

# Gunnedah South Public School Annual Report

2015



4018

## Introduction

The Annual Report for 2015 is provided to the community of Gunnedah South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

**Principal:** Emma Jeffery

### School Contact Details:

Gunnedah South Public School

Winder Place

Gunnedah, NSW, 2380

**Web Address:** [www.gunnedahs-p.schools.nsw.edu.au](http://www.gunnedahs-p.schools.nsw.edu.au)

**School Email:** [gunnedahs-p.school@det.nsw.edu.au](mailto:gunnedahs-p.school@det.nsw.edu.au)

**Phone Numbers:** (02) 6742 1899/ (02) 6742 1488

**Fax:** (02) 6742 4217



## Message from the Principal

Gunnedah South Public School offers a well-rounded and holistic education through providing for all students' academic, social and emotional needs.

Our school enjoys a positive, well-deserved reputation in the wider community which is reflected in steadily increasing enrolments. Strong partnerships exist which enhance relationships between students, staff, parents and the broader community to create a truly great school.

Our school provides a caring and friendly environment fostered by a professional body of committed staff who provide stimulating learning opportunities. Students are empowered to achieve self-reliance and to become resilient, confident, responsible and successful members of their community. There is a strong focus on quality teaching and learning in a safe environment that promotes individual excellence and the achievement of personal best.

At Gunnedah South we have a strong focus on:

- striving for excellence in academic, cultural, creative and sporting pursuits
- developing skills for lifelong learning
- providing a nurturing, safe and inclusive school environment which fosters co-operation and acceptance of difference
- promoting a sense of self-worth, integrity and respect for self and others
- strengthening the valuable partnerships between students, staff, parents and the community

Our school is fortunate to have a highly dedicated and caring teaching and administrative staff who are very willing to be actively involved in the life of the school and constantly seek to improve the learning outcomes of our students. During 2015, teachers have developed their expertise further through a range of professional learning workshops, stage planning days, lesson observations, mentor programs and beginning teacher inductions.

The school has a very strong sense of community where students, staff and parents work together in a cooperative atmosphere. We have an active P&C and AECG who financially support the school through the provision of extra teaching resources. Children appreciate the involvement of their parents in the school and their learning is enhanced with active parent interest. Parent helpers assist the class teachers and are a valuable resource to all classrooms. Parents are invited to join classroom learning in a range of situations, from garden and cooking lessons, to parent reading and special events. Parents, teachers and students continue to meet each term to discuss the development of each student and plan strategies to maximize learning and achievement of goals.

During 2015 Gunnedah South students excelled in opportunities such as public speaking competitions, debating, kitchen and garden, Gunnedah Eisteddfod, PSSA and representative sport, our amazing excursion program, creative arts competitions, farm, Reading Recovery, Jump Rope for Heart, Book Week Parade, Stage 3 camp out, equestrian team, Life Education Van, Breakfast Club, CWA competitions, Premier's Reading and Sporting Challenge, Spelling Bee, Dance Groups, our now famous cheerleaders, Easter Hat Parade, Grandparents' Day, NAIDOC week - The art exhibition was simply outstanding, ICAS competitions, Waste to Art competition, Dorothea McKellar poetry, Riding for the Disabled and many more.

Gunnedah South continues to strive for excellence in everything we do with the students being the main focus. I extend my thanks to all our staff, students and parents for a successful year and look forward to our many achievements in the future.

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

## School background

### School vision statement

We operate our school with integrity, accountability and a passion for academic and social excellence delivering a rigorous, relevant education for the whole child. We provide a safe, ethical, and joyful culture of learning where adults and students alike can thrive and grow.

Students are the central focus of all decisions and high expectations for their learning and achievement are paramount. Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens is our aim.

To sustain a culture where student learning, well-being and achievement are realised, all staff:

- Engage in systems thinking
- Accept accountability for student learning and achievement and engage in continuous improvement
- Share responsibility for instructional leadership
- Reflect on and adapt the school's evidence based direction based on student learning needs.
- Contribute to a safe, accepting and inclusive learning environment

Gunnedah South is an innovative and dynamic school where personalized learning activities puts the student at the centre, providing assessment and instruction that are tailored to students' particular learning needs through a flexible curriculum delivery.

This vision is shared, supported and implemented by our school community of students, staff and parents.

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## School context

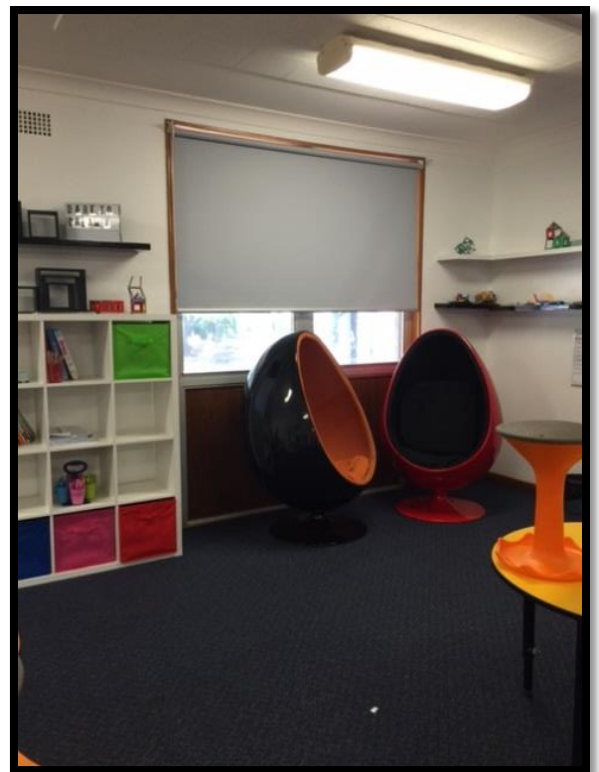
Gunnedah South Public School is a Kindergarten to Year 6 dynamic school grounded in evidence based best practice and research. We are located in the New England Region of New South Wales. The school comprises of 620 students with 24% identifying as Aboriginal and Torres Strait Islander.

The school enjoys strong and positive relationships with our P&C and AECG which are based on trust and mutual respect. Both organisations work alongside the school to inspire students to achieve in a rapidly changing world and to ensure student learning is engaging, relevant and valued. There is a strong shared committed approach to the pursuit of excellence and the provision of high quality educational opportunities for each child.

The Stephanie Alexander Kitchen Garden program is a unique feature of Gunnedah South Public School which is available to all students K-6. This program allows our students to revel in the hands on experiences centred on intellectually rich and engaging learning tasks.

The kitchen and the garden provide a real life context for learning in which the theory of the classroom melds with the practices of growing, harvesting, preparing and sharing.

The **Creative Centre** provides a positive kinaesthetic learning space to address 21st century learning outcomes. The centre is utilised by students and staff during class time and breaks. The centre provides a rich opportunity for students to develop their communication, collaboration, critical thinking and creativity skill base and addresses the needs of the whole child.



## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In 2015, our school participated in an external validation. The results of this process indicated:

## Learning:

### Personalised Learning Plans

All Aboriginal and 'at risk' students have Personalised Learning Plans developed in consultation with parents, teachers and students. The school's NAPLAN results for ATSI students indicate stronger growth than Similar Schools Group. Staff have undergone professional development in Assessment For Learning strategies. This has led to higher levels of student engagement in learning as demonstrated by anecdotal staff reports, and photo records of highly engaged student behaviours. There is a strong culture of collaborative support for students with individualised needs, as evidenced by differentiated learning programs, a high percentage of personalised learning plans, and the linking of families to external agencies through the Learning Support Team.

### Student Wellbeing

School expectations regarding behaviours are communicated through P&C and AECG. The school engages professionals in a variety of fields to up-skill and support staff in maintaining and promoting student wellbeing and behaviour management. (Dealing with difficult behaviour, Understanding Kids with Trauma) The school has a current discipline and anti-bullying policy. As a result, suspension and in-school behaviour referrals remain significantly low. Parents, students and teachers meet each term to discuss PLPs and overall behaviour and engagement. The school's NAPLAN results for ATSI students indicate stronger growth than Similar Schools Group. Students, families and staff have access to a variety of services that they need for their education, development, wellbeing, health and care.

### Curriculum and Learning

The school has led the learning alliance with Assessment for Learning. Systems to support student transition points pre to kindergarten, stage one to stage two, year six to high school and between class for high needs students is a strong aspect of the culture of the school as evidenced in feedback on school strategies such as Stage Three Rotations and continuation of same class teacher. The school is developing scope and sequences for all KLA's, currently Science, HSIE and Mathematics are being implemented. There is a strong culture of collaborative support for students with individualised needs, as demonstrated by differentiated learning programs, a high percentage of personalised learning plans, and the linking of families to external agencies through the Learning Support Team. Extra Curricula activities are available for all students K-6.

### Assessment and Reporting

NAPLAN data is analysed by whole staff and shared with parents through P&C. All students K-2 and an increasing number of students in 3-6 are updated regularly on the Literacy and Numeracy PLAN continuum. Reports are sent home twice a year, and parents are provided with extra information on the progress of their child in regular PLP meetings where supportive strategies are also outlined.

### Student Performance Measures

Students are tracked using PLAN and benchmarking to demonstrate expected growth of students. Staff assessment folders and work samples demonstrate that all students are achieving expected growth across the curriculum. NAPLAN results indicate equity groups are performing at the same level as the total cohort of students. Data provided by Business Intelligence supports a validation at sustaining and growing.

