

Gunnedah South Public School

Annual Report



2017



4018

Introduction

The Annual Report for **2017** 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.

Nicole Walsh

Relieving Principal

School contact details

Gunnedah South Public School

Winder Place

Gunnedah, 2380

www.gunnedahs-p.schools.nsw.edu.au

gunnedahs-p.School@det.nsw.edu.au

6742 1899

Message from the Principal

It has been a year of high achievement in a variety of settings for the students of Gunnedah South Public School.

Students have made significant gains particularly in Literacy and Numeracy. Year 3 NAPLAN results showed that the percentage of our Aboriginal boys in the top 2 bands of reading and numeracy exceeded that of both the same school group and the state.

Our Literacy and Numeracy programs are well supported through Positive Behaviour for Learning (PBL), Aboriginal Education, technology, extensive creative arts, enrichment programs and sport.

Our focus on Aboriginal Education has resulted in improved achievement, engagement and parent involvement. Teachers have received professional learning based on culture and have had the chance to work collaboratively to ensure Aboriginal perspectives are embedded in their teaching programs. S2 boys participated in cultural and dance workshops and all classes K–6 were encouraged to use the language program developed by members of our staff.

We have enhanced our technology this year through the acquisition of additional iPads and interactive televisions. We also enlisted the services of a consultant on a weekly basis to provide an introduction to coding for our S2 classes and their teachers. All stages have access to a well-provisioned computer lab and class sets of iPads and laptops. This means that at any given time throughout the day there can be up to 125 of our students accessing technology individually by either iPad, laptop or stand alone computers.

The scope of opportunities afforded to our students at Gunnedah South is broad and varied. We have continued to work closely with the Conservatorium of Music to deliver a comprehensive choir program which resulted in being awarded first place in primary choir at both Gunnedah and Tamworth Eisteddfods. For the first time ever, students from Gunnedah South joined over 2000 of their peers to perform in CAPERS and S1 teachers have completed the Music Mentor professional learning over a number of weeks. Students have the opportunity to play in the school band and we thank Mr Rowe for his years of commitment as band master. Many students are learning wind instruments before school and in break times and a guitar group was running weekly. Next year, students again will have the opportunity to participate in band, choir, guitar as well as a number of new initiatives including specialised speech and drama lessons. We will continue to be part of Operation Art and Waste to Art as well as the Dorothea Mackellar poetry awards.

In 2017 Gunnedah South continued to excel in the sporting arena. All students 8yrs and above were given the opportunity to participate in PSSA sports, and successfully represented the school at zone, area and state level. We entered teams in the various knockout competitions including tennis, rugby union, rugby league, touch football, soccer, netball, basketball, hockey and cricket. The school tennis team were elated after winning the title of State Champions for the first time in 25 years.. Of course we were also well represented at Gunnedah Zone, North West Area and State athletic, cross country and swimming carnivals. It is not only the participation in these sporting opportunities but the way

in which our students participate; with respect, friendship and outstanding sportsmanship that reflect the core values of Gunnedah South Public School.

Staff have also engaged in comprehensive professional learning throughout the year: most notably in Literacy, Visible Learning, and Aboriginal education. In 2018, staff will continue to upskill in these areas and will continue their journey in Visible Learning along side partner schools, Gunnedah High School and Gunnedah Public.

Our parents and community groups are vital to our success. We have had a very high level of attendance and support for every school event including our Easter Hat Parade, Grandparents Day, Mothers and Fathers' Day stalls, our sporting events and the South School Fete was outstanding!

The P&C, led by Melinda McCullough, continue to support our school in a positive, enthusiastic and energetic manner. This year the P&C have sponsored titanium lunches, purchased new home readers, installed new sound equipment in the hall as well as a large outdoor shade marquee and new cricket uniforms for our representative team.

These achievements and collaborations would not be possible without our dedicated staff. Their hard work and the quality teaching and learning taking place in their classrooms is reflected in the high level of student engagement, the positive school culture and our very impressive attendance rate; finishing the year with the highest term 4 attendance rate since 2012.

Our vision for 2018 continues to be: building teacher and leader capacity in a collaborative environment, maintaining high standards where every student is motivated, engaged in their learning and reflects on their own growth, while continuing to develop into confident, courteous and considerate citizens of our school.

Mrs Nicole Walsh

Relieving Principal

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 personalised learning activities put the student at the centre, providing instruction and assessment that is 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.

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 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 achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

In the domain of Learning, Gunnedah South has demonstrated the level of sustaining and growing in the areas of Learning Culture, Wellbeing and Reporting. The level of delivering was attained in Curriculum, Assessment and Student Performance Measures. Within the Teaching domain, the results were very encouraging with sustaining and growing being achieved in the majority of areas such as; Effective Classroom Practice, Data Skills and Use, and Learning and Development. Within the leading domain, the school gained sustaining and growing in both Educational Leadership and School Resources.

