

Gunnedah Public School Annual Report



2017



2109

Introduction

The Annual Report for **2017** is provided to the community of **Gunnedah 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.

Leonie Byrne

Relieving Principal

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Message from the Principal

As relieving principal of Gunnedah Public School, during semester 2, I am very proud to report on the ongoing achievements and successes of the school. The 2017 school year was exceptionally busy and productive for the school as we continued to provide a quality education for all our students. The school has maintained its' enrolments, with the total enrolment of 156 by year's end. There were many highlights along the way and these included:

- The implementation of Positive Behaviour for Learning across the school
- The school hosted the Northwest New England Chess Tournament which was attended by several schools from both public and private schools from around the region.
- Sport in years 3–6 involved many external activities such as netball, lawn bowls, hockey, tennis, touch, football, cricket, swimming and gymnastics. These were funded through access to the Sporting Schoos Program.
- Our student leaders lead the ANZAC Day wreath laying ceremony, Remembrance Day Ceremony and NAIDOC celebrations.
- All students engaged in cultural lessons conducted by the Aboriginal cultural officer, based on the local Aboriginal oral language.
- An Aboriginal dance group was formed and guided by the Gamilaroi Dancers culminating in a public performance during NAIDOC Week celebrations.
- The school established a sensory room to operate during break times to provide an area for quiet play.

The P&C continued to work tirelessly to support our school, especially in the enhancement of resources. This key parent body is integral to the strong and productive connection the school has with the community.

Our school has a strong and effective leadership team supporting a professional and dedicated staff. We feel confident that we can continue to provide the quality educational experiences and opportunities that will equip our students to face the future as productive, effective and caring citizens.

Leonie Byrne

Relieving Principal

School background

School vision statement

Teacher/student relationships matter in an equitable environment. When teachers connect with students from diverse backgrounds and students feel valued and appreciated, student engagement and motivation to learn increase. Equity of outcomes requires that educators utilise all the strategies within their repertoire to close achievement gaps between high-performing groups of students and those who are not achieving their potential. Excellence and equity are two sides of the same coin. Whether or not students learn and achieve success in school is a true measure of equity of outcomes.

Gunnedah Public School:

- believes that all children can learn and achieve given supports;
- assumes that ability exists in all groups, across demographic lines and that within any group, many students will excel;
- stresses high expectations for achievement and holds students to rigorous performance standards;
- rejects negative stereotypes about students' potential and ability;
- provides challenging and relevant curriculum for all;
- dis-aggregates data in order to determine individual needs;
- meets individual needs through customisation or personalisation of the curriculum;
- differentiates instruction;
- accommodates diverse learning styles;
- ensures access and inclusion;
- connects students to real life experiences;
- capitalises on diversity and creates a positive classroom environment based on respect and empathy; and
- involves parents in meaningful ways in their child

School context

Gunnedah Public School has consistently maintained enrolments of around 122 for the last 3 years. There are currently 11 teaching staff employed in the school with a number of support staff ensuring that all students have opportunities to excel in their learning. Gunnedah is a rural town with coal mining being one of the major sources of income. Increasingly our students come from a full range of socioeconomic backgrounds.. Gunnedah Public School staff contribute a range of differing skills and experiences. Gunnedah Public School is well known for providing an excellent student teacher ratio and we are aiming to build on the confidence the community has in our school by providing research based professional learning to our teachers. Our school ensures all teachers know and understand that clear learning goals and success criteria allow students and teachers to share the learning process. In 2017 Gunnedah Public School will be in the fourth year of the Early Action for Success initiative. Early Action for Success improves the capacity of teachers and schools to track the progress of students and provides the information teachers need to build student proficiency in literacy and numeracy. The Local School Local Decisions initiative allows Gunnedah Public School the flexibility to make informed decisions about school and teacher improvement. Our learning environment and the professional practice of staff have been enhanced due to this flexibility.

Strategic Direction 1

TEACHING PROFESSIONAL PRACTICE

Purpose

We acknowledge the strongly held belief of educators in the moral purpose of educating all students to high levels of achievement. We believe that all teachers take shared responsibility for student improvement and have a role to play in developing a transparent learning culture. We are committed to building skills in our students to prepare them for the 21st Century.