## Teaching:

### Effective Classroom Practice

Teachers collaboratively review teaching and learning programs, work samples and rubrics as illustrated in grade planning days and stage meetings. Learning walks and lesson observations as well as Accelerated Literacy demonstration lessons, indicate learning goals and success criteria that enable explicit teaching and feedback to all students. The school leadership team has built the student, staff and parent capacity to strengthen and enhance teaching and learning; as shown in PDPs and milestone projects. Leaders have engaged in professional learning with staff as well as individual meetings to reflect on practice. As evidenced in classroom observations and program reviews.

### Data Skills and Use

Teachers use grade planning days and stage meetings to analyse assessment data and identify areas of need, as evidenced by the resources produced. Planning days ensured the establishment of a culture of professional dialogue and shared learning; supporting the use of consistent language and practice, as evidenced by teacher's written reflections and evaluations.

### Collaborative Practice

The school has timetabled structures which ensure an on-going cycle of collaborative planning, implementing and reviewing of programs and practices. Processes have been put in place that are flexible and responsive to the needs of students and staff and draw on the expertise of colleagues; as demonstrated by the implementation of AL mentors throughout the school, peer and classroom observations, shared planning and programming days and the development of writing tasks, rubrics and CTJ.

### Learning and Development

All staff engaged in setting their own goals through the PDP process. Professional learning was undertaken in Assessment for Learning, PLAN and Accelerated Literacy promoting strong staff growth in teaching and learning in English and Mathematics. The beginning teacher mentor has provided additional support and guidance to beginning and early career teachers as evidenced in the Beginning Teacher Induction Package.

### Professional Standards

Through the professional development associated with PDP's, and supervisors assisting in setting professional goals aligned to Australian Professional Teaching Standards. The school is able to offer a wide range of extra-curricular opportunities with staff taking on additional responsibilities beyond their

classroom. The ongoing process of implementation and review of syllabus develops staff currency in their content knowledge.

## Leading:

### Leadership Roles

Staff were encouraged to take on leadership roles through KLA's groups, leading staff in areas of expertise and AL mentors. There are close links with the AECG, Health Organisations, P&C and Gunnedah Communities of Schools providing greater opportunities for students and staff.

### School Planning, Implementation and Reporting

The executive have been dedicated in developing milestone documents to embed the processes and practices that promote high expectations throughout the school as evidenced in new policy, procedures and protocols being written in the areas of PDPs, peer observations and assessment procedures. Processes and practices designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement are shown in staff surveys and feedback from formal interviews. The school uses an annual review process to evaluate and report school progress.

### School Resources

School resourcing was strategic and facilitates learning for all students and the appropriate allocation of human, financial and physical resources which was responsive to changing school and student needs. This is shown in annual cash flow budgets, successful audits and budget predictions. Finances aligned to school priorities.

### Management Practices and Processes

School community feedback was gathered to inform planning and resourcing of the school as evidenced by data from Survey Monkey, Tell Them From Me surveys, focus groups and telephone interviews. Staff are well informed of policies and procedures that underpin the routines and systems that combine to allow the school to focus on teaching and learning.

Our self-assessment and the external validation process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education for our students.

## Strategic Direction 1

### Learning

### 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.

### Overall summary of progress

## Did we do what we planned?

- External expertise were engaged to deliver professional learning to appropriate staff in regard to the embedding of data analysis.
- Weekly stage meetings have ensured ongoing monitoring, moderation and development of student work to inform instruction; ensuring students learn and achieve stated goals.
- Planning days have been allocated each term to Stages for pre and post assessment, planning, implementation and formative assessment of a developmental continuum of learning across English and Mathematics KLA's.
- External expertise were used to professionally develop senior executive and executive in the delivery of the Performance and Development Framework.
- All executive have engaged in observations to deliver feedback to staff in line with P&DF requirements.
- Staff have elected to undertake peer observations and deliver effective feedback to colleagues.
- Professional learning has been grounded in evidence based practice and research, focusing on continuous improvement of teaching and learning in areas such as:
  - Accelerated Literacy
  - Assessment for and of Learning
  - Visible Learning and Thinking
- Alliance funding was provided to staff for release to meet, collaborate with and observe peers across school sites.
- A clear emphasis on high levels of achievement in Literacy and Numeracy has been evident throughout the school. A comprehensive Literacy and Numeracy focus supports students achievement through the current DEC curriculum and associated resources e.g. Literacy & Numeracy continuums, Literacy & Numeracy instruction is enquiry based and challenging and developmentally appropriate for all students

## Did it have the planned impact?

- Teaching and learning programs demonstrate differentiated curriculum delivery responding to the needs of individual students through the use of evidence based learning. As a result authentic PLPs for ATSI students harness the collective wisdom of parent/carers and classroom teachers to enable



learning opportunities for Aboriginal students that equal or better those of non-Aboriginal students.

- Pre and post assessment of student learning demonstrates an effect size of greater than 0.4.
- The Performance and Development process has been planned, implemented and evaluated.
- Effective protocols and explicit procedures for collaboration, peer observation, the modelling of effective practice and feedback are embedded.
- Teaching and learning programs are collaboratively developed using evidence based learning. Supervisors collect programs each term with feedback delivered to staff. Future programming and delivery demonstrates action resulting from feedback.
- Literacy specific concepts, process, skills occur explicitly in every subject area.
- Numeracy specific concepts are explicitly used to deepen students learning and understanding in all subjects.
- Student thinking is visible and reflects the concepts currently being learnt.

| Progress towards achieving improvement measures   |  | Resources (annual) |
|---|--|--------------------|
| Improvement measure (to be achieved over 3 years)   | Progress achieved this year  | <\$>               |
| <b>Accelerated Literacy</b> <ul style="list-style-type: none"> <li>➤ On-going training for all teaching staff</li> <li>➤ Stage meetings to upskill teachers' areas of need</li> <li>➤ Classroom observations</li> <li>➤ Building appropriate resources</li> <li>➤ Programming days</li> <li>➤ Developing units of work</li> </ul> | <ul style="list-style-type: none"> <li>➤ New staff attended training</li> <li>➤ Continued training offered to those who required it.</li> <li>➤ AL Mentors released to update resources and programming.</li> <li>➤ AL mentors released to work with teachers who indicated they required assistance.</li> <li>➤ Teachers released to observe mentors whilst delivering an AL literacy sequence.</li> <li>➤ Mentors develop resources to enhance what is already being used and to ensure children are exposed to all text types.</li> <li>➤ Ongoing purchasing of texts.</li> </ul> | \$45,000           |
| <b>Data</b> <ul style="list-style-type: none"> <li>➤ All staff reviewed 2015 std results</li> <li>➤ All Exec trained in PLAN</li> <li>➤ LAST support prioritized based on 2015 results</li> <li>➤ Parent Feedback through PLPs</li> <li>➤ Teacher training in</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Whole staff meeting to allow transfer of information</li> <li>➤ Following the release of NAPLAN data, school executive participated in workshops to analyse and compare whole school data.</li> <li>➤ Data was presented to the whole staff with reflection on current school practices which were justified by the data examined.</li> <li>➤ APs, through Stage meetings, analysed further data reflected to their stage and individual</li> </ul>   | \$31,898           |

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|--|---|----------|
| use of software  | <p>groups and students.</p> <ul style="list-style-type: none"> <li>➤ Staff have implemented semester pre and post testing to calculate effect size using Hattie's calculation</li> <li>➤ Staff have been able to use this information during PLP's</li> </ul>   |          |
| <p>Capacity Building</p> <ul style="list-style-type: none"> <li>➤ Whole staff professional learning</li> <li>➤ Staff given feedback to build their capabilities as learners, teachers and leaders</li> <li>➤ Buddy Teachers/Peer Feedback</li> <li>➤ Capacity Building of Aps – guided by external consultant</li> </ul> | <ul style="list-style-type: none"> <li>➤ Workshops led staff through the final elements of the formative assessment cycle – Peer and Self-Assessment</li> <li>➤ Staff met fortnightly as a whole school on Term2 SDD and in optional workshops to collaboratively build their practice.</li> <li>➤ Lessons and lesson planning incorporated the Formative Cycle commencing with Learning Goals and Success Criteria with feedback delivered in relation to the success criteria and with students now building their own capacity for reflection by delivering peer feedback and self-assessment.</li> <li>➤ Staff have incorporated Student Learning Journals with students accepting responsibility for the collation of evidence of learning following feedback and individual goal setting</li> </ul> | \$49,200 |
| <p>Collaborative Practice</p> <ul style="list-style-type: none"> <li>➤ Staff collaborative study of School Excellence Framework</li> <li>➤ Planning Days</li> <li>➤ Feedback</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Grade Planning Days (6 throughout the year)</li> <li>➤ Whole School Collaborative Professional Learning at Staff Meetings</li> <li>➤ Staff collaborative study of "What works Best"</li> <li>➤ Staff were surveyed to assess overall effectiveness and positive benefits of planning days</li> </ul>   | \$81,000 |

## Next steps

### Accelerated Literacy

- Continue to build the capacity of teachers to program an AL texts by collaborative planning, lead by mentors
- Mentors will need to continue working together to plan for future direction and to support one another in their own areas of need.
- Continue to maintain and build onto existing resources
- Whole grades will work collaboratively, linking AL planning with the syllabus and literacy continuum, therefor embedding worthwhile, effective and relevant assessment tasks into programs.