The school continues to develop in the areas of curriculum and assessment, professional standards, school planning and management practices and processes.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

All teaching staff and school leaders have engaged in professional learning opportunities with a focus on Visible learning and Accelerated Literacy to build teacher capacity in the use of summative and formative assessment as well as consistent teacher judgement, data collection and evidence based approaches. Regular collaborative practice in stage and grade groups has allowed teaching programs to be developed with a focus on identifying gaps in student achievement and ensuring differentiation in classrooms. Impact coaches have worked collaboratively with members of staff to observe student engagement, provide demonstration lessons and give feedback to classroom teachers concerning aspects of Visible Learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• To move 8% of tracked students in Year 3 Reading and Numeracy 2015 from national minimum standard to above national minimum standard in 2017.• To move 8% of ATSI tracked students in Year 3 Reading and Numeracy 2015 from national minimum standard to above national minimum standard in 2017.• Students can articulate the purpose of lessons and criteria for success as evidenced through classroom walk throughs. <p>Premier's Target</p> <ul style="list-style-type: none">• Increase the proportion of students in the top two bands by 8% in Reading and Numeracy.• Increase the proportion of ATSI students in the top two NAPLAN bands by 30% in Reading and Numeracy.	<p>Aboriginal Background (\$85,184)</p> <p>Socio Economic (\$135,951)</p>	<ul style="list-style-type: none">• Teaching and learning programs developed by teachers which use evidence based practices including Visible Learning.• Programs demonstrated evidence of differentiation with delivery responding to the individual needs of students and their learning progression due to assessment and data analysis.• Accelerated Literacy (AL) is delivered through daily literacy sessions where students are supported through a culture of high expectations. AL is aligned to the English syllabus and teaching staff collaborate with AL mentors through lesson observations and demonstrations.• Assessment data is used and triangulated to report on student progress and achievement. Teachers are using assessment to drive teaching and learning within their classrooms and collaborate within stages to develop teaching programs across the curriculum.

Next Steps

- Collaborative practice will continue to provide teachers with the opportunity to make informed decisions about their practice and to provide and receive feedback from colleagues.
- Visible learning will be evident in all classrooms K-6. Staff will be supported by professional learning and the school impact coaches to ensure student data is correctly analysed and used to inform teaching programs.

- A whole school assessment scope and sequence will be developed to ensure consistency, allowing staff to collect and analyse quantitative and qualitative data.

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

Through the Professional Development Plan process, all staff have developed individual plans which reflect their goals and areas of development in accordance with the school plan. Staff collaborate with colleagues and supervisors and gather evidence which demonstrates their progress towards achieving these goals.

Professional development with a focus on Visible learning, Hattie and continued development of growth mindset has supported school improvement and quality teaching.

Professional development, stage and grade planning days and opportunities to lead school projects has enabled members of the school leadership team to build capacity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Performance and Development Framework processes will be embedded with all staff completing a PDP. Staff achievement of goals will be analysed and evaluated annually to inform future professional learning and resourcing.• Teachers will understand and implement the Australian Professional Standards for Teachers procedures and practices to adhere to accreditation and maintenance requirements.• Highly Accomplished Teacher accreditation will be sought by highly skilled staff members.• Teachers will seek internal and external leadership opportunities.	<p>Beginning Teachers (\$28,196)</p> <p>Professional learning (\$19,703)</p>	<ul style="list-style-type: none">• All staff developed PDP goals aligned to the Australian Standards for Teachers, School Plan, DoE Strategic Directions and personal career aspirations. Staff collected a range of evidence to support their goals and a collaborative culture has been established throughout the school with staff engaging in colleague observations.• Executive staff engaged in whole school and stage analysis of evidence based best practice as evidenced in walk-throughs and observations. Opportunities were also created for teaching staff to engage in stage and grade planning days to build teacher capacity through collaboration.• Beginning and early career teacher induction package utilised, as evidenced in PDP's and teacher mentor reflections.• Teachers have demonstrated a high level competency at the proficient level in the teaching standards evidenced in accreditation and maintenance reports, PDP's, and classroom observation feedback.

Next Steps

- Increasing opportunities for staff to lead projects in the school, supported by professional learning and building of leadership capacity.
- All teachers to collaborate with supervisors and colleagues to develop PDPs and include goals which reflect the school plan, APST and personal areas of development.

- Use of impact coaches and Instructional Leader to provide regular data and feedback on the progress of school goals and continued school improvement

Strategic Direction 3

Linking

Purpose

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

Families, carers, students and staff will have access to the 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

Staff are competently using PBL theory and practice to manage behaviour in the Tier 1 Playground setting. Collegial discussion and behavioural data contributes to directional change as the PBL program is adjusted to suit our school and students.

The leadership of the LST is overseen by an AP utilising experienced staff members.

Personalised Learning Pathways (PLPs) are in place for every ATSI student and provide an effective tool to increase Aboriginal students' engagement and collaboration of learning goals. PLPs are developed in genuine partnership with Aboriginal students, their families and teachers. Strong partnerships between school and home contribute to a relationship built on mutual trust and respect.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • 5% increase in student engagement and well being as evidenced in Tell Them From Me student survey. • 5% increase in Quality Feedback as evidenced in Tell them From Me teacher survey. • 5% increase in parent satisfaction and effectiveness of school strategies as evidenced in Tell Them From Me parent survey. • 10% reduction in the number of short suspensions. 	<p>Socio Economic (\$135,951)</p> <p>Low Level Adj for Disability(46,349)</p> <p>Aboriginal Background (\$25,000)</p>	<ul style="list-style-type: none"> • Revised school welfare systems incorporating whole school expectations for staff and students. This also included classroom and playground behaviour management plans reflecting our PBL philosophy. • A documented system for rewarding students is in place school wide. This is a continuum of positive reinforces including free and frequent rewards "Super Slips" used to reward expected behaviours regularly. • Clearly defined minor, major and severe behaviours in shared spaces with agreed roles and responsibility of staff. Behaviour expectations are displayed, positively worded and clearly visible to students, staff and community. • PBL teaching plans are developed and embedded into professional learning sessions and are directly related to school data and matrix as demonstrated in exit slips, student work samples, teacher program feedback. • Clearly defined goals, roles and responsibilities for LST as evidenced in staff and school referrals. This has increased staff capacity in supporting students with specific needs as evidenced in staff completing professional learning. LST have also worked closely with available agencies within the