Overall summary of progress

Teachers and leaders at Gunnedah P.S continue to develop innovative approaches to evidence based teaching, learning and assessment. Professional learning has developed the capacity of each teacher to ensure the best delivery of the curriculum and delivery of improved student outcomes. This has enabled students to experience success and be more responsible for their own learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>A school wide approach to teaching literacy and numeracy in small group interventions based on the needs of students.</p> <p>Collection of accurate data for student achievement in Literacy and Numeracy.</p> <p>PDPs indicate reflective consideration of individual and schoolwide needs and ongoing commitment to improvement.</p>	<p>Interventionist \$30 000 supplementation.</p> <p>Supplement IL \$5000</p>	<ul style="list-style-type: none">• There is literacy and numeracy data on every student in the school as evidenced by analysis data presented at executive meeting by Instructional Leader. Planning for 2018 reflects the use of this data.• The Learning Support team review of intervention data shows the impact of the program and is evident in 2018 intervention plans.• Class program feedback forms for every teacher reflect that differentiation is planned.• Observation feedback sheets indicate that differentiation is implemented in most classroom.• Feedback from staff indicate the Draft PDP Procedures are non threatening and valued.

Next Steps

At the conclusion of 2017 Gunnedah Public School has entered into an agreement with Corwin Consulting Services to ensure Visible Learning is embedded across the school. This brings Gunnedah PS into alignment with its partner schools Gunnedah South, GS Kidd and Gunnedah High School.

Strategic Direction 2

LEADING BUILDING

Purpose

Strong strategic and effective leadership is the cornerstone of school excellence. We believe it is important to foster a school wide culture of high expectations supported by effective systems and processes.

Overall summary of progress

All Aboriginal students and most of their families participated in an opportunity to meet with the class teacher and the Aboriginal Education Officer to identify learning targets and to develop and Personalised Learning Plan. These plans were revisited at the end of semester 2 when the class teacher met with the student to discuss their progress. The Aboriginal Education Officer also completed a random "Check In" meeting with a number of students to determine whether they could recall their learning goal and discuss their own progress.

PLAN data in literacy and numeracy was uploaded every 5 weeks K–2 as required by the Instructional leader. PLAN data was used to identify students with specific needs and programs were adjusted to provide support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All Aboriginal students are involved in forming their own goals as part of their learning plans and have identified strategies to support them. There is evidence that these strategies have been used.</p> <p>Students with complex needs are identified, prioritised and placed on LS caseload for support.</p> <p>Student literacy and numeracy data is uploaded every 5 weeks with programs reflecting this and adjustments made.</p>	<p>\$6300 casual relief for PLP development and monitoring</p>	<ul style="list-style-type: none">• Effective classroom management is evidenced by an increase in the percentage of students achieving bronze and silver PBL awards.• Notes from AEO student PLP conferences indicate that most students can articulate their goals and reflect on the strategies they are using to achieve them.• All PLPs show evidence of teacher annotation. Class programs demonstrate differentiation and 5 weekly adjustments.

Next Steps

PLAN data will be uploaded every 5 weeks in literacy and numeracy K–6 and used to identify students requiring support early with programs developed and adjusted accordingly.

Strategic Direction 3

LEARNING 'WHOLE CHILD'

Purpose

We believe it is important for students to know that they are supported to become increasingly self motivated learners and confident, creative individuals with the skills and strategies for future success and wellbeing.

Overall summary of progress

The Positive Behaviour for Learning (PBL) initiative has been a success across Gunnedah Public School in 2017. Teachers, parents and students have engaged with the initiative and were able to celebrate the achievement of awards at rewards days held across the year. Specific lessons each week provided staff with a springboard to discuss school expectations and allowed students to learn exactly what was expected of them to avoid situations that could cause conflict. Staff have an understanding of the impact that student welfare has on learning. The establishment of discipline procedures, a whole school rewards system(PBL) and a Learning Support referral system has enhanced the wellbeing of every student in the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>The assessment schedule and KLA Scope and Sequences develop by staff are being used to inform teaching and learning.</p> <p>Community consultative groups including the AECG and P and C provided specific information and feedback about programs offered at our school.</p> <p>Communication with the community via electronic and hard copy platforms continue to be well used and received by our school and wider community.</p> <ul style="list-style-type: none">• All staff have an understanding of the PBL process and how the PBL pedagogy informs actions, attitudes and expectations and how this improves well being and lead to improved student learning as indicated by staff survey.	<p>\$3000 raised by teachers at 2016 Fete.</p>	<ul style="list-style-type: none">• Stage supervisor feedback indicates that all programs are linked to the syllabus and are in line with the school's Scope and Sequence as evidenced in program checklists.• Assessment schedules have been developed and are implemented and are used in class programs.• Effective classroom management is evidenced by an increase in the percentage of students achieving each PBL award levels and a reduction in referrals to the reflection room.• Specific feedback from the community has been sought with 100% of people surveyed indicating that the school newsletter was the most useful type of communication.