**Data**

- At a SDD staff will be shown how to generate their own reports.
- In 2016, using staff expertise, teachers will be in-serviced in how to use the continuum to inform planning.
- An online available through PLAN which shows where children are now and offers ideas to assist teachers to plan teaching and learning activities that will move students along the continuum tool will be better utilized.

**Capacity Building**

- Continue Professional Development for new and returning staff
- Plan workshops on staff nominated areas for development
- Invite expert groups to investigate common areas of interest
- Continue to develop Professional Learning e-library determined by staff needs and interests

**Collaborative Practices**

- Provide grade planning days regularly
- Ensure stage meetings involve elements of joint planning and discussion centred around analysing student data, and improving teaching practise and student outcomes.

## Strategic Direction 2

Leading

### 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.

### Overall summary of progress

## Did we do what we planned?

- All staff were supported to develop Professional Learning goals and collate evidence of their achievement through the P& DF process.
- Enquiry based learning was used to build capacity, inform instructional practices and contribute to a culture of learning.
- Staff have complied with the Institute of Teaching practices and processes for accreditation and maintenance.
- Appropriate DEC and ATSIL staff and resources have been engaged to support staff in the implementation of the NSW teaching standards, for proficiency and Highly Accomplished Teacher.
- Opportunities for staff to build their own capacity by coaching peers and parents were developed and implemented.
- External expertise have been engaged to build Instructional Leadership capacity and related systems and process development.
- Regular Stage meetings and planning days have provided opportunities for staff to collaboratively develop leadership roles based on professional expertise.
- Collaborative feedback from students, staff and parents and reflection have been sorted to develop the annual iteration of the schools 3 year plan.
- DEC data tools were accessed where appropriate to determine educational priorities.
- School executive did undertake training in the P & DF and deliver training to school staff. School will collaboratively develop procedures in accordance with DEC regulations.
- All staff will have provided evidence of completion of e-learning compliance modules.
- Professional Development Plans are completed in accordance with DEC regulations.
- Conditions that promote collaborative learning cultures are established with professional dialogue, based on research literature and authentic learning, supporting the use of consistent language and practice.

## Did it have the planned impact?

- Organisational structures are coherent, flexible and respond to the needs of students. The learning environment is intentionally organised to optimise learning time with sustained uninterrupted blocks of time for English and Mathematics.
  - Timetabling is strategic and facilitates learning for all students and the appropriate allocation of human and other resources which is responsive to changing student needs.
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- PDP are stored in accordance with record management procedures.
- Staff will have provided evidence on their achievements and ongoing progress as assessed against the School Plan and School Excellence Framework.

| Progress towards achieving improvement measures  |   | Resources (annual) |
|--|---|--------------------|
| Improvement measure (to be achieved over 3 years)  | Progress achieved this year   | <\$>               |
| <p>Performance and Development Plans</p> <p>➤ The overarching purpose of the performance and development process is to support the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce.</p> | <p>➤ Staff work collaboratively to develop lesson observations and feedback protocols</p> <p>➤ Staff received mandatory training on the Performance Development Framework presented by Mrs. Emma Jeffery (Principal) and Mrs. Shanyin Worley (Federation Representative).</p> <p>➤ Staff examined ways the PDF connects with the school plan and goals must fit into one of the domains highlighted in the plan - Learning, Leading &amp; Linking. Staff were informed on what makes a piece of quality evidence supported by 'Evidence Guide for the Proficient Teacher Standards'</p> <p>➤ Staff were led in how to create goals and collect evidence to support their achievement by Mrs Shanyin Worley.</p> | \$10,000           |
| <p>Peer Observation</p> <p>➤ This focus area aims to improve processes for classroom walkthroughs and lesson observations in order to build teacher capacity and promote collegiality</p>  | <p>➤ Write protocols and procedures for peer observation</p> <p>➤ Assign Buddy Teachers</p> <p>➤ Staff participate in peer observations, acknowledging their benefits</p> <p>➤ Development of Gunnedah South Policy, Procedures, and Protocols document with observation feedback sheet</p> <p>➤ Timetabling restructured to obtain maximum benefit for teachers</p> <p>➤ Collegial culture of sharing, trusted feedback and the continual improvement of teaching practice</p> <p>➤ Staff participated in Professional Learning outlining how Professional Development Plans and Peer Observations were to run throughout the school and how they are linked.</p>  | \$10,000           |
| Induction Package  |   |                    |



|   |  |                |
|---|--|----------------|
| <p>➤ The purpose of this program is to have a key focus on beginning teachers receiving high quality induction to support their entry to the profession and to enhance their teaching skills.</p> | <p>➤ Quality Teaching Advisor, Beginning Teacher Mentor and Deputy Principal developed GSPS Teacher induction program ready for full implementation in 2016. Beginning teachers will be mentored and coached from 'Graduate' through to 'Consolidating Proficient' during their first two years of service. This will ensure a successful transition into professional practice and retaining beginning teachers in the profession.</p> <p>➤ Induction policy and programs have been developed. Induction teacher package is in hard copy and digital format. Included in the package are resources that will assist beginning teachers including Curriculum documents.</p> <p>➤ The program is based on the 5Cs that are essential to quality induction. Context, Curriculum and Classroom – Induction Processes need to develop knowledge, understanding and practices relating to the school context, curriculum and classroom.</p> | <p>\$2,000</p> |
|---|--|----------------|

## Next steps

### Performance and Development Plans

Future Directions will involve teachers receiving more training in:

- Developing goals that support the aims of the school plan and aspirations of individual teachers.
- Using Evidence and understanding what makes quality evidence to demonstrate achievement of PDF goals.
- Incorporating peer observations each term to direct and support teachers toward achieving goals in their PDF.
- Developing teachers understanding of 'Australian Professional Standards for Teachers' and how to use them when constructing goals.

### Peer Observation

- Re-visiting the Visible Learning Survey to assess effectiveness of Peer Observations
- Peer Observations becoming more embedded in our school culture
- Continuing informal and formal feedback

### Induction Package

- Appointing an Induction Coordinator
- Continuing to implement Induction Program
- Evaluate/Review in November 2016

## Strategic Direction 3

Linking

### 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.

### Overall summary of progress

## Did we do what we planned?

- GSPS have offered a rich variety of extracurricular and in school activities and programs ensuring each child is healthy, safe, engaged, supported and challenged
  - Stephanie Alexander Kitchen Garden
  - You Can Do It
  - Merit system
  - Creative Centre
  - Stage 3 Rotations
- School teams meet on an ongoing basis to review academic, social and emotional progress of students.
- Gaps in achievement have been identified for students through disaggregated data and targets will be set to close the achievement gap.
- Tracking mechanisms are kept current using PLAN K-6 and used on an ongoing basis for discussion at Stage meetings and Planning Days to refine curriculum, instruction and assessment.
- Multiple opportunities have been provided for parents and students to actively participate in ongoing review and update of PLPs.
- Staff are aware of diverse community supports involved in assisting students and can facilitate appropriate access to those services:
  - Speech Pathology
  - Occupational Therapy
  - Allied Health
- Staff, students and family members establish and maintain school and classroom behavioural expectations, rules, and routines that teach students how to manage their behaviour and help students to improve problem behaviour.

| Progress towards achieving improvement measures  |   | Resources (annual) |
|--|---|--------------------|
| Improvement measure (to be achieved over 3 years)  | Progress achieved this year   | <\$>               |
| <b>Personalised Learning Plans</b> <ul style="list-style-type: none"> <li>➤ This strategy will see our school build on strong partnerships between students, teachers and families focused around a student's learning and progress.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ The Aboriginal Education team surveyed and collated staff responses to assist in planning and improving on current PLPs practices</li> <li>➤ Aboriginal Education team have revised, produced and implemented a new, teacher friendly template for recording purposes</li> <li>➤ Increased focused on articulating goals of ATSI students to their parents and carers</li> <li>➤ More regular collection of PLP data school-wide</li> <li>➤ Policy, procedures and protocols document</li> <li>➤ Increased capacity of staff to conduct PLP meetings</li> <li>➤ PLPs embedded in school culture</li> </ul> | \$43,750           |
| <b>Gunnedah School's Network</b> <ul style="list-style-type: none"> <li>➤ To support beginning Teachers (particularly temporary and casuals) to develop and improve their teaching practice, including through team teaching and lesson demonstration.</li> <li>➤ Support professional learning for teachers and executive across the community of schools</li> <li>➤ Guide beginning teachers through the process of achieving accreditation at Proficient teacher.</li> <li>➤ Develop sustainable and accessible structures to support a network of professional practice focused on supporting</li> </ul> | <ul style="list-style-type: none"> <li>➤ Gunnedah Teacher Support Network meetings</li> <li>➤ Structured whole school systems for Accreditation and Maintenance of Accreditation.</li> <li>➤ Professional Development Opportunities</li> <li>➤ Developed Casual teacher packs</li> <li>➤ Implemented Gunnedah Accreditation Panel</li> <li>➤ Collaboration by team teaching and lesson demonstration</li> <li>➤ 15 teachers completing proficient teacher accreditation successfully</li> </ul>   | \$12,000           |

|   |   |          |
|---|---|----------|
| beginning teachers.<br>➤ Support and assist Principals and Executive in their role through accreditation.                             |   |          |
| Stage 3 Rotations<br>➤ This initiative offers students an opportunity to prepare and feel confident as they transition to High School | ➤ Stage Three Rotations embedded in GSPS culture.<br>➤ Improved Attendance<br>➤ Improved engagement in learning | \$22,000 |

## Next steps

### PLPs

- Improving parent/teacher communication (notice of meetings, strategies to use at home)
- Seeking more staff feedback on documentation
- Establishing stronger connection between PLP goals and differentiation in teaching programs

### Gunnedah School's Network

- Strengthening support for teachers seeking accreditation at all levels
- Continuing ongoing support for local Principals through Gunnedah Accreditation Panel
- Deepening teacher's understanding of Professional Standards

### Stage 3 Rotations

- Continuing Professional Learning for Staff focussed on their specialist area.
- Embedding Rotations into our weekly timetable to ensure that all KLA's have adequate Teaching and Learning time.

## Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

| Key initiatives (annual)   | Impact achieved this year  | Resources (annual) |
|--|--|--------------------|
| <b>Aboriginal background funding</b><br><br>Accelerated Literacy | Accelerated Literacy was adopted by GSPS as a pedagogy for teaching English K-6: <ul style="list-style-type: none"> <li>• Inclusive of all students, exposing all students to age appropriate material</li> <li>• Focused on differentiation of the learning to allow students to feel successful</li> <li>• All staff are expected to use AL when teaching literacy. New staff received extensive training of AL during the school holidays.</li> <li>• Our AL resources continue to be developed, including class sets of texts, teaching aides, teaching notes and programs.</li> <li>• AL mentors focus on developing teachers confidence in teaching AL through shared programming sessions, lesson demonstrations and feedback from observations.</li> </ul> | \$84,014.00        |
| Personalised Learning Plans                                      | PLPs are an integral part of everyday learning for both Aboriginal and non-Aboriginal students at our school. <ul style="list-style-type: none"> <li>• The Aboriginal Education team surveyed and collated staff responses to assist in planning and improving on current PLPs practices</li> <li>• Aboriginal Education team have revised, produced and implemented a new, teacher friendly template for recording purposes</li> <li>• Increased focused on articulating goals of ATSI students to their parents and carers</li> </ul>  |                    |
| Cultural Awareness Training                                      | <ul style="list-style-type: none"> <li>• Turning policy in action</li> <li>• Redesigning PLP proforma and processes</li> <li>• Utilised Regional Office ACLO</li> </ul>  |                    |



|  |  |                     |
|--|--|---------------------|
| <p><b>Socio-economic funding</b></p> <p>SAKG</p> <p>Collaborative Practice (stage planning days)</p> | <ul style="list-style-type: none"> <li>The Stephanie Alexander Kitchen Garden Project continues to foster strong connections with parents and local businesses</li> <li>Students continue to learn lifelong skills in sustainable and healthy living</li> <li>The project is becoming more self-sufficient through fundraising events, selling extra produce to local business and supporting local markets.</li> <li>Stages meet for planning days to collaboratively develop teaching programs, assessment tasks and discuss CTJ.</li> </ul>   | <p>\$116,176.00</p> |
| <p><b>Low level adjustment for disability funding</b></p> <p>SLSO</p>                                | <ul style="list-style-type: none"> <li>School Learning Support Officer time and teacher release for related professional learning and program coordination</li> <li>To support identified students who require additional assistance to engage in the curriculum and all aspects of school life</li> <li>Improve student outcomes</li> <li>Strengthen partnerships between schools, parents and carers through PLPs, parent helpers, development of ILPs.</li> </ul>   | <p>\$62,063.00</p>  |
| <p><b>Support for beginning teachers</b></p> <p>Beginning Teacher Support</p>                        | <p>A Teacher Mentor was appointed to Gunnedah, based at Gunnedah South Public School as part of <i><b>Great Teaching, Inspired Learning</b></i> Reform</p> <ul style="list-style-type: none"> <li>To support beginning Teachers (particularly temporary and casuals) to develop and improve their teaching practice, including through team teaching and lesson demonstration.</li> <li>Support professional learning for teachers and executive across the community of schools to strengthen their understanding of the <i><b>Australian Professional Standards for Teachers.</b></i></li> <li>Guide beginning teachers through the process of achieving accreditation at Proficient teacher.</li> </ul> | <p>\$17,147</p>     |

|                          | <ul style="list-style-type: none"> <li>• Develop sustainable and accessible structures to support a network of professional practice focused on supporting beginning teachers.</li> <li>• Support and assist Principals and Executive in their role through accreditation.</li> </ul>   |                    |
|--------------------------|---|--------------------|
| Other school focus areas | Impact achieved this year   | Resources (annual) |
| Stage 3 Rotations        | <ul style="list-style-type: none"> <li>• Students in Stage 3 continue to be involved in specialised teaching programs that are aimed to prepare them for secondary education.</li> <li>• Teachers in Stage 3 plan exemplary learning experiences in an area of their own expertise, drawing in external organisations and stimulating resources.</li> </ul> | \$22,000           |

## Mandatory and optional reporting requirements

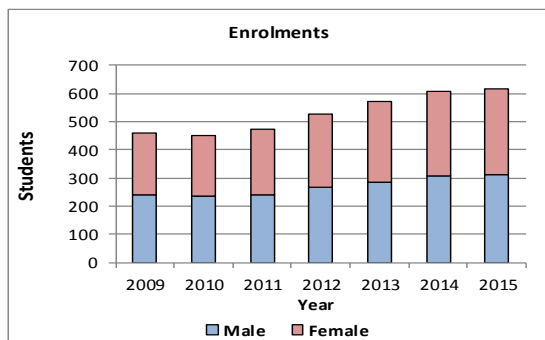
### Student information

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

### Student enrolment profile

#### Student Enrolment

| Gender | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|--------|------|------|------|------|------|------|------|
| Male   | 241  | 235  | 242  | 269  | 287  | 308  | 310  |
| Female | 220  | 214  | 233  | 258  | 287  | 302  | 308  |



### Student attendance profile

#### Student Attendance

|           | Year         | 2010        | 2011        | 2012        | 2013        | 2014        | 2015        |
|-----------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| School    | K            | 95.2        | 93.4        | 94.3        | 97.4        | 94.7        | 94.1        |
|           | 1            | 93.6        | 95.1        | 92.2        | 96.7        | 94.9        | 93.2        |
|           | 2            | 93.9        | 93.6        | 94.8        | 95.6        | 95.4        | 93.7        |
|           | 3            | 91.9        | 92.2        | 92.8        | 96.6        | 94.3        | 94.3        |
|           | 4            | 93.3        | 91.8        | 92.8        | 95.3        | 94.6        | 94.3        |
|           | 5            | 92.4        | 93.9        | 93.8        | 95.0        | 94.1        | 94.5        |
|           | 6            | 92.9        | 92.4        | 92.8        | 96.4        | 92.7        | 92.4        |
|           | <b>Total</b> | <b>93.3</b> | <b>93.2</b> | <b>93.3</b> | <b>96.1</b> | <b>94.4</b> | <b>93.8</b> |
| State DoE | K            | 94.7        | 94.7        | 94.3        | 95.0        | 95.2        | 94.4        |
|           | 1            | 94.2        | 94.2        | 93.9        | 94.5        | 94.7        | 93.8        |
|           | 2            | 94.4        | 94.2        | 94.2        | 94.7        | 94.9        | 94.0        |
|           | 3            | 94.5        | 94.4        | 94.4        | 94.8        | 95.0        | 94.1        |
|           | 4            | 94.5        | 94.3        | 94.3        | 94.7        | 94.9        | 94.0        |
|           | 5            | 94.4        | 94.2        | 94.2        | 94.5        | 94.8        | 94.0        |
|           | 6            | 94          | 93.8        | 93.8        | 94.1        | 94.2        | 93.5        |
|           | <b>Total</b> | <b>94.4</b> | <b>94.3</b> | <b>94.2</b> | <b>94.7</b> | <b>94.8</b> | <b>94.0</b> |



### Class sizes

#### Class Sizes

| Roll class | Year | Total in class | Total per year |
|------------|------|----------------|----------------|
| KA         | K    | 20             | 20             |
| KM         | K    | 21             | 21             |
| KR         | K    | 21             | 21             |
| KS         | K    | 20             | 20             |
| KT         | K    | 20             | 20             |
| 1H         | 1    | 21             | 21             |
| 1M         | 1    | 20             | 20             |
| 1R         | 1    | 21             | 21             |
| 1S         | 1    | 21             | 21             |
| 1W         | 1    | 20             | 20             |
| 2S         | 2    | 23             | 23             |
| 2SW        | 2    | 23             | 23             |
| 2W         | 2    | 24             | 24             |
| 2Z         | 2    | 24             | 24             |
| 3H         | 3    | 32             | 32             |
| 3S         | 3    | 30             | 30             |
| 4D         | 4    | 30             | 30             |
| 4M         | 4    | 28             | 28             |
| 4P         | 4    | 28             | 28             |
| 5M         | 5    | 30             | 30             |
| 5S         | 5    | 26             | 26             |
| 6C         | 6    | 27             | 27             |
| 6F         | 6    | 28             | 28             |
| 3/4M       | 3    | 19             | 30             |
|            | 4    | 11             | 30             |
| 5/6S       | 5    | 20             | 28             |
|            | 6    | 8              | 28             |

### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

| Position                                 | Number |
|--|--------|
| Principal                                | 1.0    |
| Deputy Principal(s)                      | 1.0    |
| Assistant Principal(s)                   | 4.0    |
| Classroom Teacher(s)                     | 20.0   |
| Part-time Teacher                        | 1.1    |
| Teacher RFF                              | 1.134  |
| Teacher of Reading Recovery              | 0.525  |
| Learning and Support Teacher(s)          | 1.7    |
| Teacher Librarian                        | 1.2    |
| School Counsellor                        | 1.0    |
| Itinerant Teacher of Visual Disabilities | 1.0    |
| School Administrative Officer            | 2.062  |
| School Administrative Manager            | 1.0    |
| Aboriginal Education Officer             | 1.0    |
| Total                                    |        |

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

|  |   |
|--|---|
| Staff that are of Aboriginal or Torres Strait decent | 4 |
|--|---|

### Workforce retention

2015 sees the start of exciting opportunities for a number of our teaching staff. Three of our teachers have taken leave at the end of 2015 to travel and work/live overseas. Four teachers have accepted teaching positions at other schools. We have had 1 teacher take leave for 2016.