Progress towards achieving improvement measures

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Next Steps

- PBL team to continue to gather data on playground behaviour to dictate PBL focus lessons.
- PBL team to implement and design Tier 2 Classroom theory and practice in consultation with students, staff and community.
- Develop and refine consistent expectations for inside areas throughout the school.
- Regular PBL team meetings scheduled with key personnel to identify, plan and monitor changes to theory and practice.
- Weekly LST meetings scheduled with key personnel to identify, plan and monitor identified students and to determine timely and tiered interventions responsive to individual learning needs and wellbeing.
- Regular and ongoing PLP meetings for all students and the maintenance of up to date registration/records.
- Develop and refine ATSI partnerships between school and home to continue to build on mutual trust and respect.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	1.0 AEO \$ 65,509 Flexible \$125,486 Total: \$190,995	<p>Student engagement was a focus area for ATSI students. All indigenous parents and students are given the opportunity to attend PLP meetings with a focus on literacy and numeracy as well as engagement.</p> <p>Gomeroi Dance Company held cultural and dance workshops to engage students resulting in performances at school assemblies, during NAIDOC week and as a celebration for family and friends as well as the entire school community.</p> <p>An Aboriginal Education Coordinator has been employed for 2 day per week to build teacher capacity and provide expert guidance in embedding Aboriginal perspectives in all teaching programs. Demonstration lessons focusing on the engagement of Aboriginal students have been offered to build on strategies already being used in the classrooms.</p> <p>All teaching staff completed cultural training presented by local AECG representatives.</p> <p>Across all key learning areas Aboriginal perspectives are embedded within teaching and learning programs. All students are provided with opportunities to learn about Aboriginal culture and histories within their classrooms.</p> <p>Local Gamilaraay language is integrated throughout the curriculum.</p> <p>A Yarning Circle and Bush Tucker garden is being developed to provide an outside learning space where Aboriginal students will feel a sense of ownership.</p> <p>Aboriginal artwork within the school has been updated and symbols incorporated in all new PBL signage.</p> <p>The executive staff and Aboriginal Education Team have a strong partnership with the local Gunnedah AECG which meets each term. The AECG have an active role within our school and their input is highly valued and respected.</p>
Low level adjustment for disability	1.7 staffing \$172,676 Flexible funding \$ 60,280 Total: \$232,956	<p>All students at Gunnedah South are supported within their classrooms, additional needs identified and processes put in place to allow every student to access the curriculum.</p> <p>Staff are supported by the LST and collaborate in stage and grade groups to ensure teaching programs are differentiated to cater for all students.</p> <p>The Learning and Support Team meet on a weekly basis to provide support and guidance for teachers, to assess student progress, and</p>

<p>Low level adjustment for disability</p>	<p>1.7 staffing \$172,676 Flexible funding \$ 60,280 Total: \$232,956</p>	<p>evaluate the need for outside agency support.</p> <p>Student Learning Support Officers all completed the PDP process and were offered professional learning.</p> <p>Flexible funding is utilised to provide students with support in the mainstream setting by employing SLSOs ensuring students are accessing all areas of the curriculum.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>.464 QTSS \$ 47,130</p>	<p>The QTSS initiative has provided the school with opportunity for additional staffing which has had an impact on the teaching and learning occurring in classrooms.</p> <p>The staffing has been used to release teachers to collaborate with impact coaches, supervisors and colleagues.</p> <p>Teachers have been able to observe colleagues and have others observe them, with the fundamental component of feedback being centered on student engagement and practices used within the classroom.</p> <p>Mentoring has occurred with a focus on the development of quality teaching and learning programs, assessment and the use of data to inform teaching.</p>
<p>Socio-economic background</p>	<p>0.9 Staffing \$ 91,417 Flexible \$277,101 Total: \$368,518</p>	<p>Due to significant funding under equity loading for socio-economic background, the school has been able to continue and enhance the major projects being run in the school.</p> <p>The Stephanie Alexander Kitchen Garden program allows all students K-6 to take part in hands-on, real life, engaging learning tasks. The kitchen and garden provides students with the opportunity to develop deep understanding, problem solving and communication skills. Through the integration of key learning area outcomes, students receive explicit instruction and connectedness as they participate in both cooking and gardening lessons.</p> <p>The SAKG Coordinator ensures learning outcomes are integrated into the teaching programs which consist of a 45 minute gardening and a 90 minute cooking lesson per class each fortnight. Along with the coordinator, there are kitchen specialists and a garden specialist to enhance the lessons and professional learning is undertaken by the whole team.</p> <p>Stage 3 Rotations is an initiative that provides our senior students with the skills and experiences necessary for a smooth transition to High School and to ensure a high level of engagement and attendance in Yrs 5 and 6.</p> <p>The rotations allow teachers to specialise in one area of the curriculum in order to use</p>

