

# Gunnedah South Public School Annual School Report 2014



## School context statement

Gunnedah South Public School, located in the New England Region of New South Wales, comprises of 629 students, with 24% of the school population identifying as Aboriginal and Torres Strait Islander. The school consists of 25 classes and there are approximately 30 teaching staff consisting of both full time and part time positions. It offers students the opportunity to learn in a happy, motivated and safe environment. Our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy are embedded within all aspects of Gunnedah South's school life.

The school is devoted to excellence in all academic, sporting, cultural and social endeavours and it aims to give students the best opportunities available through a committed focus on Quality Teaching and learning. Our learning environments challenge students with personalised learning activities through flexible curriculum delivery. Individual students are the continued focus for our staff within and beyond the school, leading to an ownership of learning that serves students from pre-school through to their post-school life. Our aim is for every student in our school to enthusiastically engage with their learning and perform to the best of their ability. The school is committed to sustainable and innovative leadership, which is evident through teamwork and supportive teaching building a capacity to deliver high quality programs to achieve excellent educational outcomes for all students.

## Principal's Message

Gunnedah South is not a one size fits all model to education and we are always striving to provide our students with new opportunities. We operate our school with integrity, accountability and a passion of academic and social excellence delivering a rigorous, relevant education for the whole child.

I will highlight a few of these opportunities which have been available to students during 2014. Drum beat, public speaking, debating, cooking, gardening, Eisteddfod, specialist sport, class excursions, with year 6 even experiencing a domestic flight, school spectacular, school band, creative arts, mini Ag farm, interest groups, Reading Recovery, jump rope for heart, book week parade, stage 3 trek, equestrian team, life education van, breakfast club, CWA competitions, steer leading and sheep showing, cook offs, Porchetta day, premiers reading and sporting challenge, spelling bee, dance groups, active after school sport, Easter hat parade, grandparents day, NAIDOC week, ICAS competitions, interest groups, science festival, waste art competition, Dorothy Mackellar poetry, riding for the disabled and the list goes on... And of course these can only be delivered with the cooperation and dedication of teachers, P&C and wider community.

2014 also saw the addition of a Deputy Principal to the school and we have welcomed Mr Graham Conn to the leadership team.

We have again had students achieve in the top bands in NAPLAN and ICAS competitions. We have again been honored by winning the H.T.B Harris Memorial award for excellence in Pedagogy.

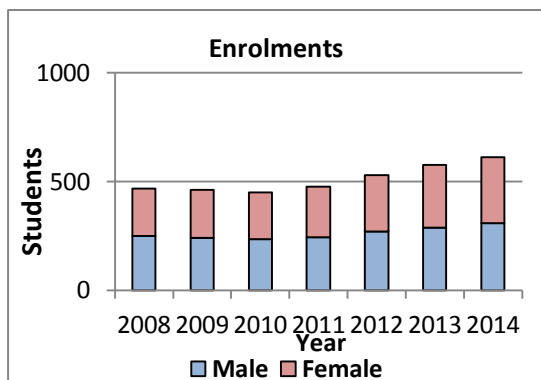
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Emma Jeffery  
Principal

## 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



Student Attendance

		Year	2009	2010	2011	2012	2013	2014
School	K		94.7	95.2	93.4	94.3	97.4	94.7
	1		94.1	93.6	95.1	92.2	96.7	94.9
	2		93.1	93.9	93.6	94.8	95.6	95.4
	3		94.5	91.9	92.2	92.8	96.6	94.3
	4		93.0	93.3	91.8	92.8	95.3	94.6
	5		92.8	92.4	93.9	93.8	95.0	94.1
	6		93.8	92.9	92.4	92.8	96.4	92.7
	Total		93.7	93.3	93.2	93.3	96.1	94.4
State DEC	K		94.3	94.7	94.7	94.3	95.0	95.2
	1		93.7	94.2	94.2	93.9	94.5	94.7
	2		94	94.4	94.2	94.2	94.7	94.9
	3		94.1	94.5	94.4	94.4	94.8	95.0
	4		94	94.5	94.3	94.3	94.7	94.9
	5		94	94.4	94.2	94.2	94.5	94.8
	6		93.6	94.0	93.8	93.8	94.1	94.2
	Total		92.1	94.4	94.3	94.2	94.7	94.8

### Management of non-attendance

The school has used a number of strategies which are both used to monitor and increase attendance.

- Momentum ESR – an online software program that allows teachers across the school to rapidly record student attendance and submit rolls directly from any networked computer.
- All staff received training allowing them to track and analyse attendance data.

- Review of School Attendance Policy and Procedures.
- Consultation with P&C and AECG.
- Rigorous monitoring of attendance each week by our Learning Support Team
- Parent consultation and PLP's.
- HSLO referral.
- Individual attendance plans for targeted students.

### Class Sizes

Roll class	Year	Total in class	Total per year
KK	K	21	21
KM	K	21	21
KR	K	21	21
KS	K	20	20
KW	K	20	20
1F	1	25	25
1M	1	22	22
1P/W	1	22	22
1W	1	23	23
2M	2	25	25
2S	2	25	25
2W	2	24	24
3D	3	29	29
3H	3	28	28
3M	3	28	28
3/4F	3	12	30
	4	18	30
4M	4	28	28
4S	4	27	27
5S	5	23	23
5Z	5	27	27
5/6S	5	15	27
	6	12	27
6H	6	29	29
6L	6	27	27
6S	6	27	27

## 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

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
Teacher of ESL	0.2
School Counsellor	1.0
School Administrative & Support Staff	5.062
Total	35.664

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

At Gunnedah South Public School 25% of the teaching staff identify as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	15
Accreditation with NSW Institute of Teachers	30

### Professional learning and teacher accreditation

Kirran Gurr was appointed in Term 2 as teacher mentor to support the implementation of the BOSTES requirements for the teacher accreditation process. We had 12 teachers requiring accreditation, of those 5 submitted documentation and completed the process. We currently have 14 teachers in the maintenance phase.

Whole school systems have been developed and implemented in support of all teachers to maintain accreditation at the proficient level.