Also exciting news, Gunnedah South welcomed 3 new permanent teachers to our staff.

Of the remaining staff, 14 have been employed at Gunnedah South for over 10 years, with 7 of those members being employed here for more than 20. 9 of our teachers have worked at our school for 1 year or less.



### Teacher qualifications

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

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 27         |
| Postgraduate degree             | 8          |

(30 teachers returned surveys)

### Professional learning and teacher accreditation

Gunnedah South teacher mentor, Kirran Gurr continued to work with beginning teachers and support the implementation of the BOSTES requirements for the teacher accreditation process. We had 13 teachers requiring accreditation, of those 11 still require to submit their accreditation and 2 are now in the maintenance stage.

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

## Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

|                                |              |
|--------------------------------|--------------|
| Date of financial summary      | 30/11/2015   |
| <b>Income</b>                  | \$           |
| Balance brought forward        | 320,080.94   |
| Global funds                   | 529,044.45   |
| Tied funds                     | 537,943.18   |
| School & community sources     | 242,151.28   |
| Interest                       | 11,266.54    |
| Trust receipts                 | 42,729.61    |
| Canteen                        | 0.00         |
| Total income                   | 1363,135.06  |
| <b>Expenditure</b>             |              |
| Teaching & learning            |              |
| Key learning areas             | 52,138.81    |
| Excursions                     | 112,048.60   |
| Extracurricular dissections    | 24,221.23    |
| Library                        | 5,476.02     |
| Training & development         | 5,826.67     |
| Tied funds                     | 523,137.40   |
| Casual relief teachers         | 112,087.66   |
| Administration & office        | 164,143.85   |
| School-operated canteen        | 0.00         |
| Utilities                      | 115,826.37   |
| Maintenance                    | 40,399.63    |
| Trust accounts                 | 40,081.15    |
| Capital programs               | 26,601.67    |
| Total expenditure              | 1,221,989.06 |
| <b>Balance carried forward</b> | 461,226.94   |

## School performance

### School-based assessment

#### 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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

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

### Year 3 NAPLAN Reading

| Year 2011-2015 Reading    |        |      |       |      |           |      |
|---------------------------|--------|------|-------|------|-----------|------|
| Average score, 2015       | School |      | SSG   |      | State DoE |      |
|                           | 386.6  |      | 378.2 |      | 422.4     |      |
| Skill Band Distribution   |        |      |       |      |           |      |
| Band                      | 1      | 2    | 3     | 4    | 5         | 6    |
| Number in Bands           | 4      | 8    | 30    | 16   | 9         | 12   |
| Percentage in Bands       | 5.1    | 10.1 | 38.0  | 20.3 | 11.4      | 15.2 |
| School Average 2011-2015  | 6.4    | 15.5 | 26.0  | 22.7 | 12.4      | 17.0 |
| SSG % in Bands 2015       | 9.4    | 13.3 | 28.0  | 23.8 | 13.6      | 11.9 |
| State DoE % in Bands 2015 | 5.3    | 6.7  | 20.4  | 21.1 | 18.4      | 27.9 |

### Year 3 NAPLAN Grammar and Punctuation

| Year 2011-2015: Grammar and Punctuation |        |      |       |           |       |      |
|---|--------|------|-------|-----------|-------|------|
| Average score, 2015                     | School | SSG  |       | State DoE |       |      |
|   | 393.6  |      | 378.5 |           | 431.7 |      |
| Skill Band Distribution                 |        |      |       |           |       |      |
| Band                                    | 1      | 2    | 3     | 4         | 5     | 6    |
| Number in Bands                         | 7      | 7    | 14    | 27        | 15    | 9    |
| Percentage in Bands                     | 8.9    | 8.9  | 17.7  | 34.2      | 19.0  | 11.4 |
| School Average 2011-2015                | 6.2    | 12.1 | 22.1  | 25.2      | 21.3  | 13.1 |
| SSG % in Bands 2015                     | 9.9    | 16.8 | 20.0  | 26.6      | 12.9  | 13.8 |
| State DoE % in Bands 2015               | 5.1    | 8.5  | 13.6  | 24.0      | 19.2  | 29.6 |

### Year 5 NAPLAN Reading

| Year 2011-2015 Reading    |        |      |       |      |           |      |
|---------------------------|--------|------|-------|------|-----------|------|
| Average score, 2015       | School | SSG  |       |      | State DoE |      |
|                           | 482.4  |      | 448.7 |      | 494.3     |      |
| Skill Band Distribution   |        |      |       |      |           |      |
| Band                      | 3      | 4    | 5     | 6    | 7         | 8    |
| Number in Bands           | 5      | 12   | 23    | 13   | 13        | 8    |
| Percentage in Bands       | 6.8    | 16.2 | 31.1  | 17.6 | 17.6      | 10.8 |
| School Average 2011-2015  | 6.7    | 16.5 | 31.1  | 24.1 | 13.2      | 8.4  |
| SSG % in Bands 2015       | 12.2   | 30.9 | 24.9  | 17.1 | 9.7       | 5.2  |
| State DoE % in Bands 2015 | 5.8    | 17.3 | 21.4  | 20.9 | 18.7      | 15.9 |

### Year 5 NAPLAN Grammar and Punctuation

| Year 5/6 LBN Grammar and Punctuation |        |      |       |      |           |      |
|--------------------------------------|--------|------|-------|------|-----------|------|
| Average score, 2015                  | School | SSG  |       |      | State DoE |      |
|                                      | 484.0  |      | 450.7 |      | 500.9     |      |
| Skill Band Distribution              |        |      |       |      |           |      |
| Band                                 | 3      | 4    | 5     | 6    | 7         | 8    |
| Number in Bands                      | 5      | 8    | 25    | 18   | 12        | 6    |
| Percentage in Bands                  | 6.8    | 10.8 | 33.8  | 24.3 | 16.2      | 8.1  |
| School Average 2011-2015             | 8.4    | 15.6 | 30.9  | 22.6 | 13.1      | 9.5  |
| SSG % in Bands 2015                  | 17.9   | 21.1 | 28.9  | 16.9 | 10.1      | 5.1  |
| State DoE % in Bands 2015            | 8.2    | 12.3 | 23.5  | 20.7 | 18.8      | 16.5 |



## NAPLAN - Numeracy

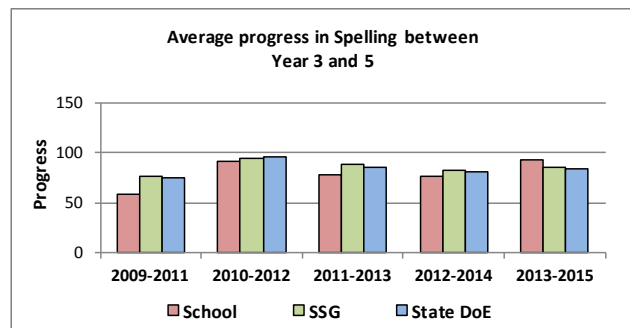
### Year 3 NAPLAN Numeracy

| Year 5 STAR Exit Numeracy |        |      |       |      |           |      |
|---------------------------|--------|------|-------|------|-----------|------|
| Average score, 2015       | School | SSG  |       |      | State DoE |      |
|                           | 371.6  |      | 359.2 |      | 395.9     |      |
| Skill Band Distribution   |        |      |       |      |           |      |
| Band                      | 1      | 2    | 3     | 4    | 5         | 6    |
| Number in Bands           | 2      | 18   | 22    | 17   | 14        | 6    |
| Percentage in Bands       | 2.5    | 22.8 | 27.8  | 21.5 | 17.7      | 7.6  |
| School Average 2011-2015  | 5.5    | 20.8 | 24.7  | 23.6 | 17.7      | 7.8  |
| SSG % in Bands 2015       | 9.6    | 22.7 | 27.1  | 23.3 | 10.8      | 6.5  |
| State DoE % in Bands 2015 | 5.5    | 14.3 | 22.0  | 22.9 | 17.9      | 17.5 |