<p>Socio-economic background</p>	<p>0.9 Staffing \$ 91,417 Flexible \$277,101 Total: \$368,518</p>	<p>their expertise in History/ Geography, Technology, CAPA and Science.</p> <p>The program allows the senior students to rotate on 3 afternoons per week and be taught by a teacher who specialises in that particular area of the curriculum. Rotations focus on student self-regulation and higher order thinking. The program provides inclusivity as well as building on students' background knowledge.</p>
<p>Support for beginning teachers</p>	<p>\$ 40,350</p>	<p>Beginning teachers at Gunnedah South have access to funding under the Great Teaching Inspired Learning blueprint. Beginning teachers are supported through an induction and mentoring program as well as a reduced teaching load to ensure collaboration with colleagues.</p> <p>Beginning teachers at GSPS are provided with high quality support and professional learning to support their entry into the teaching profession.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	308	310	309	328
Girls	302	308	305	306

Gunnedah South Public School has maintained an upward trend in enrolments over the last 5 years. Enrolment numbers have stabilised in 2017 which will be reflected in our 2018 enrolment data. The gender balance within the school K–6 is equal.

The school enjoys strong 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 ensure 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. Thus, families continue to seek enrolment at our school.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.7	94.1	93.9	94.9
1	94.9	93.2	93.5	94.5
2	95.4	93.7	92.4	93.9
3	94.3	94.3	93.7	94.5
4	94.6	94.3	94.5	94.5
5	94.1	94.5	93.9	94.9
6	92.7	92.4	93.8	94.1
All Years	94.4	93.8	93.6	94.5
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

Gunnedah South Public School continues to maintain high attendance rates which are in line with State attendance rates. The school has a comprehensive attendance policy and procedures which ensures student attendance is regularly monitored, analysed and evaluated. The school's attendance policy was revised and updated to be consistent with DoE policies. The school community value the importance of attendance and there is a shared school-wide responsibility to promote ongoing improvement. Student learning and well-being is supported through meaningful involvement of parents, families, staff and inter-agencies. This personalised approach along with classroom practice which is safe, accepting, inclusive, caring and respectful, is embedded in our positive attendance culture.

Class sizes

Class	Total
KH	22
KC	21
K/1A	22
KR	22
KP	22
1C	25
1S	25
1M	25
2H	22
2G	22
2R	23
2M	23
3/4W	29
3/4P	27
3/4M	27
3S	27
3B	28
4S	26
4M	26
5T	28
5D	29
5/6M	28
5/6C	28
6D	30
6P	29

Workforce information

Management of non-attendance

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	25.6
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1.7
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.06
Other Positions	0

*Full Time Equivalent

Gunnedah South Public School has 5 staff who identify as Aboriginal. These staff occupy a variety of positions including teachers, the Aboriginal Education Officer, School Administrative Staff and School Learning Support Officer. Our school enjoys positive respectful relationships with our local AECG.

Teacher qualifications

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

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	15

Professional learning and teacher accreditation

Gunnedah South has a strong professional learning culture which is relevant, collaborative and future-focused. The school has developed and embedded processes and practices which support the conditions for our professional learning culture; as

- a focus on professional learning that is most likely to be effective in improving professional practice and student outcomes.

- support for professional learning through school structures, explicit planning and the allocation of time.

- all teaching & non-teaching staff and school leaders are supported to be active learners, reflect on their practice, and to give and receive feedback.

- professional learning which is evidenced-based and aligned to the School Plan, Department's priorities and addressed the Australian Professional Standards for Teachers.

Gunnedah South is committed to the strengthening of a performance development culture and as such all staff engaged in significant focused professional learning throughout 2017. Gunnedah South Public School is committed to supporting all permanent and temporary teachers in the process of attaining and maintaining accreditation at proficient. The school has employed an experienced mentor who supports teachers in the accreditation process by providing lesson observations and feedback on gathered evidence for submissions.

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.

Receipts	\$
Balance brought forward	339,815
Global funds	611,379
Tied funds	933,341
School & community sources	189,797
Interest	8,572
Trust receipts	80,829
Canteen	0
Total Receipts	1,823,918
Payments	
Teaching & learning	
Key Learning Areas	58,222
Excursions	82,498
Extracurricular dissections	48,949
Library	4,988
Training & Development	13,540
Tied Funds Payments	480,774
Short Term Relief	84,591
Administration & Office	166,301
Canteen Payments	0
Utilities	78,167
Maintenance	47,698
Trust Payments	22,488
Capital Programs	64,824
Total Payments	1,153,039
Balance carried forward	1,010,694

	2017 Actual (\$)
Opening Balance	0
Revenue	1,080,556
Appropriation	1,040,623
Sale of Goods and Services	3,198
Grants and Contributions	36,734
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-358,442
Recurrent Expenses	-358,442
Employee Related	-179,474
Operating Expenses	-178,969
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	722,113
Balance Carried Forward	722,113

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.

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.

