and the Life Education Van.

Strong community support for our school and students is again acknowledged with Mrs Petty and Mrs Funnell both voluntarily attending the school each week to support the students in their learning and social interactions. Parent and community support for our Activities Afternoon program is also acknowledged with the students being able to enjoy participating in many different hobbies and interest areas. Activities ranged from science experiments, music, art, cooking and gardening to knitting and crochet activities. Parents and students contributed to the making of knitted squares which were made up into woolen rugs for the “Wrapped with Love” winter warmth project. Students also raised money throughout the year for their World Vision project, purchasing fast growing seeds, childhood immunization packs and choosing to train a teacher for those less fortunate than themselves.
The school and local community enjoyed the very generous offer of the Butcher family to host an Open Garden Day at ‘Coppabella’ to raise funds for the P & C who catered beautifully for the day. The many visitors during the day were treated to surprise musical interludes with performances by our own Riverina Central Choir performers and parent flautist, Karen Byron. Paint ‘n’ Play, for babies and toddlers continued to operate at the school each month and the students enjoyed a visit from the local Light Horse Regiment.

Specialist support from local Occupational and Speech Therapists was accessed for our students and we participated in a special outreach program (SPICE) initiated by DEC in partnership with Charles Sturt University which saw our students benefit from visits by CSU students studying Nutrition and Dental Health. Students all participated in a daily tooth brushing program with materials donated by local business houses. Our school also worked in partnership with CSU to host a number of student teachers who completed their practicums at the school.

Parent and community participation in our Education Week Open Day activities, Book Fair, Easter Hat Parade and Simultaneous Reading Day, together with our regular school assemblies and sporting events has been appreciated.

Positive community partnerships were established throughout 2014 with local businesses in Gundagai providing wonderful support for our Breakfast Program. Our partnership with Bendigo Bank was much appreciated, as was the support received from the Gundagai Bakery and IGA.

**Academic achievements**

**NAPLAN**

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)

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* to access the school data.

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

Interschool participation with Gundagai High School staff saw the senior students participating in writing workshops throughout Terms 2 and 3 and the whole school attended a Science Fair run by the High School. The Transition to School programs for both new kindergarten students and Year 6 to Year 7 were successful. Teachers presented pertinent information at the Starting School Expo and staff conducted Christmas craft activities for the community at the Fun in the Park activity afternoon during Children’s Week.
NAPLAN Year 3 - Numeracy

NAPLAN Year 3 - Spelling

NAPLAN Year 3 - Grammar & Punctuation

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

NAPLAN Year 5 - Reading
### NAPLAN Year 5 – Numeracy

#### Average progress in Reading between Year 3 and 5*

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#### Average progress in Spelling between Year 3 and 5*

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#### Average progress in Grammar & Punctuation between Year 3 and 5*

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Average progress in Writing between Year 3 and 5*

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Average progress in Numeracy between Year 3 and 5*

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Average progress from Years 3 to 5 in spelling and numeracy for our students was above state average and in reading and grammar and punctuation the results were also encouraging and almost at state expectations. Generally the weakest area of growth is in writing and this is evidenced throughout the school.

Other Academic Achievement

Gundagai South Public School encourages students to participate in the Australasian schools exams for Computers, Science, Maths, English, Spelling and Writing. This year students Claire Lievens, Lizzie Byron and Elysha Anderson achieved excellent results, including one distinction and six credits. Two students achieved credits in the Primary Research Project.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

The school educates all its students about Aboriginal history and provides opportunities for them to learn about their culture. 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 students’ 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. An educational excursion to Dubbo was also undertaken as a part of our study of the Wiradjuri nation.

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. 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.

Multicultural education and anti-racism

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. This year our focus country was Japan.

Jarrah, Louis and Gabrielle participated in the Multicultural Perspectives Public Speaking competition, which was hosted at GPSP in 2014. Senior students were involved in conducting this event, developing their understanding of a more culturally diverse environment which provides all students with a greater understanding of our multicultural society. One Anti-Racism Contact Officer (ARCO) serves in this capacity to raise multicultural awareness and prevent racism within our school.

Harmony Day was celebrated on the 21st March. This was a great day to talk to the children about harmony and why there is a special day for us to recognise and celebrate this cause. The children focused on the language that can be used to describe feelings and actions that are relevant to creating harmony.