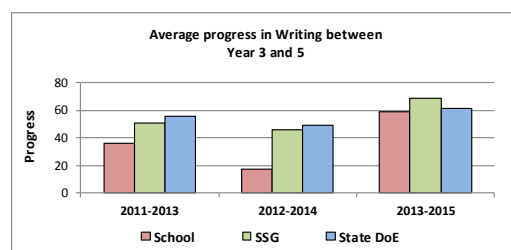
### Year 5 NAPLAN Numeracy

| Year 5 NAEP Literacy      |        |      |       |      |           |      |
|---------------------------|--------|------|-------|------|-----------|------|
|                           | School |      | SSG   |      | State DoE |      |
| Average score, 2015       | 478.7  |      | 450.7 |      | 493.1     |      |
| Skill Band Distribution   |        |      |       |      |           |      |
| Band                      | 3      | 4    | 5     | 6    | 7         | 8    |
| Number in Bands           | 2      | 13   | 25    | 22   | 9         | 3    |
| Percentage in Bands       | 2.7    | 17.6 | 33.8  | 29.7 | 12.2      | 4.1  |
| School Average 2011-2015  | 4.0    | 16.1 | 37.4  | 28.9 | 8.8       | 4.8  |
| SSG % in Bands 2015       | 8.2    | 31.9 | 31.4  | 17.9 | 7.7       | 3.0  |
| State DoE % in Bands 2015 | 3.8    | 17.6 | 26.0  | 23.9 | 15.0      | 13.6 |

| Average progress in Spelling between Year 3 and 5* |           |           |           |           |           |
|--|-----------|-----------|-----------|-----------|-----------|
|  | 2009-2011 | 2010-2012 | 2011-2013 | 2012-2014 | 2013-2015 |
| School   | 57.6      | 90.9      | 77.3      | 76.3      | 93.3      |
| SSG  | 75.8      | 94.2      | 88.1      | 82.8      | 85.6      |
| State DoE  | 75.4      | 95.4      | 84.9      | 80.6      | 83.9      |

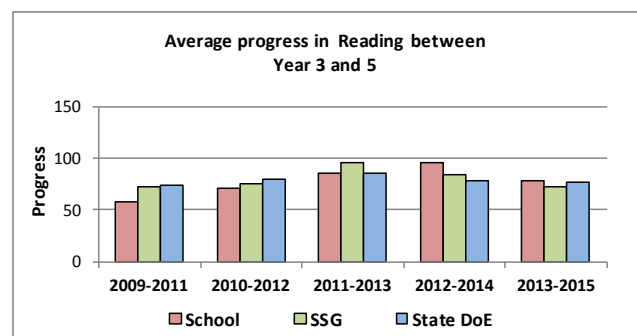


| Average progress in Writing between Year 3 and 5* |           |           |           |
|---|-----------|-----------|-----------|
|   | 2011-2013 | 2012-2014 | 2013-2015 |
| School  | 36.3      | 17.2      | 58.5      |
| SSG   | 50.6      | 46.2      | 68.5      |
| State DoE   | 55.2      | 49.3      | 61.3      |



## Student Growth

| Average progress in Reading between Year 3 and 5* |           |           |           |           |           |
|---|-----------|-----------|-----------|-----------|-----------|
|   | 2009-2011 | 2010-2012 | 2011-2013 | 2012-2014 | 2013-2015 |
| School  | 58.6      | 71.4      | 85.2      | 95.7      | 77.9      |
| SSG   | 72.3      | 75.6      | 96.1      | 84.7      | 72.0      |
| State DoE   | 74.0      | 79.2      | 85.7      | 78.8      | 76.4      |



## Minimum Standard Data

| Percentage of Year 3 students achieving at or above minimum standard (exempt students included) |      |
|---|------|
| Reading   | 94.9 |
| Writing   | 97.4 |
| Spelling  | 94.9 |
| Grammar & Punctuation   | 91.1 |
| Numeracy  | 97.5 |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) |      |
|---|------|
| Reading   | 92.0 |
| Writing   | 94.6 |
| Spelling  | 90.7 |
| Grammar & Punctuation   | 92.0 |
| Numeracy  | 96.0 |

| Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded) |      |
|---|------|
| Reading   | 94.9 |
| Writing   | 97.4 |
| Spelling  | 94.9 |
| Grammar & Punctuation   | 91.1 |
| Numeracy  | 97.5 |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded) |      |
|---|------|
| Reading   | 93.2 |
| Writing   | 95.9 |
| Spelling  | 91.9 |
| Grammar & Punctuation   | 93.2 |
| Numeracy  | 97.3 |

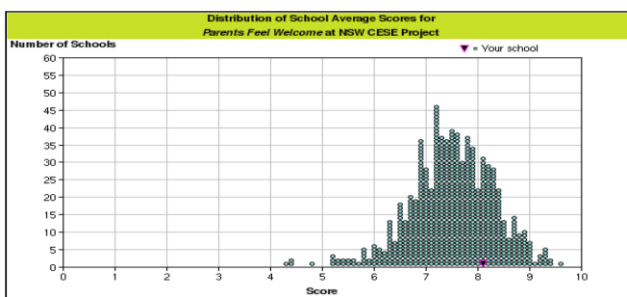
## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Survey Results gathered from:  
Tell Them From Me Parent Survey Results for Gunnedah South Public School  
(Respondents = 82 between 3 Sep. 2015 and 15 Sep. 2015)

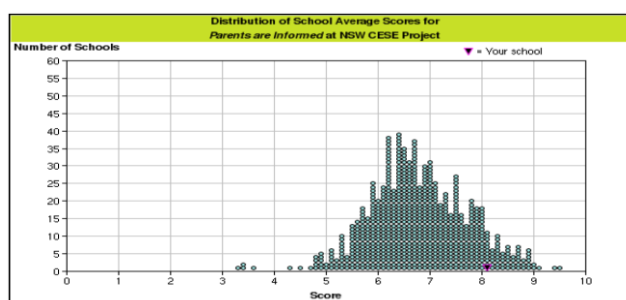
### Parents feel comfortable at Gunnedah South Public School

| <b>Parents Feel Welcome</b>  | <b>8.1</b> |
|--|------------|
| I feel welcome when I visit the school.  | 8.7        |
| I can easily speak with my child's teachers.                                     | 8.6        |
| I am well informed about school activities.                                      | 8          |
| Teachers listen to concerns I have.  | 7.8        |
| I can easily speak with the school principal.                                    | 7.4        |
| Written information from the school is in clear, plain language.                 | 8.1        |
| Parent activities are scheduled at times when I can attend.                      | 7.5        |
| The school's administrative staff are helpful when I have a question or problem. | 8          |



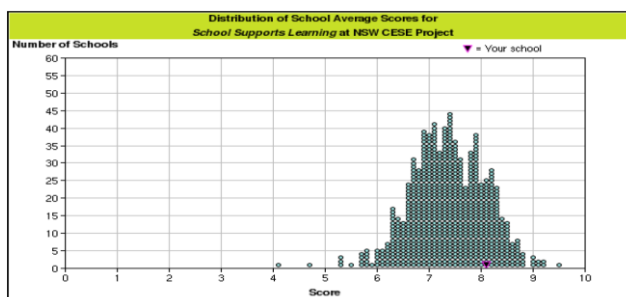
### Parents are informed at Gunnedah South Public School

| <b>Parents are Informed</b>   | <b>8.1</b> |
|---|------------|
| Reports on my child's progress are written in terms I understand.                                     | 8.3        |
| If there were concerns with my child's behaviour at school, the teachers would inform me immediately. | 8          |
| I am informed about my child's behaviour at school, whether positive or negative.                     | 8.2        |
| The teachers would inform me if my child were not making adequate progress in school subjects.        | 8.1        |
| I am well informed about my child's progress in school subjects.                                      | 8          |
| I am informed about opportunities concerning my child's future.                                       | 7.8        |
| I am informed about my child's social and emotional development.                                      | 7.8        |



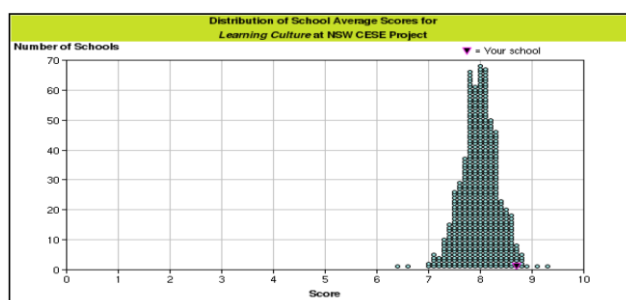
### Parents are aware of support for learning at Gunnedah South Public School

| <b>School Supports Learning</b>                                      | <b>8.1</b> |
|--|------------|
| Teachers have high expectations for my child to succeed.             | 7.9        |
| Teachers show an interest in my child's learning.                    | 8.1        |
| My child is encouraged to do his or her best work.                   | 8.4        |
| Teachers take account of my child's needs, abilities, and interests. | 7.8        |
| Teachers expect homework to be done on time.                         | 8.4        |
| Teachers expect my child to work hard.                               | 8.4        |



