

Gunnedah South Public School

2019 Annual Report



4018

Introduction

The Annual Report for 2019 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.

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Message from the principal

It is with pleasure that I present Gunnedah South Public School's Annual School Report for the 2019 school year. This report is prepared within the guidelines set by the Department of Education (DoE) and contains specific information about our achievements and initiatives throughout the year.

Our 2019 Annual School Report contains information specifically relating to the NSW Department of Education major reform areas. The reforms that have significantly impacted on Gunnedah South Public School are: Great Teaching Inspired Learning, Every Student Every School, Local Schools Local Decisions, the Rural and Remote Blueprint for Action, The School Excellence Framework and Visible Learning. This report also shows how funding specific to our school was spent including valuable RAM funds in Aboriginal Education, Location, and Socio Economic Background, as well as our involvement in the Instructional Leader Aboriginal Students initiative.

Throughout 2019 our school has undergone some significant changes, both physically, culturally and in the curriculum we teach our students. The reason we continue to make these significant changes is to ensure the environment where your children come to school is both welcoming and engaging.

Our school staff continue to focus on visible learning to ensure a positive learning experience for every child. Throughout 2019, our students have had many other magnificent highlights which have showcased their skills, from public speaking and spelling bees, to sporting success, excursions and of course our school band and choirs. The school itself is undergoing changes, with the goal always being to improve the overall educational environment at the school. We know we are on the right track as visitors feel welcome at Gunnedah South and are simply blown away by the changes.

Our school is somewhere that students and staff feel inspired and are proud of. The positive changes at the school have only been possible with the support of so many parents, students, community members, staff and volunteers and I sincerely say thank you for your support of our school. Finally, I would like to thank a few specific groups for making 2019 a great year. To the P&C, the South School community, our students and my staff. Your support in 2019 has been truly exceptional and amazing, just like our school students and staff!

Pete Baum

School background

School vision statement

Gunnedah South is an innovative and dynamic school that is devoted to excellence in all academic, sporting, cultural and social endeavours and we aim to give our students the best opportunities available. We value the important role of the wider community in our school and are fortunate to have many active community links.

We are an innovative cooperative learning community driven by excellence in teaching where high expectations prepare globally motivated citizens who strive for their personal best as safe, respectful learners.

School context

Gunnedah South Public School is located in the Mooki Network which is part of the Rural North Operational Directorate for Public Schools in New South Wales. The school comprises of 634 students with 182 students identifying as Aboriginal and Torres Strait Islander. Our thriving school is set in spacious well maintained grounds and is located in the township of Gunnedah, Australia's rural hub for the richest agricultural region – the Liverpool Plains in North West New South Wales.

Our school receives a significant boost in funding through the Resource Allocation Model as a result of the school's "Family Occupation and Education Index" (FOEI) level of 119 which is above the average of 100. Gunnedah South Public School's Learning and Support Team continues to work with the school community to best support the additional and varying learning needs of all students through the promotion of differentiated curriculum.

Visible Learning remains the core foundation of all educational programs at Gunnedah South Public School. The school is privileged to be developing a strong culture of collaborative practice where all key stake holders recognise the importance of teachers seeing learning through the eyes of their students. Supporting this, is students realising and valuing teaching as the key to their ongoing life long learning.

We promote quality education for all of our students in a happy, safe and caring school environment through our strong focus on literacy and numeracy skills. Teachers utilise learning goals and success criteria as best practice to support differentiated teaching and learning for every student. We provide a variety of extra curricula activities to extend learning through opportunities provided by the Stephanie Alexander Kitchen Garden program. Strong student, parent and community engagement is unique to Gunnedah South Public School and we are regionally recognised as a leader in student education.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning

Purpose

A strengthened school collaborative culture of excellence ensures students, staff, families and school community work together in support of student wellbeing. All students will succeed, thrive and learn in a supportive and cohesive environment that enhances deep connections with culture and community.

Improvement Measures

Collaborative Practice

- Visible Learning is used as best practice in 100% of classrooms where every learner is known and valued.
- A 20% growth for literacy and numeracy in top two bands as indicated in NAPLAN
- All students can articulate what they are learning and are able to effectively accept and provide feedback.