Next Steps

Student Wellbeing will continue to be a focus in the 2018 –2020 School Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Casual teacher employed to provide time for teacher/student/family PLP development. 2 days for each teacher in term 1 and 3.</p> <p>Employment of an Aboriginal cultural officer \$60 000</p> <p>Purchase of NAIDOC Week resources, Gamilaroi Dancers, whole school excursion. to a culturally appropriate place \$5000</p> <p>Employment of SLSO and appropriate student resources purchased to support Early Birds transition \$5100.</p>	<p>All Aboriginal students have a Personal Learning Plan(PLP) developed in consultation with parent/caregiver.</p> <p>All students engaged in weekly Aboriginal language/cultural/art lessons enhancing their cultural awareness.</p> <p>NAIDOC Week celebrations were used to promote the importance of our indigenous people in Australian society through a variety of student workshops including art, dance, languages and storytelling.</p> <p>P–K transition program(Early Birds) provided support to Aboriginal families and their children to develop links with the school prior to kindergarten enrolment.</p>
Low level adjustment for disability	<p>Speech Therapist \$6000</p> <p>SLSO \$20 000</p>	<p>A speech therapist was engaged to collect entry data on identified students with speech and language needs, develop individual speech program for identified students in consultation with LaST. The LaST and SLSO implemented speech programs designed by the speech therapist..</p>
Quality Teaching, Successful Students (QTSS)	<p>0.264FTE</p>	<p>QTSS staffing allocation was used to supplement the LaST staffing allocation and to release the Assistant Principal to meet with teachers 3–6.</p>
Socio–economic background	<p>Employment of a Deputy Principal (Welfare) \$150 000</p> <p>EAFS Intervention \$30 000</p> <p>Supplementation of CRT</p> <p>\$61200</p> <p>Employment of additional teacher to cover absences and provide learning support \$30 000</p>	<p>Employment of a Deputy Principal(Welfare) to oversee the discipline processes at across the school.</p> <p>EAFS IL employment of 0.8FTE supplemented by 0.2FTE to a fulltime position to enhance the success of the program.</p> <p>Supplementation of CRT to 0.612FTE to provide additional learning support.</p> <p>Employment of additional teacher to cover teacher absences and to provide learning support 3–6 to identified students.</p>
Early Action For Success	<p>\$42 758 b/f payment for 2016 salary</p>	<p>L3 training for year 2 teacher – fortnightly 1/2 day PL sessions.</p> <p>Weekly one on one PL sessions for K–2 teachers with Instructional leader to analyse PLAN data and plan lessons.</p> <p>Interventionist employed to provide release for K–2 teachers to meet with the Instructional Leader to plan intervention for students K–2 <i>off track</i>.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	61	59	71	80
Girls	54	58	56	68

Current enrolment trends show an increase in enrolments particularly in the younger grades.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.3	90.5	92.3	91
1	93.4	88	91	92.5
2	93	94.8	91.6	94.1
3	93.5	87.4	93.3	95.5
4	94.5	91.8	85.3	89
5	93.2	91.2	88.2	91.8
6	93.4	91	81.7	91.5
All Years	93.6	90.9	90.3	92.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

School attendance data is monitored weekly by the Learning Support Coordinator and discussed at fortnightly Learning Support Team meetings. A Phone In Program (PIP) has been implemented with the AEO phoning parents/carers to follow up on absences every day. The school attendance data indicates students in the younger grades attend school more regularly.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	7.79
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.02
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation requires schools to report on Aboriginal composition of their workforce. Gunnedah Public School has seven employees identifying as Aboriginal in 2017.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Total school expenditure planned on professional learning was **\$17 017**. Staff participated in weekly professional learning workshops aligned with the school plan. An example of workshops covered

- Entering PLAN data in line with EAfS k–6.
- K–2 staff met with Instructional Leader for individualised professional learning to analyse student data and plan lessons.
- Stage meetings were used to develop consistent

teacher judgement understandings.

- All staff developed a Professional Development Plans.
- Development of a whole school approach to wellbeing
- Positive Behaviour for Learning implementation and development.
- Discipline procedures developed with ongoing review and monitoring
- Development of an assessment schedule
- understanding and implementation of syllabus
- Development of scope and sequences
- Providing quality feedback.
- Visible Learning strategies

Four staff members completed their accreditation at the Proficient stage. Two teachers completed maintenance at Proficient stage.