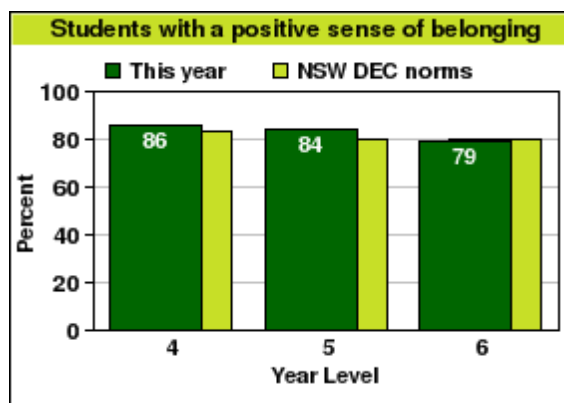
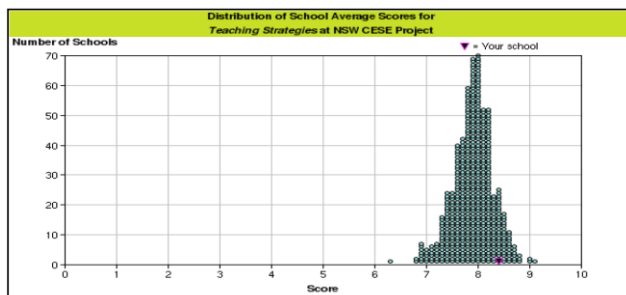
### Teachers are satisfied with Learning Culture

| <b>3. Learning Culture</b>   | <b>8.7</b> |
|--|------------|
| I give students written feedback on their work.                        | 8.1        |
| I talk with students about the barriers to learning.                   | 8.1        |
| In most of my classes I discuss the learning goals for the lesson.     | 8.6        |
| Students become fully engaged in class activities.                     | 8.2        |
| I monitor the progress of individual students.                         | 8.9        |
| I am effective in working with students who have behavioural problems. | 8.9        |
| I set high expectations for student learning.                          | 9.3        |
| Students find class lessons relevant to their own experiences.         | 8.2        |



## Teaching using effective strategies

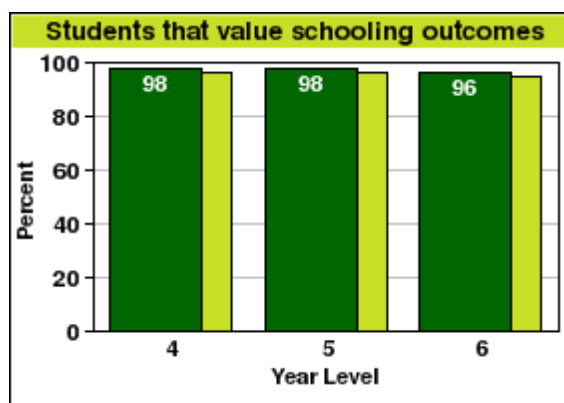
| 5. Teaching Strategies   | 8.4 |
|--|-----|
| I help students set challenging learning goals.  | 8.1 |
| When I present a new concept I try to link it to previously mastered skills and knowledge. | 8.8 |
| Students receive written feedback on their work at least once every week.                  | 7.9 |
| I can easily identify unproductive learning strategies.                                    | 8.2 |
| My students are very clear about what they are expected to learn.                          | 8.9 |
| I use two or more teaching strategies in most class periods.                               | 8.6 |
| Students receive feedback on their work that brings them closer to achieving their goals.  | 8.9 |
| I discuss with students ways of seeking help that will increase learning.                  | 8.8 |



## Students that value schooling outcomes

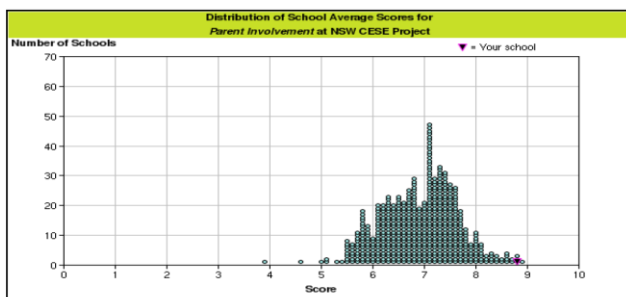
Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 98% of students in this school valued School Outcomes; the NSW DEC norm for these years is 96%.
- 96% of the girls and 99% of the boys in this school valued School Outcomes. The NSW DEC norm for girls is 97% and for boys is 94%.



## Teachers strive for parent involvement

| 8. Parent Involvement   | 8.8 |
|---|-----|
| I work with parents to help solve problems interfering with their child's progress.                 | 9.4 |
| I share students' learning goals with their parents.  | 8.8 |
| I use strategies to engage parents in their child's learning.                                       | 8.2 |
| I ask parents to review and comment on students' work.  | 7.9 |
| I am in regular contact with the parents of students with special learning needs.                   | 9.3 |
| Parents understand the expectations for students in my class.                                       | 8.9 |
| I make an effort to involve parents and other community members in creating learning opportunities. | 8.9 |
| Parents are regularly informed about their child's progress.  | 8.9 |



**Tell Them From Me** student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 197 students in this school that participated in the survey between 23 Mar. 2015 and 1 Apr. 2015.

The number of students by year level is:

- Year 4: 85
- Year 5: 54
- Year 6: 58

## Students with a positive sense of belonging

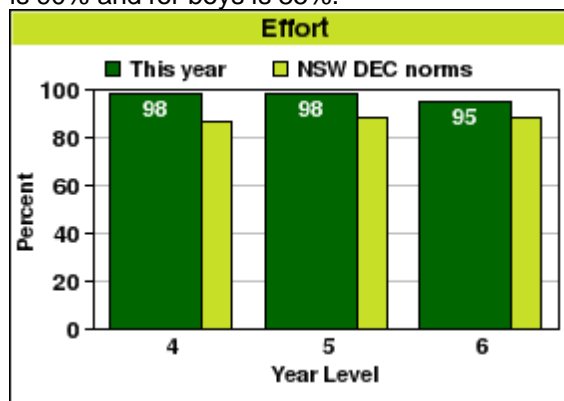
Students feel accepted and valued by their peers and by others at their school.

- 84% of students in this school had a high sense of belonging; the NSW DEC norm for these years is 81%.
- 82% of the girls and 85% of the boys in this school had a high sense of belonging. The NSW DEC norm for girls is 81% and for boys is 81%.

## Effort

Students try hard to succeed in their learning.

- 97% of students in this school tried hard to succeed; the NSW DEC norm for these years is 88%.
- 98% of the girls and 96% of the boys in this school tried hard to succeed. The NSW DEC norm for girls is 90% and for boys is 85%.



## Policy requirements

### Aboriginal education

Gunnedah South Public School is committed to cultural awareness, knowledge and understanding of Aboriginal and/or Torres Strait Islander people.

The total number of students at Gunnedah South Public School have continued to grow, with Aboriginal student enrolments rising to 151 during 2015.

In previous years I have concluded my report with well wishes to our Year Six Aboriginal students. This year, 2015 I believe is the time to prioritise the importance of our youth. I would like to express my pride and congratulate ALL Year Six Indigenous students on the completion of their primary education. I truly believe they have worked hard to ready themselves for transition to high school. I am more than sure you will enjoy your future years if you apply yourself and believe you are strong enough. **"Focus on the Future"**, remembering all the joyful times at Gunnedah South Public School.

I am extremely proud to extend my congratulations to the Aboriginal Education Team on another successful year of extending Aboriginal education, knowledge and understanding. The team has continued to advance the Gamilaraay language at Gunnedah South.

Young, Black and Deadly; three words for our Indigenous Leaders to continue their leadership throughout secondary school with pride. Well done Bella Barr and Eli Rankmore, prefects of the 2015 GSPS Leadership Team.

**NAIDOC Week 2015** theme was **"We All Stand on Sacred Ground"**. Auntie Sue Sutherland and granddaughter, Chloe Sutherland, began our week by raising the Aboriginal flag. Each class participated in entertaining our community by presenting an item during our annual NAIDOC week assembly. Mr Clinton Hall, Aboriginal artist and performer, was invited to help celebrate the week. Clinton conducted a dance workshop for all classes during our NAIDOC week of celebrations.

Gunnedah South were honoured to have the Elders group from Winanga-li visit during NAIDOC Week sharing stories over curry and damper as well as joining us in the garden.

### Multicultural Education and Anti-racism

Gunnedah South School have nominated and offered training to our own Anti-Racism Contact Officer (ARCO).

During training of the Code of Conduct staff are reminded of DEC expectations regarding direct racism, harassment, discrimination, recognition of cultural diversity and culturally biased practices. In addition, effective anti-racism education strategies are developed to confront the race-based generalisation, stereotype, bias, prejudice and discrimination that are the foundations of direct and indirect racism in classrooms.

As well as everyday classroom lessons and discussion with students, whole school strategies such as 'Sorry Day', 'Bullying No Way Day', and NAIDOC Week are utilized to get the 'anti-racism' message across to all students and celebrate our cultural diversity throughout our school community.

## Other school programs

### Student leadership

#### Leadership

2015 saw our Leadership team take on many new challenges and roles within our school. The students were to set exemplary examples for our other students, and did so at all times.

The Leadership Team were active members of the SRC, ensuring that the students of Gunnedah South had a say in how their school was run.

The Leadership team spent three days at Lake Keepit Sport and Rec Centre improving their Leadership Skills. They learnt how to work together to achieve a common goal, and how to ensure they were supportive and proactive leaders of our school.

The Leadership Team regularly ran school and special assemblies. The two school captains confidently ran the Gunnedah South Presentation Day with confidence.

#### SRC

The 2015 SRC welcomed two elected representatives from each class from year 1 to 6 and they received their badges at a special assembly at the beginning of the year. They all have undertaken the role of SRC member with pride and dedication. The team has been extremely busy coordinating and hosting two major BBQ events throughout the year, one for Grandparent's Day and the other for Education Open Day. The team worked tirelessly side by side with parents, community members and their peers to prepare and serve over 700 lunches at each event. A huge effort and all with a smile. The SRC members would like to say a huge thankyou to Mrs Worley the SRC Coordinator for giving her time to sit down regularly with the SRC team to



discuss new activities and expertise in leading the team to vote on suggestions, discuss and prioritise high interest activities which have the ability to raise money for the SRC.