## P & C Report

2014 is the year that the Gunnedah South School P&C say "Thank you". I feel grateful to say thank you once again to the P&C Committee and the band of parents who give up a portion of their time to participate and contribute to the school community. As a parent and member of the P&C, I can safely say that I do not regret one minute of my time that I donate to the school community. As just one of many parents who are involved in their children's education at South School, I say "thank you" to the parents, grandparents and community members who also donate their time to be a part of such a critical part of our children's education. As adults and parents, we tend to fly through life and miss out on the important things in life. The important things are these little people with us. The opportunity to be a part of their journey called primary school is not something to take for granted.

Attending P&C meetings gives us as parents a voice within the school, and we get to hear first-hand what is happening within the school via the Principal's report, delivered at every P&C meeting. Specifically I would like to say thank you to the rest of the P&C Executive; Secretary Amy Marmara, Treasurer Roxanne Milne and Vice President Mel McCulloch and to those who regularly attend the meetings and play their part in the running of a successful committee. P&C meetings are held on the second Tuesday of each month; it is a great opportunity to get involved at the school and share in the educational journey of your kids.

P&C fundraising focuses around activities designed to add value to the educational experience of our kids. 2014 has seen us involved in the Trivia night, assisting at the Gunnedah Show as well as the Easter raffle and various stalls. The biggest P&C fundraiser for the year was the annual fete. There is a long list of parents, school staff, volunteers and the local business community who made the fete a success, and to those people, we say thank you. This year's result was a profit in excess of \$21 000. It is vital to remember that every single dollar that comes into the school gate stays within the school to the benefit of our South



School students. To our school and extended community we say "Thank you". While on the subject of the fete, we have another "Thank you" to and a special presentation to one of our P&C Committee members, Mrs Stina Heath who has brilliantly led our Fete Committee for the past 3 years. While Stina will always say that she had plenty of "busy bees" around her it takes just 1 person to lead the group and Stina has done a remarkable job for the past 3 years. As this year was Stina's final year as Fete Coordinator we would like to take this opportunity to show our appreciation for her hard work.

For a long standing contribution to the P&C a further thank you needs to go to Colin and Leanne Green. Col & Leanne have been associated with Gunnedah South Public School for over 20 years and as this is their last presentation day, we felt it was important to acknowledge their amazing contribution to the P&C and this school community. Leanne started volunteering when Jason, now 26 was in kindergarten. Over this time they have held many positions on the P&C including president and treasurer, done countless fetes, mothers and Father's Day stalls, years of book club, banking and given hours and hours of their time to making this school a better place for all the kids who attend. From Jason, Olivia, Breanna, Ashlee and now finishing with Joshua who finishes Year 6 this year, we would like to say thank you for your dedication to this school and to our P&C.

The position of Student Welfare Officer was filled by Judi Peters in October, 2012 through the School Chaplaincy and Student Welfare program accessed by the P&C and funded through the Australian Government. Immediately, Judi had an impact in the school and over the last 2 years, has done fantastic work and run an amazing array of programs and groups for the students and families at Gunnedah South. There are too many to mention now, however, a couple of highlights include the school mentoring program. Early on in her position Judi identified that there are children in our school who were looking for adults in their life, not to be teachers, coaches or counselors but to guide, connect and spend time with them. This program saw adults from the community come into the school to connect with one or two students to spend time with them and was outstandingly successful.

Another program I will mention is the Rock and Water program. Judi undertook training for this and then delivered this program to children in many different age groups in the school. This program is an educational program that aims to enhance the social, emotional and spiritual development of boys and girls. I know many children developed social and emotional skills through these programs that they will take with them always. These are two tiny examples of the wonderful work that Judi has done for our school through her Student Welfare Officer position and we thank her from the bottom of our hearts that she was able to have such a wonderful impact on our school over her time here. Unfortunately, the funding is no longer available for the P&C to access and we would like to say farewell to Judi and we wish her well in her future endeavors.

With our total fundraising efforts for 2014 exceeding the \$25 000 mark, we were able to make numerous contributions to the school including sound-proofing to the kitchen, providing assistance to students representing the North West at PSSA State events and for the first time this year, providing one lucky student from Year 4 with a P&C Citizenship Award, recognising positive behaviours, work habits and relationships with students and teachers. As part of the 50/50 funding agreement with the school we also contributed \$30 000 which went towards the kitchen outdoor area, garden project and the Infants pathway extension. Members of the P&C also assisted with the South School ball run by Cath Clarke & Cath Reynolds. A huge thank you to you both as the money raised by the ball, combined with P&C fundraising pays for many of the larger projects around the school.

I have saved another important "Thank you" until now. I was fortunate enough to accompany Year 5 on their Canberra excursion just a few weeks ago. Thank you Year 5, for the pleasure of your company on this excursion. I lost track of the number of people who commented on the way our students behaved, spoke and participated in activities. They were fun to be around, a pleasure to escort through attractions such as Parliament House and the Australian War Memorial and best

of all, in 2015 they will all be our South School leaders. They are excellent role models and I look forward to seeing them all rise to the challenge next year.

Finally, from the P&C, a huge thank you to the teaching staff here at South School. The Year 5 excursion was an eye opener for me to see how a teaching day could start at 5:30am and finish after 10pm where just about every minute of the day is planned and prepared for and that our children are safe, entertained, fed, watered and most of all, educated in so many different facets of life.

It's been a pleasure and a privilege to be involved with South School again in 2014. For Year 6 students who may be feeling a little nervous about leaving South and heading to high school, your life will be full of changes like this, but it really is just like opening a new door. Always try to keep a smile on your face. Good luck next year in Year 7.

Scott Clarke  
P&C President

## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	489390.50
Global funds	437009.20
Tied funds	422003.41
School & community sources	245591.34
Interest	12920.67
Trust receipts	30315.20
Canteen	0.00
Total income	1637230.32
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	35604.57
Excursions	168034.18
Extracurricular dissections	37206.88
Library	5880.80
Training & development	847.65

Tied funds	457531.05
Casual relief teachers	103713.68
Administration & office	184382.72
School-operated canteen	0.00
Utilities	143894.65
Maintenance	64832.93
Trust accounts	26740.03
Capital programs	88480.24
Total expenditure	1317149.38
<b>Balance carried forward</b>	320080.94

A full copy of the school's 2014 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 2014

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	90.8
Writing	90.8
Spelling	92.9
Grammar & Punctuation	96.9
Numeracy	92.7

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	96.8
Writing	79.4
Spelling	88.9
Grammar & Punctuation	95.2
Numeracy	98.3