The term 3 school development day covered policy & procedures re: excursions, attendance, discipline and playground procedures. Sessions on data analysis, self regulation, development of PBL expectation matrix reward systems and discussion of professional reading around Teaching with Poverty in Mind.

Term 4 school development days covered visible learning and were led by a visiting principal and a representative from Corwin Consulting Services.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Funds are committed to salaries for additional Deputy Principal(Welfare) and additional Assistant Principal(term 4).

Income	\$
Balance brought forward	227,355
Global funds	136,839
Tied funds	612,121
School & community sources	15,146
Interest	4,631
Trust receipts	2,142
Canteen	0
Total income	770,879
Expenditure	
Teaching & learning	
Key learning areas	9,940
Excursions	955
Extracurricular dissections	24,315
Library	404
Training & development	0
Tied funds	359,962
Short term relief	21,625
Administration & office	27,345
School-operated canteen	0
Utilities	45,178
Maintenance	10,091
Trust accounts	2,951
Capital programs	0
Total expenditure	502,767
Balance carried forward	495,467

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	537,056
Appropriation	526,646
Sale of Goods and Services	1,404
Grants and Contributions	9,005
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-171,063
Recurrent Expenses	-171,063
Employee Related	-131,969
Operating Expenses	-39,094
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	365,992
Balance Carried Forward	365,992

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school's financial management processes involve collaboration between the senior administration manager and the Principal at fortnightly finance meetings. Expenditure is driven by the school priorities as stated in the School Plan.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,323,883
Base Per Capita	20,066
Base Location	21,592
Other Base	1,282,225
Equity Total	542,393
Equity Aboriginal	184,916
Equity Socio economic	245,677
Equity Language	0
Equity Disability	111,800
Targeted Total	89,920
Other Total	235,614
Grand Total	2,191,810

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's 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.

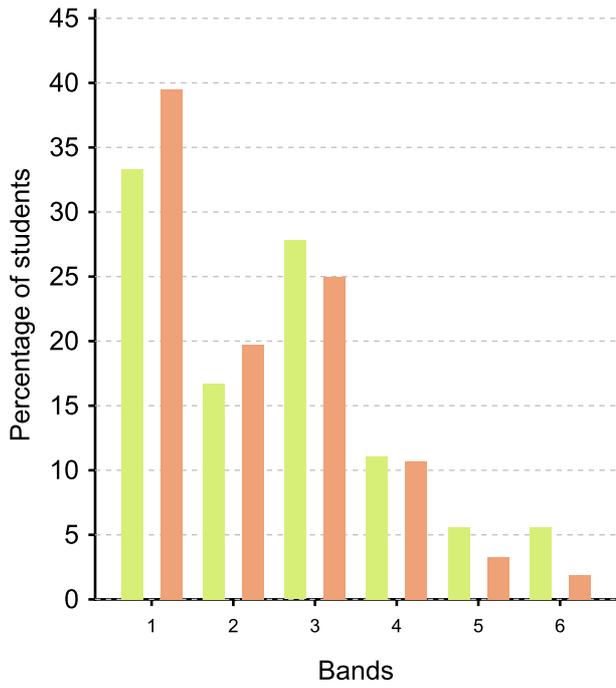
School performance

NAPLAN

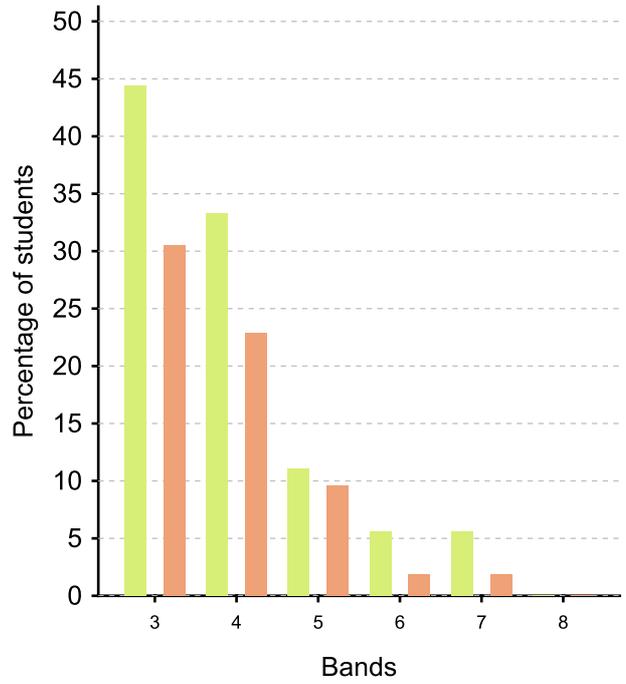
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Current Year 5 NAPLAN literacy results demonstrate most students experienced growth in all literacy strands. In the 2018–2020 we will continue to work with the community and staff to identify and implement strategies to achieve results the same or better results as similar school.