A part of being a SRC member is the representation of their peers suggestions for improvements in the school and the development of fun events for student participation. Our members surveyed the students for improvements often on the playground and in class. Many great ideas were presented to the SRC meeting from bubblebers on the oval near the cricket nets, dress-up days to creating a positive atmosphere in the 'Hang Out' area. The members cleared out and cleaned the 'Hang Out' area and discussed and implemented the types of activities for this area.

The team hosted the 'Hero Lunch Order Bag' competition which created a lot of interest across the school. Congratulations to the winners in each stage.

The SRC donated \$500 to Stewart House to support students in need and it was presented at Presentation Day.

As a parting gift to the school the 2015 members would like to purchase a mobile cool room from their funds to assist our school in hosting large events and having it for hire to raise future funds for the SRC.

The 2015 team would like to thank all the parents and community members for their assistance during the year. You are greatly appreciated.



## Environmental education and sustainability

### Stephanie Alexander Kitchen Garden Program

The Stephanie Alexander Kitchen Garden Program (SAKGP) is an important aspect of Gunnedah South. Students, kindergarten to year 6 participate in kitchen and garden lessons that align with the curriculum.

2015 was yet another great year for the SAKGP, with numerous fundraisers and events. The students helped grow, prepare and cook food for several morning and afternoon teas, lunches for visiting guests, cook offs, lunches for the staff, NAIDOC week, Porchetta day, a P & C community pizza night, the annual South School fete and the year 6 farewell. The fundraising and events of the program raised over \$2000 in profit.

The program also encourages community involvement. We have numerous regular volunteers in the kitchen and garden. We also have continued great community relationships with local businesses such as Wholegrain Milling, Market Fresh 2U, Minildra,, NFSAG and Aldi. These local businesses donate goods and services to help our program to continue to succeed.

The SAKGP is a well loved and enjoyed part of Gunnedah South Public School. Students, staff, parents and the community, all help make the program the success that it is.

## Family and community programs

### PLPs

Personalised Learning Plans (PLPs) are a strategy that has been in place at Gunnedah South Public School for several years. This strategy has helped build strong partnerships between students, teachers and families focused around a student's learning and progress.

Our Aboriginal Education Team has worked together to review the PLP process so that parents and teachers get maximum benefit from their time spent together each term. Student growth is tracked and goals set for further improvement.

Another focus area for PLPs has been on improving student participation is through having them compile a list of personal goals that they can discuss with their parents and teachers. A new PLP proforma was devised to help direct the discussion in PLPs. Classroom teachers K – 6 endeavor to meet with every student and their parents each term to discuss learning goals.



## **Best Start/Plan**

The Best Start initiative is an ongoing commitment at Gunnedah South School and has seen significant improvements in student learning and engagement. It is intended to ensure that all students are on track in their literacy and numeracy learning and that continual support surrounds each of them at home and at school.

The Best Start Assessment is administered at the beginning of Kindergarten so that teachers can meet parents, get to know students and where they need to start their learning. Teachers plot student achievement on the literacy and numeracy continuum. The program then provides teachers with teaching ideas of where the student needs to work next. Following the Kindergarten assessment, teachers meet with families at a PLP meeting to provide them with feedback on the assessment. PLP packs are provided to parents with learning tasks and games that can be used at home to support the students learning.

The Best Start program also generates a feedback sheet which outlines the things the children are able to do and ways in which families can support the children at home.

## **High School Transition**

Gunnedah South and Gunnedah High continued to strengthen relations during 2015.

Early in 2015, Miss Flannery met with Mr Woods, Deputy Principal at Gunnedah High and arranged a timetable for transition activities.

Students were able to take part in a variety of lesson tasters including woodwork, science, PDHPE and a film study. These activities occurred regularly throughout Terms 2 and 3.

Information evenings were held numerous times throughout the year for parents at both Gunnedah High School and Gunnedah South School. Parents met with executive members at GHS, staff and some students. Parents were given an outline of activities on offer at Gunnedah High School.

During Term 4, the students and parents spent an afternoon at Gunnedah High School. This session was designed for students from all schools to meet and build relationships before beginning in 2016. Student feedback was positive, and all students seem eager to begin their time at Gunnedah High School.

## **Kindergarten Transition**

Gunnedah South has adapted an extensive Kindergarten Transition Program which offers a caring and nurturing sequence of 'lesson tasters' and

other school based experiences setting our future South students up for success.

We have listened to what parents have asked for and have worked with local child care centers and preschools to develop a program which starts very early in the year. Parent workshops make up a big part of our Kindergarten Transition Program where we often have specialist presenters give information about child health and nutrition, parents strategies that help establish routines and expectations at home, and other parents offering a 'Parent's Perspective' on what things help settle students into their first year of school.

## **Achievements in the arts and sport**

### **Cross Country**

On Friday, June 5, Gunnedah South students braved the cold and the rain to compete in the Gunnedah Zone Cross Country Championships at Mullaley. Winners on the day were Stella Robertson, Finnegan Leader, Zoe Eather, Mackenzie Leader, Zeb Dillon, Chelsea Storey and Zac Clarke.

Zac Clarke, Mackenzie Leader and Finnegan Leader broke the Zone Cross Country records in their age groups! Gunnedah South Public School won the Overall School award.

This year, GSPS had 3 students qualify for the State Championships. Zac Griffin, Mackenzie Leader and Finnegan Leader. These 3 students raced in the cold, rain and mud at Eastern Creek in Sydney.

### **Horse Sports**

Our twelve strong, equestrian team proudly represented our school at the GSPS Horse Sports Day on the Friday the 26<sup>th</sup> of June 2015. Our day was successfully held at the Curlewis Recreation grounds. The riders were; Lachlan Moore, Isabelle Moore, Matilda Snow, Bronte Snow, Beccy Wilson, Lucy Jackson, Olivia Guest, Charlotte Cooper, Ben Neale, Jocelyn Bard, Harry Tassell, Emily Staughton and Chelsea Storey.

We are happy to have some new members on board this year, and welcome Vanessa Hollis to assist with the management of the team. She has vast knowledge and experience with horses.

Everything ran very smoothly, with no busters or hiccups. The children were enthusiastic and very well behaved and looked smart in their red and white uniforms.

Great sportsmanship, and team spirit was displayed throughout the day which made me extremely proud. I saw were smiles on the children's faces all day.

Congratulations to all riders, and well done to those who received ribbons or trophies.

### **Gunnedah South Cheer Squad**

Gunnedah South Public School Stars won the level 1 cheer in the Australian All Star Cheer Federation National Scholastic Championships, at Olympic Park in Sydney on the 24th October. Out of all the different school levels the group also placed 2<sup>nd</sup> overall for their routine. Gunnedah South Public School were the only country town team competing in the event.

Emmy Barr won the Australia Scholastic Best Individual Primary Tumbler, with a round-off backflip back somersault.

Hayley West was one of 3 girls proven to be able to perform the BEST Bow and Arrow out of all school cheerleaders in both Primary and High School Students.

### **Gunnedah South School Band**

Our school band is gradually growing in numbers again after the departure of seven members to high school last year. The strong and skilful playing of our remaining senior band members, namely Amity, Zac, Abby and Sam have held our band together wonderfully as beginners learn the skills required to play with a band.

Amity Cleal deserves a special mention this year. She had the school mesmerised with her exquisite playing of Reveille and the Last Post at our Remembrance Day Ceremony. Even those with minimal musical knowledge were aware that they were hearing some superbly musical playing. The band successfully competed in the Eisteddfod and will play on Presentation Day and at the Christmas Concert.

We are thankful for the tireless voluntary efforts of Mr Laurence Rowe who comes every Monday lunch to train our band. Some of our students have also moved on to Mr Rowe for lessons, once again at no cost.

Band members are:

Cornet - Amity Cleal, Abby Withers, Lucy Reid, Daisy White, Amy Sams.

Tenor Horn—Sam Luzuriaga, Alice Swain, Abby Passfield

Drums—Zachary Clarke

Students are able to learn to play instruments at school. Tuition and instruments are free.

Guitar Group with Mr Thurbon — Over the year thirty-eight students participated in a five-week guitar experience. Of these students, fifteen committed to regular lessons and with their impressive effort, learnt to play a number of songs.

### **Art Competitions**

In 2015, Gunnedah South entered students' art works in two major art competitions.

Operation Art is a competition designed to find happy and bright artworks to hang in The Children's Hospital at Westmead and other sites. Each school is able to enter up to four artworks. Thank you to the P & C who funded entry for our students.

Unfortunately none of our artworks were selected for further exhibition or the regional tour.

### **Gunnedah Eisteddfod**

In 2015 all classes at Gunnedah South participated in the annual Gunnedah Eisteddfod. The involvement in this wonderful community event provided the students and teachers with valuable learning experiences and left them with some great memories.

While some students showcased their singing and dancing talents in the Musical Entertainment sections, others amazed audiences with their acting and presentation skills in the Speech and Drama competitions. In addition to each class entering an item, some individual students participated in selected sections such as poetry, drama and instrumental music. In 2015, Gunnedah South also entered groups in the school choir, band and dance sections.

Overall, there were many outstanding results achieved. However, most importantly this event once again provided our students with an environment in which they could showcase their talents in the performing arts.