## 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> 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)

Average score, 2014	School		SSG		State DEC	
	384.0		367.9		416.3	
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	9	14	21	27	11	16
Percentage in Bands	9.2	14.3	21.4	27.6	11.2	16.3
School Average 2010-2014	6.7	17.4	21.7	22.8	13.1	18.2
SSG % in Bands 2014	14.2	19.0	19.4	21.8	13.0	12.7
State DEC % in Bands 2014	6.1	9.9	15.3	22.6	18.5	27.6

### NAPLAN Year 3 - Numeracy

Average score, 2014	School		SSG		State DEC	
	371.0		357.3		401.6	
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	7	19	20	28	13	9
Percentage in Bands	7.3	19.8	20.8	29.2	13.5	9.4
School Average 2010-2014	5.4	20.0	26.8	24.3	16.5	7.0
SSG % in Bands 2014	9.6	22.8	26.6	21.9	14.2	4.8
State DEC % in Bands 2014	4.1	12.6	20.7	23.2	23.0	16.4

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

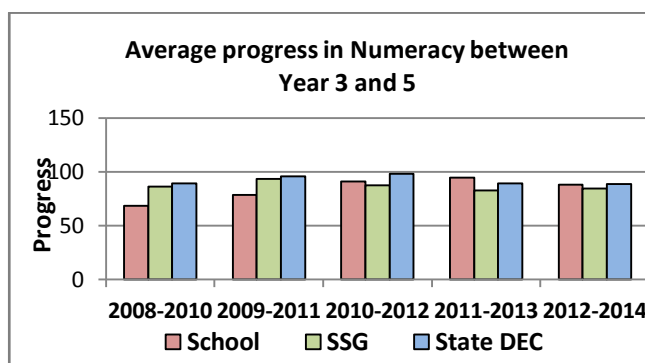
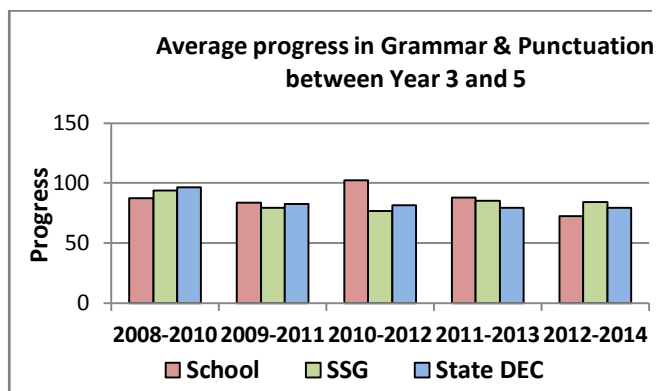
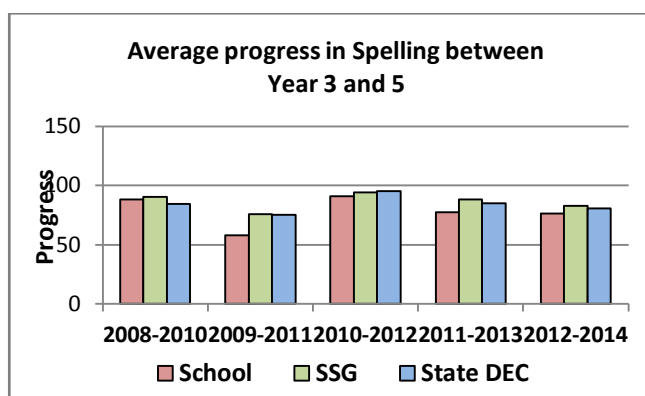
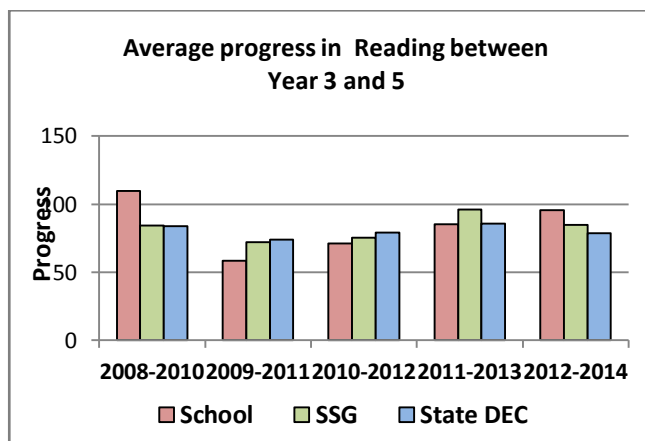
#### Year 5 NAPLAN Reading

Average score, 2014	School		SSG		State DEC	
	482.5		467.2		497.3	
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	2	14	17	15	7	7
Percentage in Bands	3.2	22.6	27.4	24.2	11.3	11.3
School Average 2010-2014	6.5	16.0	29.6	24.3	13.9	9.8
SSG % in Bands 2014	12.7	20.8	22.5	24.3	12.0	7.8
State DEC % in Bands 2014	6.8	14.3	22.1	24.7	16.7	15.4

### NAPLAN Year 5 – Numeracy

#### Year 5 NAPLAN Numeracy

Average score, 2014	School		SSG		State DEC	
	480.9		454.2		488.5	
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	1	10	21	15	8	5
Percentage in Bands	1.7	16.7	35.0	25.0	13.3	8.3
School Average 2010-2014	5.4	15.6	37.7	26.7	10.5	4.2
SSG % in Bands 2014	12.0	24.0	27.8	23.7	8.1	4.4
State DEC % in Bands 2014	6.4	15.7	23.5	27.8	13.5	13.0



## 2014 Eisteddfod Report

All classes and students had the chance to experience the Eisteddfod this year. Both the Infants and Primary Choirs entered into sections as did the Gunnedah South Band. 2S tried their hands at recorder while 4M performed a very spooky Monster Mash in their section.

One of the highlights this year was the Junior Dance Group coordinated by Miss Pankhurst. This group of talented Year 3 and 4 students were placed first in their section.

Some year 6 students performed outstandingly in the Restricted Poetry Recitation section gaining 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and Highly Commended. A lot of the Stage 3 students entered the speaking sections.

Classes in Year 3 and 5 entered the choral speech sections and were very pleased with their result. A special mention to the Year 3 and 4 group that won their Musical Entertainment section with a well-choreographed interpretation of Supercalafragalisticexpialidocious.