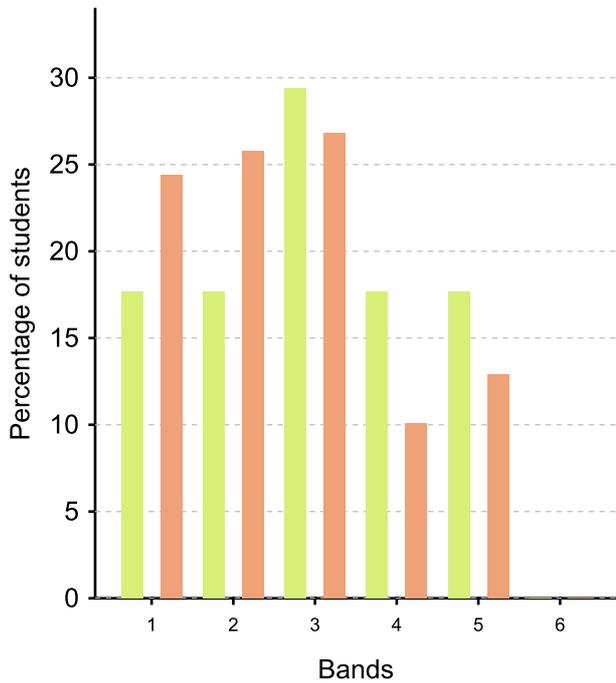
Percentage in bands:
Year 3 Reading



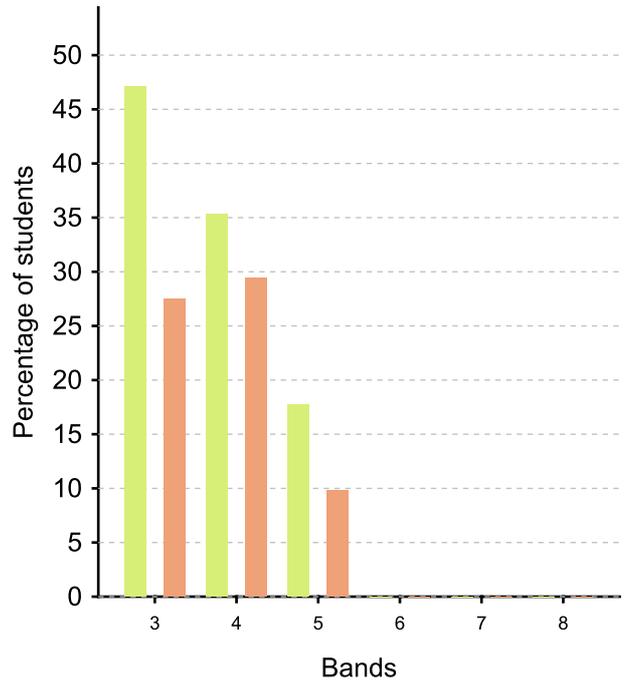
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Writing