Early Action for Success

Our involvement in ‘Early Action for Success’ (EAFS) has certainly enabled Gundagai South Public School to lift our literacy and numeracy results in 2014. Having the opportunity to participate in this program has resulted in improvement in our students’ performance by targeting ‘at risk’ students in Kindergarten, Year
One and year Two. Our instructional leader, who commenced work at GSPS at the end of Term Two, provides different levels of support: working one-on-one, in small groups and whole class groups to support the class teachers to bridge the gap between current performance and the continuum expectations.

Teachers are now plotting students on the Literacy and Numeracy continuums using PLAN. Professional learning sessions with the Instructional Leader ensure consistent teacher judgment and provide opportunities, through discussion and modelling, to guarantee effective practice based on current research.

From our baseline data at the commencement of this initiative at the end of Term Two, results in reading showed 75% of Kindergarten students were below expectations, 50% in Year One and 90% in Year Two. In writing, 50% of students in Kindergarten, 100% in Year One and 90% in Year Two were below expectations. By the end of Term Four these figures had improved to reveal 28% in Kindergarten were below expectations, 40% in Year One and 75% in Year Two. In writing, 42% in Kindergarten, 80% in Year One and 75% in Year Two were below expectations. Already, with consistent, explicit and integrated support programs operating, a huge difference was being made. Writing will continue to be a significant area of focus for our student right across the school in 2015.

In numeracy, initial data collection showed 50% of Kindergarten students had difficulties with numeral identification, 80% were struggling with forward number word sequence and 50% were below expectation of achievement for Early Arithmetic Strategies. In Year One, the results showed 38% struggled with number identification, 80% found forward number word sequences difficult and 50% were below expectations in their knowledge of Early Arithmetic Strategies. Students in Year Two are generally achieving at their level of expectation in each of the areas.

Supporting our Students – Home Reading Program.

Our school has always valued and encouraged all students to read at home each day and a daily Home Reading record is maintained by the school and the students. To further support student reading and to ensure that students have access to their own high quality literature texts at home, the school has purchased a large number of texts which the children get to choose from after they have completed 40 and 80 nights of home reading. Certificates are also presented for each level achieved, beginning with 20 nights, to encourage all students to improve their reading through the enjoyment of excellent literature. Both fiction and non-fiction texts are available for the students to choose from, with many students completing the year with an additional four books of their choosing to enjoy at home.

Supporting our Students – Home Reading success.

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
Program evaluations

Spelling

Background
Data collected from 2013 in-school assessments and NAPLAN results indicated that a significant number of students were performing below the national average in Spelling. Staff determined that this would be an area of development during 2014.

A strong emphasis was placed on improving student performance in this area through the explicit, systematic, integrated and balanced teaching of spelling using modelled, guided and independent practice.

Findings and conclusions
In-school data analysis at mid-year 2014, showed that 68% of students in Stage 3 and 90% in Stage 2 and were achieving above or at expected stage based outcomes in Spelling. In Stage 1, our data reveals that the majority of students are not achieving at stage appropriate levels. This is an area needing further intensive support and development for 2015 and is currently a focus area together with writing for our Instructional Leader.

2014 NAPLAN data showed that no Year 3 student scored in the bottom band for Spelling whilst 70% of the cohort scored in the top three bands.

Year 5 NAPLAN data showed 18% of students scoring in the bottom band for spelling, with 36% students scoring in the top three bands. Average progress for students in Year 5 was over 20 points above the state growth.

Overall the data collected indicates an improvement in student performance in Spelling from 2013.

Future Directions
Whilst the school’s performance in Spelling has improved this year through explicit practices, staff felt ongoing professional support and a strong student focus was still needed in this area. Other recommendations were:

- Weekly spelling rotations to provide a greater range of learning activities and daily practice of words.
- Introduction of a weekly dictation to improve students spelling in their writing.
- Increase the opportunities to improve editing skills.
- Investigate whole school spelling practices with the aim of delivering a more explicit, structured and sequential spelling program operating from K – 6.

Assessment and Reporting

Background
In 2014 our school carried out an evaluation of literacy and numeracy assessment, data tracking procedures and reporting practices.