Once again, South School made up a large majority of the entries into the Gunnedah Eisteddfod and we are proud of the opportunities this provides our students.

## School Band

Gunnedah South School has maintained its tradition of having an accomplished School Band. Our talented and hard-working players were able to showcase their skills many times during the year including our Education Week Open Day. They also delighted and entertained members of the broader Gunnedah community by playing an entertaining repertoire of songs at the annual fete.

Students are able to learn to play brass, woodwind and some string instruments at school. Tuition is free.

Mr Laurence Rowe, band master of the Gunnedah Shire Band, comes each Monday lunch to train our band.



## Debating

This year a group of students from Gunnedah South entered the Premier's Debating Challenge. They were Cooper Bedggood, Grace McCulloch, Josh Green, Jack Trappel, Ashley Webber, Aidan R De Luzuriaga, Matilda Harford, Zachary Clarke and Angela Dillon. We travelled throughout the North-West competing with other public schools. Two of our challenges were at home and one of them at Timbumburi.

Our first debate was here at Gunnedah South. It was Gunnedah South Hurricanes vs Nundle Public. The topic was *"Team sports should be compulsory at school"*, with Matilda Harford as first speaker. Matilda entered with confidence and persistence to open the debate. Speaker two (Zachary Clarke) brought up a really good point and spoke really well. It was a hard fought debate.

Our second Debate was against Timbumburi Public School. We were treated well, being given Tim Tams as brain food. The topic was, *'That we should use animals in circuses'* Josh Green brought the roof down with his witty argument *'Would you like to be in the drive through at Macca's and be attacked by a lion?'*

We performed really well and Timbumburi were spectacular.

Our last debate was at South vs Quirindi Quolls. Mr. Humphries was adjudicator and gave us good feedback. We put up a good fight but sadly lost. Overall we had great fun representing the school. Thank you Mr Finlay.

By Jack Trappel and Cooper Bedggood

## Dance Report 2014

At Gunnedah South Public School we have successful dance programs available to primary students. This year we formed two dance groups; a junior dance group for years 3 and 4 and a senior group for years 5 and 6. In addition to the junior and senior dance groups there are also opportunities for senior students to develop skills in dance during Stage 3 rotation lessons.

The school dance program has been implemented to extend students who display a talent for dance while also providing students with opportunities to improve fitness and develop teamwork skills, self-discipline and dance

skills. Dancers are introduced to a variety of dance genres and music styles throughout the year. There is an emphasis on safe dance practice, self-improvement and quality outcomes. The dance teachers coach students to develop high quality, age-appropriate dances through the development of skills and techniques.

During the year, dancers have performed at Eisteddfod, Schools on Stage, Education Week Assembly and School Assemblies. These opportunities to perform provide students with a chance to showcase their dance skills while gaining experience and strengthening confidence. This is a chance for public schools to showcase their Dance Programs for a wider audience. It is a great opportunity for our dancers to view a variety of dance genres, music styles and interpretations.

On Saturday 7<sup>th</sup> of June, both our school junior and senior dance groups competed at the Gunnedah Eisteddfod in the dance groups section. The junior dance group performed a hip-hop routine to the song 'Timber' and were awarded 1<sup>st</sup> place. The senior dance group performed a burlesque routine to the song 'A Little Party Never Killed Nobody' and placed 3<sup>rd</sup>.

On Thursday 11<sup>th</sup> of September, both junior and senior dance groups performed in the Schools on Stage production. The junior group performed to the song 'Dancing in the Street' performed by a mass choir. The senior dance group performed to the song 'Cup of Life' performed by the mass choir for the finale of the production.



On Wednesday, 2nd September, year 1 went on a very exciting excursion to Tamworth. All the boys and girls enjoyed the long bus journey there and sang lots of songs. When we arrived, we went to the airport. We had to go through the

security check and some children even set the alarm off because of their bangles.

After that, we went to QANTAS engineering where we saw a big plane that was getting fixed. The lady explained how the people fix the planes.

The Westpac Helicopter was close by so we were able to see this amazing machine close up. The man told us some stories about people he has helped and even used Elias as a pretend patient.

Calala cottage was very interesting. We walked around in small groups and were able to see items that people had in their homes many years ago. It was interesting sitting in an old school. It was very different to our classrooms we have today.

It was a beautiful, with all children being wonderful ambassadors for our school.

## Year 2 Excursion

On Friday 5th September over 70 very excited year 2 students travelled with Hawkins Coachlines to visit the zoo at Dubbo. After an early start and an uneventful trip we arrived at the zoo at 10.00am. The children visited the education centre where they were allowed to pat lizards, snakes and possums. Our guides, Nancy and Elki, then joined us and we travelled on the coaches and on foot to view the amazing animals. We had a thoroughly enjoyable time and saw elegant elephants, terrifying tigers, musical monkeys and many more. Mrs Walsh, Mrs Woodhead, Mr McGuirk and Miss Brandy would like to thank Mr Hawkins and Mr Reading for delivering us safely to the zoo and home again. We would also like to thank our parent helpers Mrs Heath, Mrs Mainey, Mrs Williams, Mr Jaeger, Mr Bush and Mr Bartlett for their attendance on the day.

## Year Three Excursion to Gulgong

Year three had a terrific time on their excursion to Red Hill Environmental Education Centre at Gulgong, during week two.

The children learned all about the gold rush in 1872, the hardships, the way things were in the olden days and even what it would've been like to attend school in those days.

They learned old fashioned games such as hopscotch, elastics and sack racing. (Yes parents, they think the egg and spoon race and the wheelbarrow race are "olden day" games!)

Some children were very surprised to be able to make their own butter and damper. Mrs Merlehan could not resist the delicious damper with homemade butter and sticky syrup.

One of the highlights was when some lucky children struck gold! YES, you read correctly, "GOLD" We cannot divulge who though! (That's secret squirrel business.)

The children loved the activities, the food and the RHEEC staff.

Bob the clever entertainer, held a concert in the evening. He could play all kinds of interesting instruments. The children sang, danced and played some fabulous music on the piano accordion, harmonica, drums, violin and many more instruments.

Thank you to the lovely generous parent helpers. It was so funny to see them dress up in olden day clothes.

The children behaved extremely well and the RHEEC staff commented on their excellent behaviour. Well done to all those children who attended and made all people from GSPS proud. Also, thanks to the teachers who left their families overnight to take the children away for this great experience.