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	4,187,550
Base Per Capita	93,835
Base Location	84,954
Other Base	4,008,761
Equity Total	792,469
Equity Aboriginal	190,995
Equity Socio economic	368,518
Equity Language	0
Equity Disability	232,956
Targeted Total	173,010
Other Total	307,201
Grand Total	5,460,230

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

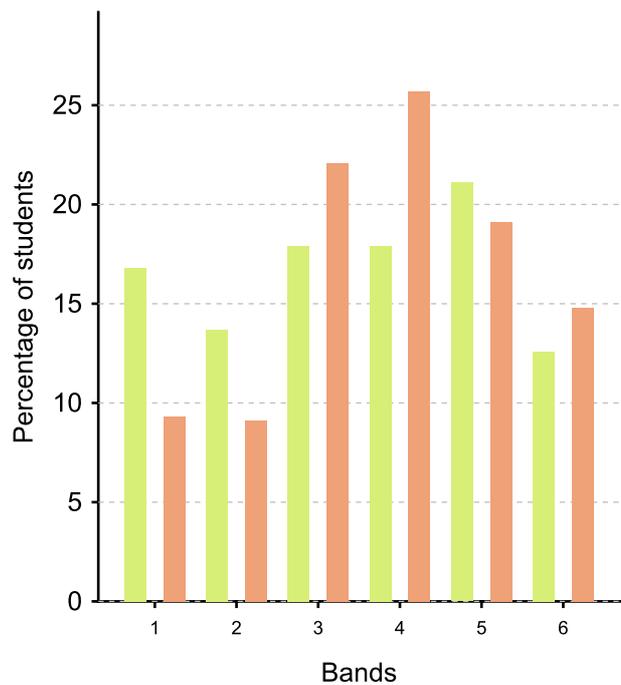
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In the NAPLAN Grammar and Punctuation assessment, 69.5% of Yr 3 students and 64.7% of Yr 5 students achieved above minimum standard.

Results in Reading showed that 74.7% of Yr 3 students and 66.7% of Yr 5 students scored above minimum national standard.

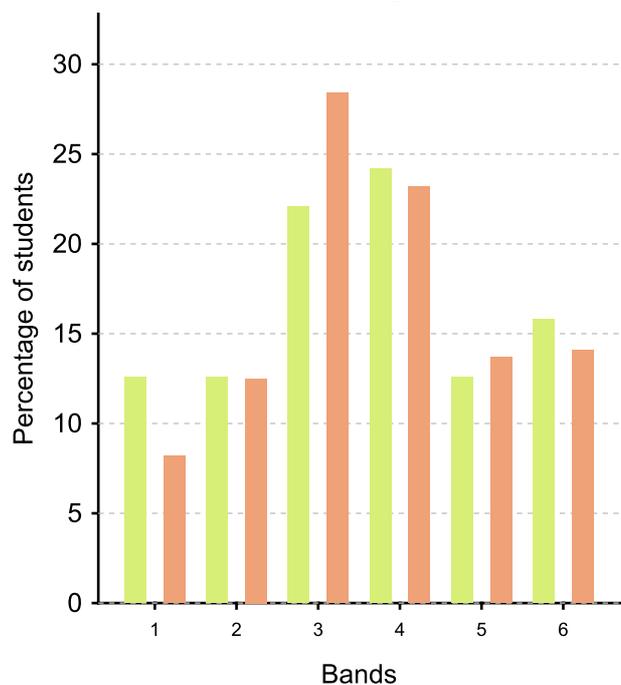
In Spelling 66.4% of Yr 3 students and 68.3% of Yr 5 students achieved above national minimum standard with an increase from 2016 of Yr5 students scoring in the two top bands. Whilst in Writing 82.2% of Yr 3 students and 65.8% of Yr 5 students achieved above national minimum standard in the assessment.

Percentage in bands:
Year 3 Grammar & Punctuation



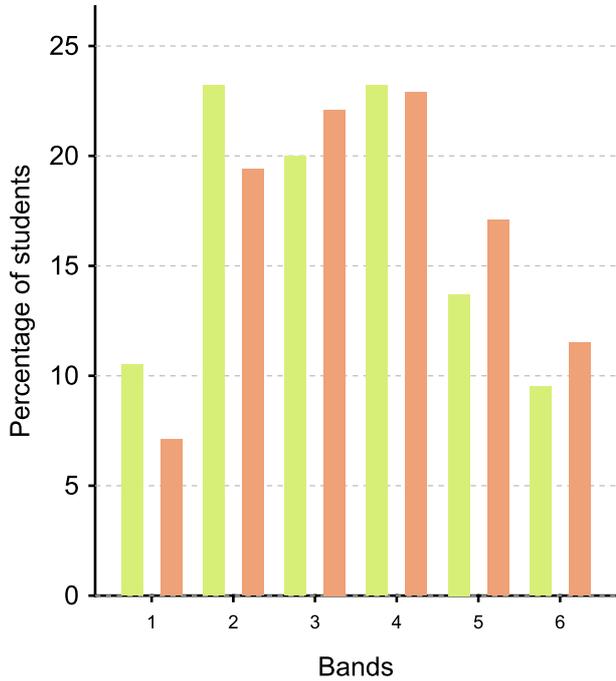
Band	1	2	3	4	5	6
Percentage of students	16.8	13.7	17.9	17.9	21.1	12.6
School avg 2015-2017	9.3	9.1	22.1	25.7	19.1	14.8