Positive Partnerships

- Improved parent positive response by 25% annually to school surveys.
- The School Assessment Tool–Reflection Matrix data indicates the school is rated at "building" or "sustaining" across all seven dimensions.

Positive Behaviour for Learning

- Negative behaviour entries in student well-being demonstrates a 15% improvement in students demonstrating self regulation over three years.
- Staff demonstrate improved input at the planning level for PBL initiatives over three years.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

- Staff collaborate regularly to ensure effective data use leads to improved student learning through the development of consistent teacher judgement across year levels.
- Planning, teaching and assessment is undertaken in collaboration with the Visible Learning team, and partner schools.
- Effective programming strategies are utilised to ensure teachers incorporate differentiated strategies that meet student's specific learning goals and success criteria to support their growth and learning needs. Aboriginal perspectives are embedded in all teaching and learning activities.

Positive Partnerships

- Targeted initiatives improve community relationships and strong cultural connections in the development of high expectations.
- Review of current practices to develop a successful and positive communication strategy between home and school that supports student learning and engagement.

Positive Behaviour for Learning

- Structured implementation of PBL in classroom spaces with a focus on professional learning that develops all stakeholders is used to improve Learning and engagement; Shared responsibility; and Respectful relationships.
- Staff meeting information sessions, re: EBS+, Behaviour and learning plans.

Evaluation	Funds Expended (Resources)
<p>In 2020 we will built on our school achievements through:</p> <ul style="list-style-type: none">* Strengthened focus of visible learning through the consolidation of the DP Curriculum position with a clear focus on providing classroom teachers support on developing quality teaching practices through an instructional leader model, where all executive function as instructional leaders.* Continued utilisation of school based assessment data to plan for differentiated teaching and learning activities based on student need including the use of technology to enhance curriculum.* restructure of learning and support with a focus to introduce tiered support for students through a variety of intervention programs and specialist support from school based speech and occupational therapists.	<p>Funding is duplicated in Key Initiatives section of this document.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$120544.00)• Low level adjustment for disability (\$271939.00)• Socio-economic background (\$120000.00)

Next Steps

Planning towards the next cycle 2021–2024 has commenced. The school leadership team is developing and prioritising high quality service delivery and enhanced student achievements through:

- Utilising current talent within our school to focus on inspiring instructional leadership which deepens high–impact pedagogical expertise of all teachers.
- Strengthening teacher collective efficacy focused on the development of high expectations for every student.
- Inclusion of more rigorous assessment practices and feedback to inform teaching and learning.
- Further enhancing curriculum planning and implementation that focuses on engaging and empowering all students.

Strategic Direction 2

Teaching

Purpose

Every student is known, valued and taught by highly qualified teaching staff at Gunnedah South Public School. Our highly professional team ensures quality school curriculum is delivered by expert teachers who demonstrate high expectations in planning and delivering quality evidence-based, differentiated teaching that focuses on the development and growth of every student.

Improvement Measures

Visible Learning focused on Quality Literacy and Numeracy Teaching

- Increased number of students in the top two bands of literacy and numeracy reach their expected growth.
- 30% increase of ATSI students achieving proficient standards in reading and numeracy by 2020.
- 100% of teachers to use data to inform planning and monitor student progress against learning progressions in K–6 classrooms.
- 100% of students can articulate their individual learning goals and success criteria for learning.

Positive Behaviour For Learning

- 100% of students are able to articulate what makes a safe, respectful learner.
- 100% of staff are modelling, practising and implementing PBL values and expectations throughout the school.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

- Teachers utilise the teaching and learning cycle to maximise student outcomes through effective planning and assessment.
- Curriculum team leads the development and implementation of quality scope and sequences focused on teaching and learning K–6.
- Instructional Leaders support staff to evaluate and improve teaching with a focus on Visible Learning and Aboriginal perspectives that is evident in daily practice.
- Professional learning is based on best practice and research. It is focused and tailored to support continuous improvement of teaching and learning.
- Literacy and Numeracy progressions will be implemented by 2020.