## **Year Four Excursion 2014**

This year saw Year 4 embark on an exciting excursion to Lake Keepit Sport and Recreation Centre. There was an energy and buzz as students hopped on board the coaches and waved goodbye to their loved ones. The excursion was based over three days and two nights.

The children were actively involved in many educational, hands-on, fun activities with friendly, experienced staff. The activities included; kayaking, giant swing, raft building, initiatives program, archery, canoeing and many other team building activities.

In the evening, the children played games, had a disco and learnt different ways of working together.

They slept comfortably in bunk beds and had delicious meals. The students were extremely well behaved and even got to sleep quickly every night to the teachers' surprise.

A great time was had by all. We will definitely be revisiting this fabulous place again next year.

A huge thank you to Mr F Inlay, Mrs Michelsen and Mrs Reynolds for leaving their families for the two nights to attend this excursion. Lots of planning went into this trip to make it a real success.

## **Year 5 Excursion**

Year 5 visited the nation's capital in term 4. The visit to Canberra takes in many of the major landmarks and also learning about the history and establishment of Canberra. The excursion began with a long bus trip with the group arriving in Canberra late on Monday afternoon.

After some rest it was time to get out and about in the national capital. First stop was the National Museum of Australia where we saw many exhibitions from Australia's history. There were old cars, clothes and even a caravan from the 1950s. We then went to Parliament House. The tour included the House of Representatives and the Senate. The Indian Prime Minister was visiting while we were there. Later that day we visited the CSIRO which conducts scientific research to develop products to help make life easier and

more efficient. They also research ways to improve our environment and save endangered animals.

Day 3 started with a visit to the Australian War Memorial. We saw many exhibits where actual weapons from the various conflicts Australia has participated in were on display. We went to the Discovery Zone where you could stand in WW1 Trenches, stand in a battleship from WW2 and sit in a Helicopter from the Vietnam War.

The Electoral Education Centre was next. We learnt all about how elections are run from the campaigns through to the results and even participated in an election of our own. The day was rounded off with a drive along Embassy Drive and a visit to the National Art Gallery.

Thursday began with a visit to the National Exhibition Centre. The centre explains how the site for Canberra was chosen and how the city was designed. It also showed some significant events in the history of Canberra. We then visited Questacon which is always fun. The earthquake simulator was very realistic.

On the final day of the excursion we headed for Gunnedah and the long journey home. Thanks to Miss Small, Miss Zerner and Mr Sumpter for their organization of the excursion and also to those parent helpers who accompanied us.

## **Year 6 Visit Sydney and Melbourne**

The year 6 excursion of 2014 to Sydney and Melbourne was designed to meet the academic and social needs of the school curriculum and the broader needs of the children. The excursion aimed to complement the work covered across the KLA's, the You Can Do It Program and was aimed at broadening the children's horizons to open up hitherto unknown possibilities in their futures.

The excursion was designed so that children were given opportunities and responsibilities that required planning, consultation, foregoing certain desirable activities in favour of others, management of their time and especially management of their limited funds which had to stretch across the five days of the excursion, personal, interpersonal and group decisions.

Children were exposed to challenges to which they had not previously been exposed with the aim of broadening their skill base and increasing their confidence. The excursion was aimed at giving the children the skills and confidence to move beyond their current experiences and geographical boundaries, to see cities as a future possibility for university or other studies, employment, travel, recreation and / or long term living. The excursion required the children to walk through the cities, to take notice, to explore, to plan and to deal with unexpected contingencies. Children were taught to use public transport — ferries, buses, trams and trains — and to negotiate the geography, security requirements and timetables of airports when catching flights to and from Melbourne.

The excursion was conducted without using charter coaches as it was thought that travelling by charter coach exonerated children from the responsibilities of negotiating and engaging with the cities, that when using coaches that children took too little notice of their surrounds and that children did not acquire the skills necessary to catch public transport, skills that they we believed would serve them well in future if they relied on charter coaches.

Activities during the Sydney leg of our excursion included:

- ◆ Catching buses, ferries, trains and aeroplanes
- ◆ Surf board riding lessons
- ◆ Body boarding lessons
- ◆ Manly Sea-life visit
- ◆ Taronga Park Zoo and Sky Safari
- ◆ Sydney Eye Tower
- ◆ Crossing Sydney Harbour Bridge by train
- ◆ Crossing Sydney Harbour Bridge by train
- ◆ Sydney Jewish Museum
- ◆ Imax Theatre - shark documentary
- ◆ Sydney Powerhouse Museum
- ◆ Visit to China Town
- ◆ Visit to Sudanese refugees in Blacktown
- ◆ “Wicked” the musical

Activities during the Melbourne leg of our excursion were:

- ◆ Catching buses, trams and aeroplanes
- ◆ Eureka Tower
- ◆ The Edge
- ◆ Federation Square
- ◆ MCG
- ◆ Hosier Lane
- ◆ Chocolate tour

Children contended with illness, delayed flights, cancelled ferry services and other minor interruptions and overcame each impediment with nary a ripple.

## **Gunnedah South Horse Sports Day**

Congratulations to our Equestrian team once again, for being wonderful representatives of Gunnedah South Public School. They were exceptionally well behaved and showed terrific sportsmanship and competitive spirit. Well done to our students who won champion and reserve champion in their age groups.

All the children looked terrific in their red and white uniform and participated in all of their events with enthusiasm riding very smart looking horses with red and white brow bands and saddle cloths. The events included Hack classes, Rider classes, and Sporting.

It was obvious they were enjoying themselves, as they wore smiles all day long.

We were lucky to have a glorious day with 87 riders competing from many schools around the area, some even from Sydney. From all reports, everyone enjoyed the day and the whole event ran very smoothly with no major incidences. We are very grateful to all volunteers, sponsors, competitors and parent supporters.

Shanyn Worley and Vicki Merlehan



## Science Report 2014

At Gunnedah South Public School this year we successfully hosted our first Science Festival on the 22<sup>nd</sup> of August. Our students along with students from Tambar Springs Public, Premer Public, Mullaley Public, Carroll Public and Gunnedah High participated in sustainability themed workshops.