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	12.6	12.6	22.1	24.2	12.6	15.8
School avg 2015-2017	8.2	12.5	28.4	23.2	13.7	14.1

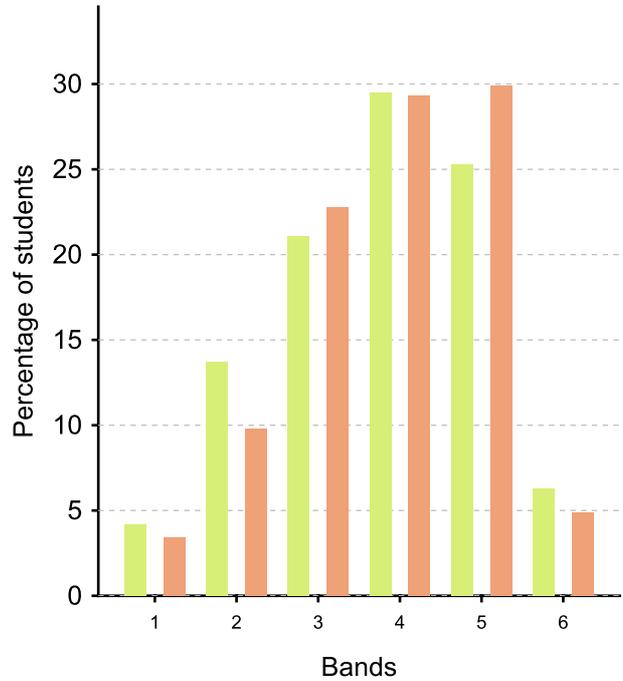
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	10.5	23.2	20.0	23.2	13.7	9.5
School avg 2015-2017	7.1	19.4	22.1	22.9	17.1	11.5

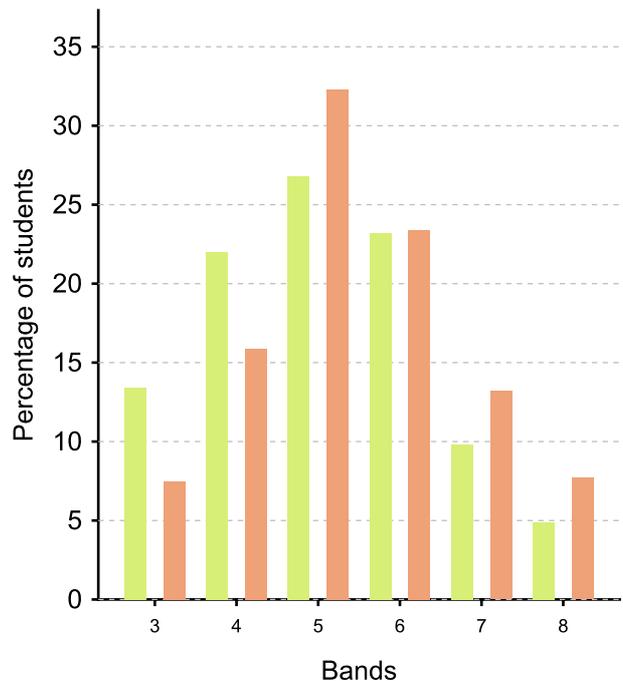
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	4.2	13.7	21.1	29.5	25.3	6.3
School avg 2015-2017	3.4	9.8	22.8	29.3	29.9	4.9

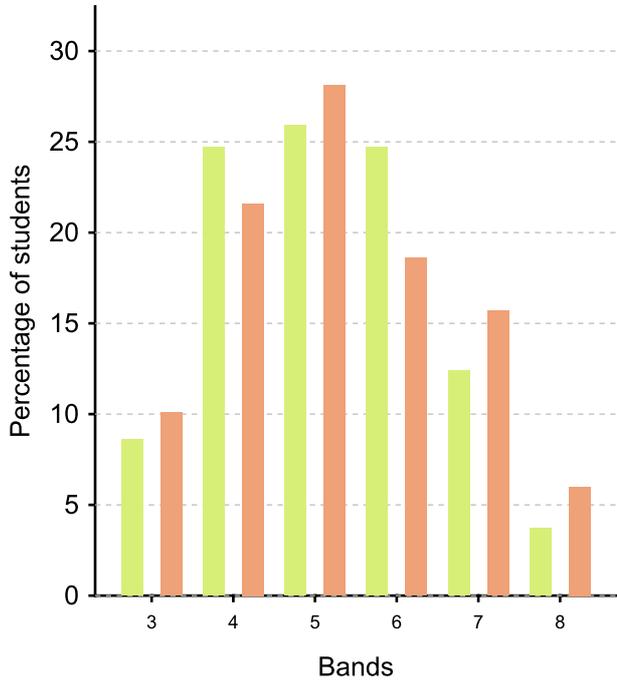
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