Findings and conclusions
At present, other than for Kindergarten Best Start Assessments, limited use has been made of the literacy and numeracy continuums.

It is our intention to move towards a more comprehensive and structured assessment schedule in both literacy and numeracy for all students. A more centralised method of data collection and record keeping will allow staff to track and graph measurement of growth and progress throughout the year. This information will inform our discussions with parents and form the basis of our formal reporting to parents.

The use of outcomes based assessment rubrics is encouraged and our long term goal is to develop continuum tracking of the achievement of outcomes for every child.

Our current formal report needs to be updated to reflect the changes in the Australian Curriculum.

Future Directions
- Professional learning for staff in the use of the continuums and PLAN needs to be organized.
- Development of rubrics for student and staff assessment for units of learning needs to be prioritised in 2015.
- Staff need to collaboratively plan a relevant and timely assessment schedule.
for future implementation across the whole school.

- Staff need to discuss and source support for the development of a new formal report format.
- Consideration needs to be given to a more formalised and centralised method of tracking and storing student records and results of assessment.

School planning 2012-2014:

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.
- Implementation of L3 pedagogy in Kindergarten.

Evidence of achievement of outcomes in 2014:

- Increased by 20%, the number of students in Years Three and Five achieving in the top three bands in literacy by the end of 2014.
- Achieved levels of growth comparable to the state in literacy for students in Year Five.
- L3 strategies implemented in Kindergarten class.
- Raised the standards of literacy over three years in other classes to ensure:
  - 75% of students in Kindergarten achieve a reading level of 6 by the end of their first year.
  - 75% of students in Year One achieve a reading level of 12 by the end of their second year.
  - 75% 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 the 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.
- Continue to implement L3 strategies within the school with further staff training and mentoring sought where available.

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 achievement of outcomes in 2014:

- Increase by 20%, the number of students in Years 3 and 5 achieving in the top three bands in numeracy by the end of 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:
  - All students in Kindergarten have reached perceptual level for Early Arithmetic Strategies at the end of their first year.
— All students in Year One are able to show figurative counting at the end of their second year.
— Most students in Year Two are able to achieve counting on and back 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.
- Staff implementing DEC initiatives including explicit teaching of TEN and Newman’s Error Analysis and use of explicit strategies identified in Best Start and PLAN provided to assist parents.

School priority 3

Student Welfare and Engagement

Outcomes from 2012–2014
- Implement Positive Behaviour for Learning initiative.
- Include classroom management strategies across the whole school.
- Provide opportunities for disengaged students to learn through differentiated and alternative learning programs.
- Provide leadership opportunities for senior students.

Evidence of achievement of outcomes in 2014:
- Embedded PBL strategies in classrooms.
- Increased numbers of students achieving the highest PBL awards.
- Whole school reward day for improved behaviour and achievement of levels.
- 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 introduction of specific rewards – club activities and team building project. (Getting Everyone to Succeed: GETS)
- Provided students with the social support needed to succeed at school through wellbeing worker support program.
- Promoted the development of respectful relationships.
- Provided opportunities for parents to attend programs to support student learning e.g. communication skills, boundary setting.
- Built student leadership qualities.

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 completed ‘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.
- 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.
  — Student led initiatives during special theme and reward days.
- 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.

Parent/caregiver, student, and teacher satisfaction

In 2014, 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 is inclusive and is like a family;
• the school maintains a focus on literacy and numeracy;
• staff are supportive and have the best interests of the students in mind at all times;
• a wide range of extra-curricular activities are provided; and
• an extensive array of resources are provided and the grounds are always neat and tidy;
• all students are encouraged to do their best.
• the school differentiates learning to support students from a wide range of different circumstances and backgrounds.

A number of parents have suggested having students give instructional presentations to parents on different literacy and numeracy concepts and that the P&C could become more involved in applying for funding applications. Parents would also like to see more involvement from a greater range of parents.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The school has engaged the community and have developed the following strategic directions for the 2015-2017 School Plan, they are:

• Teaching for Learning
• Wellbeing for Learning
• Shared Partnerships for Learning

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
Sharelle Jackson – Teacher
Anna Dickinson – Learning and Support Teacher
Rebecca Sini – Teacher
Tara Morris – P & C Vice President
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

Rory and Harri