Kindergarten met Elise Gretton from Boggabri Coal who talked about geology and her experiences working on exploration rigs. Students from grades 1 and 2 enjoyed a presentation by Peter Starr from Warrumbungle Observatory who talked to students about how he uses a range of telescopes to show off the wonders of the Australian night sky.

Years 3 and 4 were fascinated by the workshop presented by Trudy Staines from CSIRO Narrabri who explained how cotton is turned into fabric to make clothes. Students from years 5 and 6 were intrigued by Gunnedah High School teacher Patrick Twinning who talked about the science programs available at the local high school. He also brought dry ice along for students to experiment with and a highlight of the day was when he let off rockets on the school oval.

This festival was enhanced by \$1500 of funding from the NSW Regional Science Grant Program, delivered by Inspiring Australia NSW. This grant helped cover the costs of transport for surrounding schools to attend the festival.

It was also fantastic to see so many parents and community members sharing in the fun and exciting day for our budding future scientists. The science festival initiative will continue in 2015 where students will continue to be provided with opportunities to connect with science experiences that challenge their thinking and promote innovation.



## Kindergarten Buddies

We once again operated a successful Kindergarten and Year 6 Buddy program. Buddies got to know each other during Transition at the end of 2013, where they were involved in a Christmas craft session and picnic lunch. Each Year 6 student then sent their Kindergarten buddy a Christmas card with a photo of both of them.

When Kindergarten started the children had a familiar face to greet them and assist them in settling into school. The Year 6 students were available each morning for the first few weeks to help the children get organized for the day and then transition from mum to the playground.

Each week the buddies met to work on maths, literacy or games.

In a large school, programs like this assist the younger students to feel more comfortable.

## Significant programs and initiatives – Policy and equity funding

### Kindergarten Transition

2014 saw another successful transition program operate. Transition began at the end of Term 1 with an invitation to pre-schools to attend our annual Easter Hat Parade.

This was followed by 5 lesson tasters which commenced at 1.30 and ran through until 2.40. Taster lessons included P.E., dance, literacy and numeracy. Two lesson tasters were held in Term 2 and three in term 3.

These were followed in Term 4 by the Kindy Start program, comprising two full mornings and two full days, run on consecutive Wednesdays in October and November.

Parent information sessions were also conducted covering Literacy, Numeracy, General information and Best Start Assessment.



## Stephanie Alexander Kitchen and Garden Program

2014 has been a big year for the SAKG program. Our fundraising has been a huge success, the children are becoming more confident and capable, our community involvement is at an all-time high and we have become a training school for other SAKG schools.

On Saturday 20th September, Gunnedah South was once again, involved in Gunnedah's annual Porchetta Day. It proved to be a successful fundraiser for our SAKGP. This year, we branched out and created a variety of baked goods that customers could take home and enjoy, as well as our preserves and the minestrone soup. The children made grissini (bread sticks), focaccia loaves and a variety of biscotti. It was these baked goods which bumped up our profits to give us the largest earnings yet.

This year we entered numerous baked goods, preserves and produce to be judge in Gunnedah's annual show with pleasing results.



## Stage 3 Rotations

South School's Stage 3 Rotations were implemented successfully again this year. This program saw students' engagement, attendance and attainment levels all return strong results. Subjects on offer this year were as follows:

Mr Humphries: Science

Miss Small: PD/H/PE

Mrs Heath: HSIE

Miss Zerner: Visual Arts

Mr Sumpter: Technology

Miss Hickey: Dance/Drama

As part of Stage 3 Rotations, students were offered rich and exciting learning experiences. These included; Rugby League Clinics, Stage 3 Trek and Camp Out, utilising local sporting fields and equipment, an excursion to Canberra to learn more about procedures in Federal Government and much more. Students' independence and organization skills were again boosted by giving them an opportunity to follow a timetable, keep track of assignments and important dates in a student diary and encourage them to pack all necessary equipment in their bags each day.

## Aboriginal Education

The number of students at Gunnedah South Public School has kept rising in 2014, increasing Aboriginal student enrolments to 148.

Gunnedah South is committed to cultural awareness, knowledge and understanding of the histories, cultures and experiences of Aboriginal and/or Torres Strait Islander people as the First People of Australia. The school provides Aboriginal cultural education for all staff and education about Aboriginal Australia for **all** students.

The priorities of our school are to encourage our students to "follow their dreams" achieving their highest possible level of education with confidence and pride.

Gunnedah South Public School staff representatives attend the local AECG meetings on a regular basis.

## Personalised Learning Plans

The continuation, and development, of the Personalised Learning Plans program has enabled us to build strong relationships between teachers and parents and families. In a recent survey, teachers listed “improved teacher/parent relations” as a major advantage of the program as it encourages all parents K-2, and all Aboriginal parents 3-6, to meet with teachers four times a year. In meetings, teachers are encouraged to get to know parents and students better discuss areas that the student needs to focus on (especially in literacy and numeracy), give strategies for parents and students to use at home, and set goals as for students to strive towards.

After surveying students and using focus group data, they reported that they are keen to be involved in this process, and to work as a team alongside parents and teachers to improve in areas that have been identified.

## Accelerated Literacy

At Gunnedah South our core business is ensuring that **all** students become successful learners and are given the opportunity to access the curriculum in an engaging and effective way.

Accelerated Literacy is a tool that is used to bridge the gap between the academic achievement of Aboriginal students and their peers. It is a research and evidence based K-12 mainstream pedagogy that aims to improve literacy for Aboriginal students at an accelerated rate while improving outcomes for all students. Our professional learning plan for the implementation of AL has been a whole school, long term plan. All 24 classroom teachers and support staff are being trained by AL consultants in a supportive and systematic manner to ensure that a thorough understanding of the pedagogy is developed.

The implementation of AL at Gunnedah South has improve educational outcomes of our Aboriginal students. This has been demonstrated by improved teacher confidence and practise, higher expectations by teachers, improved collegial support for teachers, Aboriginal students NAPLAN successes, student positive feedback and overwhelming support from our Aboriginal community.

Accelerated Literacy leads learners through intensive exploration of the meanings and grammar of age appropriate, rich texts. AL is a program which was originally designed to teach Aboriginal students how to be academically literate across the curriculum. The AL Pedagogy goes beyond teaching the 'basics' of reading to teaching the complex literacy skills needed to participate in a literate society. This approach has application across the curriculum, across all achievements levels in the class.

The positive impact that Accelerated Literacy has had for our Aboriginal students spans over three main areas; staff, students and community.