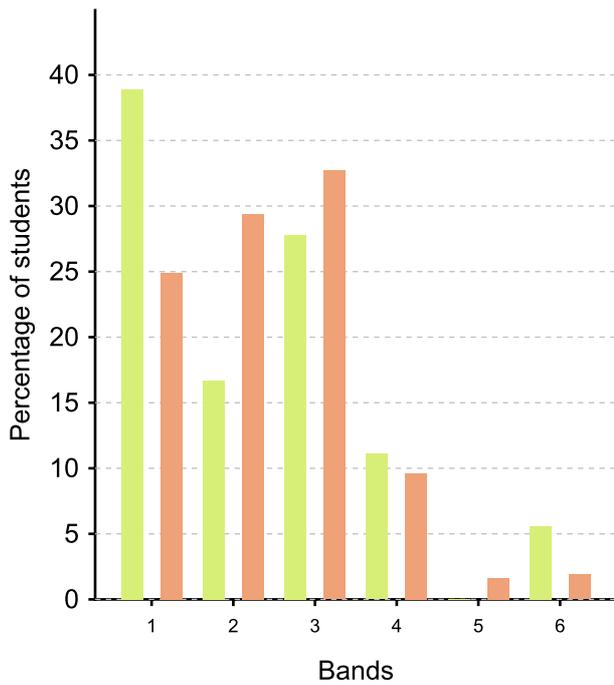


Percentage in bands:
Year 5 Writing

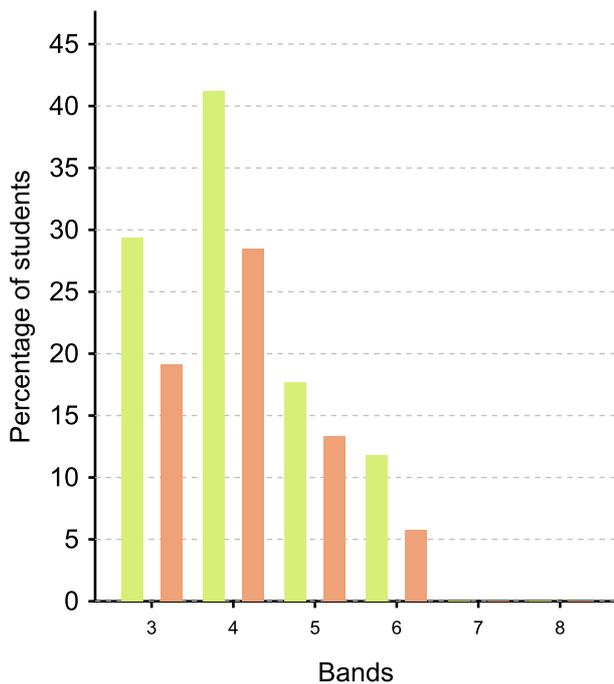


Current Year 5 NAPLAN numeracy results demonstrate most students experienced growth in numeracy. In the 2018–2020 we will continue to work with the community and staff to identify and implement strategies to achieve results the same or better results as similar school.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The Premier's Priorities: Improving education results

and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands are focus areas in our 2018–2020 School Plan. Continued tailored and targeted professional learning programs for staff and with support from the school community will lead to growth in this area.

Parent/caregiver, student, teacher satisfaction

Student Satisfaction Survey Summary

When asked “Do you enjoy school?”, the majority of students surveyed replied yes. A small percentage responded sort of or sometimes. Only some 5/6 students said no. Most students like coming to school each day apart from the same yr 5/6 students. Nearly all students were able to tell me something that they were good at. Some examples were art, maths, sport, writing, adding, races, etc.

Most students feel appreciated at school. 5/6 students said some days and 4/5 kids said not very often.

What students like about school include things such as carnivals, excursions, PBL Rewards Days, seeing friends, and certain subjects also got a mention...art, maths. Also, some students mentioned the learning that they do as being something they like.

To describe the school in a word or phrase, the responses were: Safe, Respectful, Responsible; Here to learn; Awesome; OK; Annoying; Bullied a lot; Friendly; The Best; Peaceful; Excited; Happy; Nice; Alright; Fun; Mad; Cool; Great School; Learn more; Big play area.

When asked what they would change at our school, students' answers included: Bullies. Playground/play equipment upgrade. Meet with other schools. Monkey bars in infants. New bubblers.

Students feel that the school and teachers expect them to make positive behaviour choices. They also said that the teachers help and support students by teaching them correct behaviours.

In general, students agreed when I asked about whether the school had improved. They mentioned having more learning time. Less disruptions. Some 4/5 students discussed that some older students were bad role models for younger students.

Teacher Satisfaction Survey Summary

Of the 8 staff members surveyed, all of them enjoy working at Gunnedah Public School. The reasons that were provided included the team spirit and other staff.

6 of the 8 staff members feel appreciated as a staff member. One member responded Sometimes, citing that there is unequal treatment of staff, and another replied At times no, referring to prior poor leadership as the reason.

All 8 staff members said that they felt their skills were being utilised appropriately at the school.

From informal meetings with teachers, there has been a large boost in teacher support throughout the year. Teachers are feeling more confident and less stressed on a daily basis. There is a much more welcoming and warm atmosphere in the staff room and around the school.

Parent Satisfaction Survey Summary

92% of parents agree that they feel welcome when they visit Gunnedah Public School. The majority also feel well-informed about school activities.

Most parents feel that they can easily speak with their child's teacher and that the office staff are helpful when they have a question or problem.

83% of teachers have met more than 3 times with their child's teacher throughout the year.

A third of the parents surveyed disagree that their child feels safe at school however two thirds agree that teachers help students develop positive friendships.

100% of the parents reported that the school newsletter was a useful type of communication, with emails being the most unpopular mode of communication.