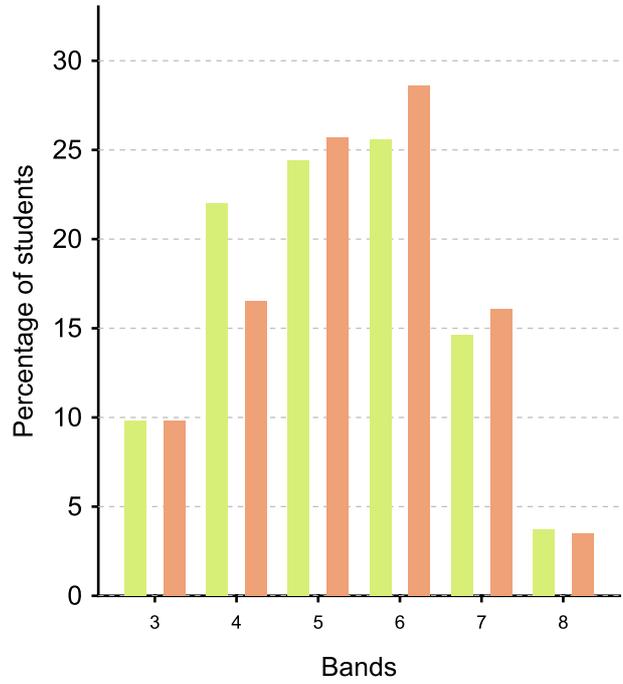
Band	3	4	5	6	7	8
Percentage of students	13.4	22.0	26.8	23.2	9.8	4.9
School avg 2015-2017	7.5	15.9	32.3	23.4	13.2	7.7

Percentage in bands:
Year 5 Reading



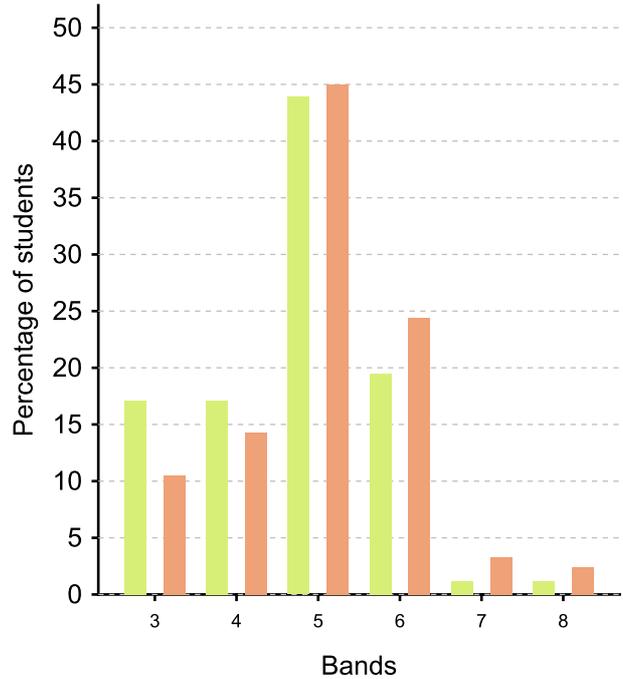
Band	3	4	5	6	7	8
Percentage of students	8.6	24.7	25.9	24.7	12.4	3.7
School avg 2015-2017	10.1	21.6	28.1	18.6	15.7	6.0

Percentage in bands:
Year 5 Spelling



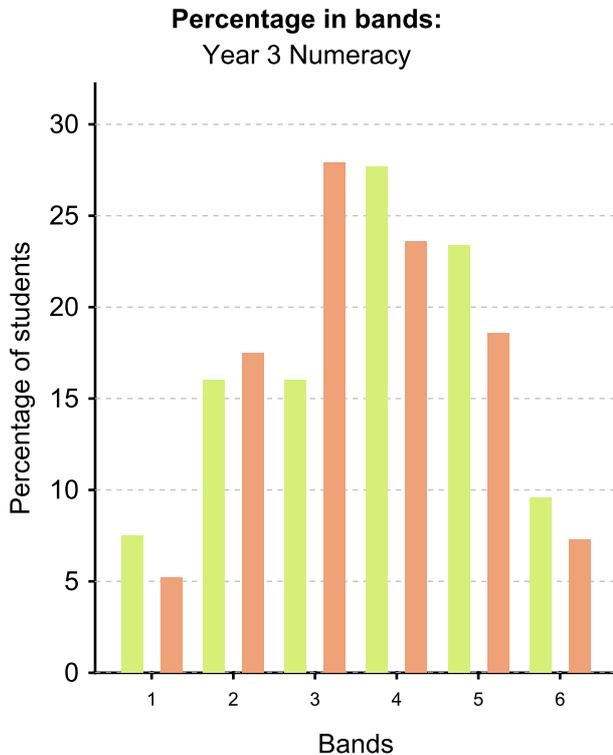
Band	3	4	5	6	7	8
Percentage of students	9.8	22.0	24.4	25.6	14.6	3.7
School avg 2015-2017	9.8	16.5	25.7	28.6	16.1	3.5