## Multicultural education and anti-racism

An understanding of our cultural diversity is included in the HSIE Syllabus. Multicultural perspectives are incorporated in all grades. Gunnedah South Public School has a number of students who were born in another country or whose parents were born overseas. As a result, the school maintains a focus on multicultural education across the curriculum by providing programs that develop knowledge, skills values and attitudes required by Australia’s culturally diverse society.

Students are encouraged to talk about their culture so that all students can have a full understanding and appreciation of how different cultures operate in our society.

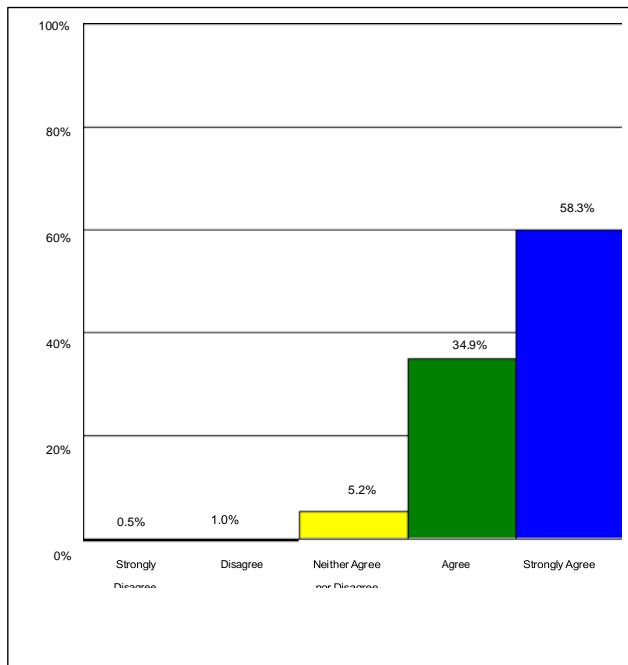
# School planning and evaluation 2012—2014

## School evaluation Processes

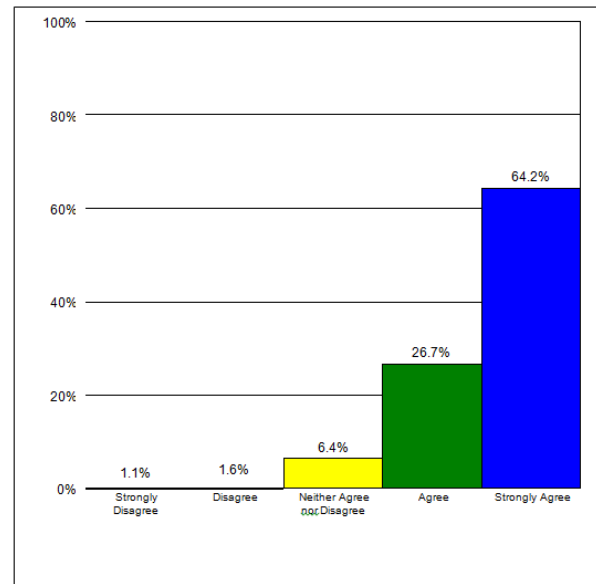
### Parent/caregiver and student satisfaction

#### Results from student Survey

Students were asked if they thought they were receiving a good education at Gunnedah South. 58.3% strongly agreed and 34.9% agreed. 1.5% of students disagreed or strongly disagreed.

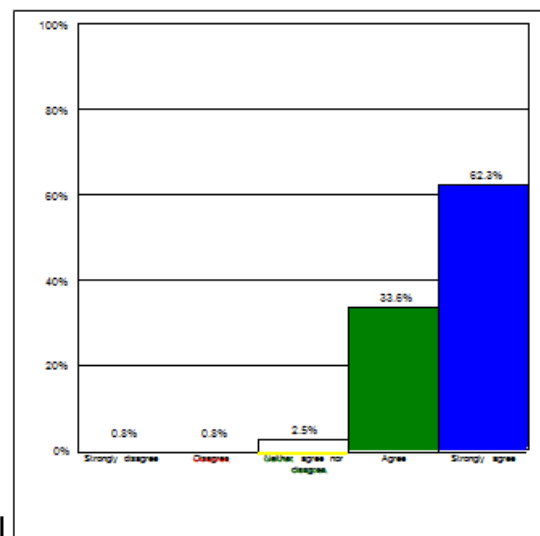


Students were asked if they thought Gunnedah South Public School was a good school and if they would recommend it to others. 90.9% of students either agreed or strongly agreed. 2.7% of students either disagreed or strongly disagreed.

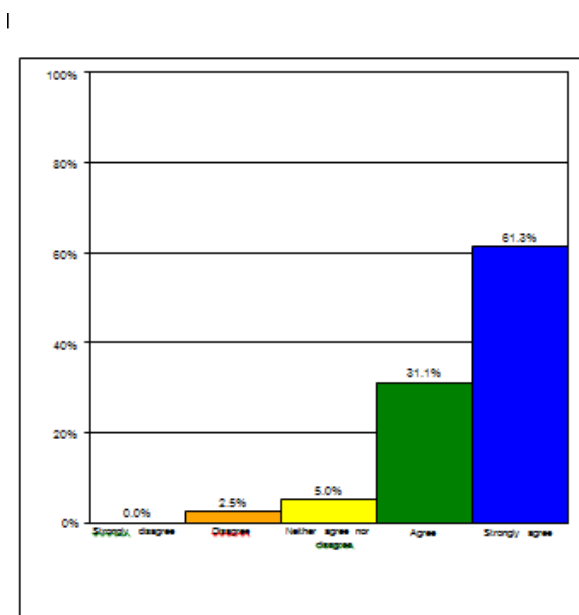


#### Results from Parent Survey

Parents were asked if they considered Gunnedah South a good school. 95.9% either agreed or strongly agreed. 2.5% were unsure and 2.7% disagreed or strongly disagreed.



Parents were asked if they thought their child was getting a good education. 92.4% either agreed or strongly agreed. 5% were unsure and 2.5% either disagreed or strongly disagreed.



## School Planning 2012-2014:

### School priority 1

To increase the % of students achieving greater than or equal to expected growth in NAPLAN Year 5 Reading by 2.5%.