Mr Will Dowe – Deputy Principal

Policy requirements

Aboriginal education

The school has processes in place to ensure Personalised Learning Plans for all Aboriginal students are completed by the end of term 1. A highlight of the school year were the NAIDOC Week celebrations that continue across the an entire week. All teachers embedded Aboriginal perspectives into teaching and learning programs in 2017 and participated in professional learning around the 8 Ways approach to programming. The Aboriginal Education Officer for who supports our Aboriginal students and families. Our Aboriginal Cultural Officer also provides support to staff and students in the area of art and language.

Multicultural and anti-racism education

Gunnedah Public School has a trained ARCO. Staff incorporate multicultural perspectives into units of work where possible.

Other school programs

Students at Gunnedah Public participated in a number of extra curricula activities

Musical

The students engaged in music, singing and movement activities, as well as Drum Beat, with staff from the Gunnedah Conservatorium of Music and school staff on a weekly basis. The students were introduced to song, dance, elements of music and some instrument work. The Conservatorium also facilitated the school's attendance at a musical performance Aladdin and the Musica Viva ensemble. Students were highly impressed with an afternoon of colour, song and dance by the Ugandan Childrens' Choir, in conjunction with GS Kidd School.

ANZAC & Remembrance Services

Students demonstrated respect with their participation in the local community ANZAC March with 35 students giving their time to march with returned service people and other local schools on ANZAC Day. A school service also allowed students to pay their respects and student leaders led the proceedings commendably. Remembrance Day was also treated respectfully by all students and student leaders. Leaders explained the reasons behind the day and a minute's silence was held during a solemn service at school at 11am on the 11th November.

The Red Cross Pillow Project

In June, two ladies representing the Red Cross visited the school and engaged the Stage 2 students in informative discussion about emergency and evacuation procedures. The students then prepared special pillow cases with necessary supplies for emergency situations. The session was well received and worthwhile.

Pet Safety

Students from Stage 1 were introduced to a special pet in June. The students had the opportunity to meet a service dog and learn about how to safely approach an unknown dog. This was beneficial for students who presented with extreme fear of dogs and other students who may encounter dogs in the community.

CPR

In September, the Stage 3 students participated in basic first aid and CPR training. All students gained valuable knowledge and thoroughly enjoyed learning the basics with the aid of the CPR dummies.

Photography Workshop

Senior students had the opportunity to work with a professional photographer who instructed the students in the art of photography and what makes a great photo. The students were provided with a camera each and spent their afternoon scouring the school to get some great shots.

Simultaneous Story time

Nationally on Wednesday, 24th May, Simultaneous Story time took place. Our students listened attentively to the story of The Cow Tripped over the Moon which is the back story to the Nursery Rhyme "Hey Diddle

Diddle". Following the story, Stage 2 and 3 students were then role models for the Stage 1 students to engage in reading and re-enacting the story together, drawing the characters and craft activities. This entertaining learning experience was enjoyed by all.

Chess

The school's chess team participated in the annual Northwest New England Chess Tournament in our own school hall. Six students from Stage 2&3 formed two teams to compete against teams from both public and private schools from around the region. The students enjoyed their participation and were able to improve their own games by playing and watching throughout the day.

Speakfest

The local division of Speakfest was held at Carrol School in May. Six students, from years 2–5 represented our school. The students had been coached by Mrs Sheedy in the lead up to the competition and were well prepared for the day. Although they did not move to the next level, they gained valuable feedback from the judges and from being in the audience to see other students present their speeches.

(Mrs Jenny Hewitt, A.P.)

Sport

During 2017, the students from Gunnedah Public School were provided with a wide range of sporting opportunities. Years 3–6 sport options involved many external activities as well as school based sport options. These were funded through access to the Sporting School program in which GPS applied and were successful in receiving grants for each term.

Sporting activities which students could elect to participate in included; netball, lawn bowls, hockey, tennis, touch football, cricket, swimming and gymnastics. All of these sport programs were run by qualified sport coaches from around the region and have successfully upskilled students in the variety of skills needed to actively engage in sport. K–2 students participated in a variety of sports this year. These students started the year off with skills-based games, learning fine motor skills and then moved to playing and learning the rules of a variety of sport games later in the year.

Organised sporting competitions have also been run throughout the year, during lunch times. These have allowed students to further develop skills in a variety of sports as well as teaching them about competitive sport. At the end of each competition, finals were held and grand finals were played with trophies being handed out to winning teams. Some of these competitions included league tag and basketball.