Percentage in bands:
Year 5 Writing



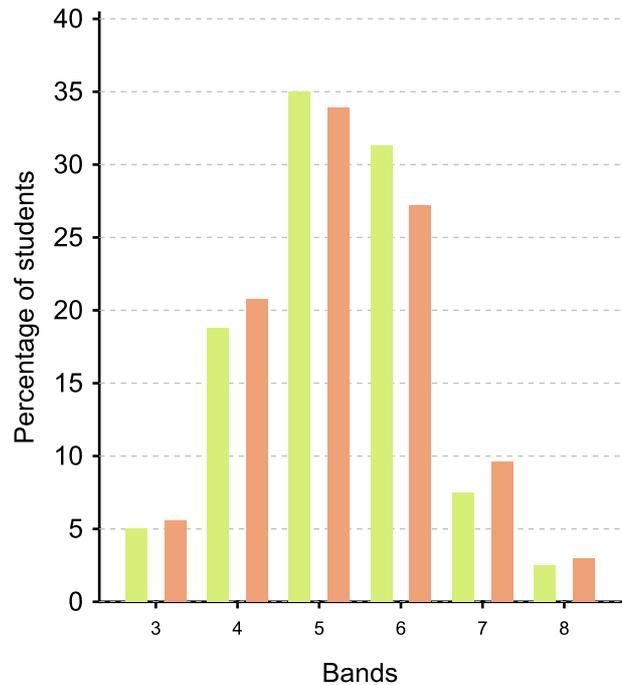
Band	3	4	5	6	7	8
Percentage of students	17.1	17.1	43.9	19.5	1.2	1.2
School avg 2015-2017	10.5	14.3	45.0	24.4	3.3	2.4

Results indicate a 14% increase from 2016 in the number of Yr 3 students achieving the top 2 bands in Numeracy. With 76.7% of all Yr3 students scoring above minimum national standard and 76.1% of Yr5 students scoring above national minimum standard.



Band	1	2	3	4	5	6
Percentage of students	7.5	16.0	16.0	27.7	23.4	9.6
School avg 2015-2017	5.2	17.5	27.9	23.6	18.6	7.3

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	5.0	18.8	35.0	31.3	7.5	2.5
School avg 2015-2017	5.6	20.8	33.9	27.2	9.6	3.0

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <https://www.myschool.edu.au/SchoolProfile/Index/105866/GunnedahSouthPublicSchool/42499/2017> to

Parent/caregiver, student, teacher satisfaction

The school asked for feedback from parents, students and staff using the Tell them From Me surveys. A wide range of questions were put to these groups regarding their satisfaction with the service the school provides and participation in certain activities. Student Survey Results

A total of 138 students were surveyed from Years 4–6 throughout September and October.

Student participation in extracurricular activities:

47% of students in our school had a high rate of participation in extracurricular activities such as art, drama, or music groups, or a school committee, whilst the NSW Govt norm is 55%. 57% of the girls and 32% of the boys in our school had a high rate of participation in extracurricular activities.

Students with a positive sense of belonging: 81% of

students in this school had a high sense of belonging when asked if they feel accepted and valued by their peers and by others. The NSW Govt norm for these years is 81%.

Students who are interested and motivated: 78% of students in years 4–6 reported that they were interested and motivated in their learning. The NSW Govt norm for these years is 78%. 89% of the girls and 72% of the boys in this school were interested and motivated. The NSW Govt norm for girls is 83% and for boys is 73%.

Rigour: is when students feel classroom instruction is well –organised, with a clear purpose , and with immediate feedback that helps them learn. Gunnedah South students rated rigor as 8.5 out of 10.

Relevance: is when students find classroom instruction relevant to their everyday lives. student rated the relevance of their learning as 8.5 out of 10, which is slightly higher than the state norm at 8.2.

Advocacy at School: 78% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice and 84% of students surveyed felt their teachers are responsive to their needs, and encourage independence with a democratic approach.

Policy requirements

Aboriginal education

Gunnedah South Public School has a strong focus on creating a sense of belonging for Aboriginal and Torres Strait Islander (ATSI) students and their families. Approximately 27% of students enrolled at our school are from Aboriginal and Torres Strait Islander backgrounds where Aboriginal culture and histories are celebrated, valued and embedded within the curriculum across K–6.

Our Aboriginal Education Team is led by our Aboriginal Education Coordinator (AEC) and supported by our Aboriginal Education Officer(AEO). Teachers across stages are part of our Aboriginal Education Team and work collaboratively with the AEC and AEO to ensure Aboriginal education is at the forefront and there are strong meaningful connections with ATSI families and the wider community.

Across all key learning areas Aboriginal perspectives are embedded within teaching and learning programs. All students are provided with opportunities to learn about Aboriginal culture and histories within their classrooms and the local Gamilaraay language is integrated throughout the curriculum.

Personalised Learning Pathways (PLPs) are a process that all teachers, students and parents/carers are engaged in throughout the year. We have a key direction on building, strengthening and maintaining strong connections and relationships with ATSI families to improve learning outcomes focusing on literacy and numeracy.

All staff at Gunnedah South Public School are given the opportunity to engage in professional learning to build their knowledge around culture and history.

The executive staff and Aboriginal Education Team have a strong partnership with the local Gunnedah AECG and meet each term. The AECG have an active role within our school and are frequently consulted about decisions and their input is highly valued and respected.

Multicultural and anti-racism education

Gunnedah South School maintains high levels of respect and understanding for different cultures and during the year have developed core values through the introduction of Positive Behaviour for Learning of Safe Respectful Learners.

We are committed to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. Through comprehensive teaching programs, our school ensures inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity.

Literacy lessons include aspects of a range of cultures from around the world, such as the plight of refugees and elements of Asian culture through the careful selection of Accelerated Literacy texts.

Anti-racism officers are elected each year from staff and their role is to be accessible by students and staff in the event of issues regarding racism.