### Outcomes from 2012–2014

- Increased levels of Literacy achievement for every student in line with school, Regional and State targets.
- Diminished gap in Literacy achievement between Aboriginal students and all students.

### Evidence of achievement of outcomes in 2014:

- The four forms of spelling knowledge are taught in every classroom.
- Accelerated Literacy is implemented in a whole school approach K-6.
- Early Learning Plans are used by all kindergarten teachers to provide feedback to parents on student progress.

### Strategies to achieve these outcomes in 2014

- Provide professional development opportunities for school executives and teachers to help them use and analyse student data including NAPLAN to cater to student needs.
- Implement focused interventions to lift results for all students K-6. This includes direct student interventions and professional development for teachers to implement evidence based approaches.
- Accelerated Literacy
- Professional Learning on research based spelling practices including implementing the DEC spelling requirements of the four forms of
- Spelling knowledge and building a stronger emphasis on visual and morphemic from Year 2.
- School teams will engage in regular professional learning to set targets for teacher professional learning and student achievement and to share effective practice across the school.
- Continue implementation of the Best Start Kindergarten assessment program to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching.
- Increase on site professional learning opportunities with a focus on classroom practice and curriculum knowledge.
- Bolster executive support through provision of additional release time.
- Employ SASS staff with a range of specific skills to provide in and out of classroom support to teachers to allow them more time to focus on student learning to achieve improved learning outcomes.
- Provide opportunities for staff to access professional learning and build teacher capacity through collaborative planning and team teaching opportunities.

## School priority 2

To increase the % of students achieving greater than or equal to expected growth in NAPLAN Year 5 Numeracy by 2.5%.

### Outcomes from 2012–2014

- Increased levels of Numeracy achievement for every student in line with school, Regional and State targets.
- Diminished gap in Numeracy achievement between aboriginal students and all students.

### Evidence of progress towards outcomes in 2014:

- 2014 NAPLAN data indicates 52.6% students achieved equal to or greater than expected growth.
- 2014 NAPLAN data indicates that the school 6.8% more aboriginal students in band 7 than the state average.
- 2014 NAPLAN data indicates that the school had 4.4% more aboriginal students in band 8 than state average.
- Evaluations of staff indicate that they are able to identify, analyse and interpret NAPLAN data to inform teaching and learning for their student group.

### Strategies to achieve these outcomes in 2014:

- Engage school leadership team in school accountability across the whole school for Numeracy Planning K-6.
- Implement focused interventions to lift results for identified students in years 4-6.
- Provide professional development opportunities for school executives and teachers to help them use and analyse student data including NAPLAN to cater for student need.
- Continue implementation of the Best Start Kindergarten assessment program to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching.

## School priority 3

- To increase the % of students achieving greater than or equal to expected growth in NAPLAN Year 5 Spelling by 2.5%.
- Increase on site professional learning opportunities with a focus on classroom practice and curriculum knowledge.
- Employ SASS staff with a range of specific skills to provide in and out of classroom support to teachers to allow them more time to focus on student learning to achieve improved learning outcomes.
- Provide opportunities for staff to access professional learning and build teacher capacity through collaborative planning and team teaching opportunities.
- Provide professional development opportunities for teachers in the effective use of interactive technology in the teaching and learning of Numeracy.
- School teams engage in regular professional learning to set targets for teacher professional learning and student achievement and to share effective practice across the school.

### Outcomes from 2012–2014

- Increased levels of Literacy achievement for every student in line with school, Regional and State targets.
- Increased levels of Numeracy achievement for every student in line with school, Regional and State targets.
- Diminished gap in Literacy achievement between Aboriginal students and all students.
- Diminished gap in Numeracy achievement between Aboriginal students and all students.
- Improved student learning and engagement through Quality teaching practices.



### Evidence of progress towards outcomes in 2014:

- Stage 3 rotations implemented 4 days a week.
- Stephanie Alexander Kitchen Garden programs implemented in Year K-6.
- Comprehensive Preschool to Kindergarten transition model in place. Partnerships developed with local preschools, day care centres and local partner high school.

### Strategies to achieve these outcomes in 2014:

Investigate and implement new models to ensure achievement of syllabus standards such as:

- Vertical curriculum models in the middle years,
- Integrated models of curriculum delivery centred around intellectually rich and engaging tasks.
- Implement high quality transition programs to support students and families throughout schooling.
- Employ Community Liaison Officers to assist in linking the school with the community.
- Implement focused interventions to lift results for identified students.
- Personalised Learning Plans
- Develop and implement strategies to lift parental expectations of their child's education.
- Provide ongoing professional learning in consultation with local AECG to engage local Aboriginal community members to build whole school competencies in Aboriginal cultures at a local level.
- Conduct focus groups on interviews with parents and community members to get feedback on their perceptions of the school.

### 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.

### Strategic Direction 2015-2017

Our strategic directions:

- Define the key improvements which combine for the school to achieve excellence
- Represent a high level and future-focused educational priority which is evidence based and data informed
- Be a succinct statement that drives the development of the school's educational and organisational leadership culture
- Make explicit links to the dimension of the school excellence framework



#### Purpose:

Every student in our care will be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

We will maximise learning to ensure students achieve at least a year's worth of learning from every year of teaching.

We will:

- Create high expectations to raise standards of achievement and reduce the gap between the highest and lowest achievers.
- Build leadership capability and continue to improve teaching quality and effectiveness.



**Purpose:**

Engage all staff in professional development that is, relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.

**We will:**

- Introduce new curriculum planning, management and performance – monitoring systems to improve the way our practice is delivered and increase accountability across the system.
- Implement these changes in a cohesive, targeted manner, always keeping students and their outcomes as a priority.



**Purpose:**

Build a school culture that is creative and innovative to promote achievement and foster wellbeing for every student.

Families, carers, students and staff will have access a range and scale of services they need for their education, development, well-being, health and care.

**We will:**

- Plan and better integrate National, State and Local services to ensure students families and staff have effective access.
- Provide support by directing resources to meet the specific and identified needs of priority populations.

## 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.

Mrs Emma Jeffery - Principal

Mr Graham Conn - Deputy Principal

Mr William Dowe - Assistant Principal

Mrs Judy McGowan - Assistant Principal

Mrs Nicole Walsh -Assistant Principal

Miss Aylish Flannery -Assistant Principal (rlg)

Mr Scott Clarke- P & C Representative

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School Code: 4018

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:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>