Fundamental Movement Skills

The Fundamental Movement Skills program aimed to keep students active, healthy as well as teaching them

the key skills they need to actively and successfully participate in a variety of sports. This program was run from K–6 with specific programmed lessons running 3 days per week. The PE program was an initiative used to focus on explicit instruction in order to enhance fundamental movement skill development. This has provided opportunity for students to develop gross motor skills and confidence to actively participate in and develop lifelong commitment to physical activity.

Primary Schools Sports Association

Students represented at a school, zone and regional level in 2017. Gunnedah Public School competed in several PSSA Knockout competitions including soccer, basketball, touch football, rugby league and netball. Gunnedah Public School was well represented at zone and regional levels. Students at Gunnedah Public School also participated in many gala days throughout the year. These provided opportunities for student participation in netball, basketball, league tag, rugby league and touch football.

School Carnivals

Our carnivals not only provided opportunities for excellence in sport but, promoted fun and participation for all our students. We began the year with our Year 3–6 students loading the Gunnedah Memorial pool full of colour and cheer for our swimming carnival. Students were encouraged to come dressed in house colours with points awarded for creative and fun costumes that supported house colours and chants to support their team. There were 25m races and fun-filled novelty events for our 25m swimmers. We also provided competitive races in our 50m events. All students who participated were awarded house points and those who got a place received ribbons. The Cross Country carnival was held at Wolseley Oval and saw numerous students make great times to compete at our Zone level. The primary athletics carnival held at Gunnedah High School provided opportunity for all students from 3–6 to participate in athletics including novelty and competitive events. We were again supported by Gunnedah High School volunteers and the community came along to cheer on and support our students. The Swimming, Cross Country and Athletics Carnivals were vibrant and successful whole school community events with close action competition, great camaraderie, team spirit and sporting talent on display. Overall 2017 has been an exciting and successful year in achievement, participation and growth in health and sport.

(Mrs Ashlee Sheedy, Sport Coordinator)

Positive Behaviour for Learning (PBL)

2017 has seen the implementation of Positive Behaviour for Learning (PBL) incorporated into all settings of Gunnedah Public School.

Positive Behaviour for Learning (PBL) is a whole school program that actively promotes positive behaviour. It enables students to develop a clear understanding of required expectations, become responsible for their own behaviour and work together to create a positive, productive and harmonious learning environment. Our

school-wide expectations are represented with a super hero mascot and our three values; Respectful learners, Responsible learners and Safe learners.

The school established a PBL committee consisting of a Coordinator, Emma Leys, Secretary, Heather Lidwinski, the Principal representative, Leonie Byrne, Executive/data coach, William Dowe, Learning Support representative, Allyson Hoban and classroom teacher representatives Ashlee Sheedy, Donna Austin and Kasey Miller.

The PBL committee meets on a fortnightly basis to organise the implementation of PBL and review the practices, lessons, rewards days and progress. Each week, the school will have an area of focus that involves explicit teaching and support of positive behaviours.

In the classroom and playground when teachers observe students displaying positive behaviours they are rewarded small stickers for consistent good behaviours or value stickers for more extensive behaviours. These stickers are visible on their classroom charts which each student takes ownership of. Each term the students are able to achieve Bronze, Silver, Gold and Superhero levels based on how many value stickers they receive. The students are rewarded with a certificate and a rewards day at the end of every term. As an extra incentive, students are also rewarded with a 5 for 5 reward day (having achieved 5 value stickers by week 5) for kids that are on track with their value stickers on their charts.

This year the students have participated in rewards days that include; movie in the hall on the projector with popcorn, pizza lunch, Movies at the town Cinema, jumping castle and icy poles, extra play and BBQ lunch and Jump Up Trampoline world.

We believe that PBL is having a positive effect on the overall behaviour of our students. Our data is showing that we are making significant improvements.

(Mrs Emma Leys, PBL Coordinator)

Reading Recovery

Since Term 3, 2017 at Gunnedah Public school, seven students accessed Tier 3 individualised Literacy Intervention lessons daily. Of these students, two were discontinued off the program after 10 weeks due to no movement. After thorough assessment, two more students came onto the program in their place.

Of the five students who completed their lesson series, all students have made gains in their Literacy learning. This includes improvements in reading levels, being able to hear and record more sounds, increases in letter knowledge, and developments in writing vocabulary. 100% of Aboriginal students made improvements in their literacy learning. The most outstanding gains were made by one Aboriginal student who progressed from reading a level three to now reading at level eighteen. This student is now reading

at year level expectations.

It has been wonderful to celebrate student successes as they develop their skills and knowledge of what makes a great reader and writer.

(Mrs Peta Anderson, RR Tutor)