Evaluation	Funds Expended (Resources)
<p>In 2019 we built on our school achievements through:</p> <p>* Developing effective planning and assessment to ensure teachers are guided to developing lessons that are relevant, differentiated and of engaging quality. The curriculum team is now leading our core business of teaching and learning with the introduction of instructional leadership> The focus remains on literacy and numeracy and the role learning and support plans to ensure all students achieve success.</p> <p>* The school leadership team prioritise high quality service delivery and enhanced student achievements. Our redeveloped data collection processes, consistent programming and scope and sequences across all key learning areas, instructional leader model based on research and quality professional learning and processes and practices in learning support are a reflection of the excellent gains we have made in our strategic direction 2 focused on teaching.</p> <ul style="list-style-type: none">• Planned introduction of the L3 program (Language, Learning and Literacy) in 2020 to support improved student progress in literacy and enhance confidence in Stage 1.• Provided progressions training with a focus to utilise PLAN 2 as a tool during Semester 2.	<p>Funding is duplicated in Key Initiatives section of this document.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$1560000.00)• Professional Learning (\$28000.00)

Process 2: Positive Behaviour for Learning

- PBL team leads the explicit implementation of the PBL values, expectations through quality learning experiences. .

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>In 2019 our school achievements in PBL have been enhanced through:</p> <ul style="list-style-type: none">* Increased student awareness of PBL expectations in all aspects of school life.* Demonstrated every day practice across all playground areas <p>As part of the PBL implementation strategy for Gunnedah South PS we will be now focusing on incorporating the classroom component of the program school wide. This will further support students with learning and utilising PBL values in all aspects of their school lives. Please refer to Key Initiatives for further information.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Next Steps

Planning towards the next cycle 2021–2024 has commenced. The school leadership team is developing and prioritising high quality service delivery and enhanced student achievements through:

- Planned introduction of the L3 program (Language, Learning and Literacy) in 2020 to for Year 1 and Year 2 teachers. This will support improved student progress in literacy and enhance confidence in Stage 1.
- Focus on ensuring that L3 is sustainable and the key fundamentals of the program is integrated as a component of our whole literacy plan.
- Provided progressions training with a focus to utilise PLAN 2.
- Refine our student data storage and record keeping
- Introduction of all executive as Instructional Leaders to support teacher development.

Strategic Direction 3

Linking and Leadership

Purpose

Leadership at Gunnedah South Public School ensures the development of a Positive School Culture. through effective planning. Our Goal is to strengthen students and all stake holders to work collaboratively to support students to connect, succeed, thrive and learn.

Improvement Measures

Positive School Culture – through Collaboration

- PBL and Visible Learning are successfully embedded in to all aspects of school life and in all teaching programs.
- An increased number of parents participating in school activities.

Teacher Performance and Development

- 100% of teachers feel supported and valued. Teachers strive for continuous improvement as leading learners through Personalised Development Plans.

School Planning, Implementing and Reporting

- Executive and teacher ownership and involvement in school improvement is reflected in improved classroom practices that are clearly aligned to the school management plan. Through programs, assessment, increased engagement and job satisfaction.

Management Practices and Processes

- Increased student and parent engagement results in attendance rates for all students is at or above state averages over three years.

Progress towards achieving improvement measures

Process 1: Positive School Culture – through Collaboration

- Deliver an integrated approach to student well-being and learning through the ongoing implementation of the Positive Behaviour for Learning with the You Can Do IT program embedded.
- Review of current practices in successful and positive communication between home and school to support student learning, engagement and participation.
- Processes and guidelines to support meaningful relationships between key stakeholders focused on student learning are reviewed and developed with a strong focus on PLPS.

Teacher Performance and Development

- Personal Development Plans are based on smart goals
- Regular Teaching and Learning Meetings focus on the development of teacher knowledge, evidence based practice and curriculum implementation that student learning.
- Aboriginal Instructional Leader Visible learning Team work with Principal collaboratively to effectively implement the schools Literacy and Numeracy Strategy.

School Planning, Implementing and Reporting

- The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Regular and consistent attendance tracking and follow up occurred has occurred. This has resulted in an improvement in attendance monitoring and better relationships with families in this space.• Involvement with the school plan has been facilitated and it is recognised by staff as a document that has an impact on everyday operations of our school. The focus is always on students and improving learning experiences and outcomes.• Teachers have a greater understanding of the professional teaching standards and PDPs and programs are inclusive of standards.• The school executive utilise the executive standards to strengthen their skill sets and support them in leading high quality teaching and learning across their stages.• Visible learning data continues to show increased teacher and student engagement with the pedagogy.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$67000.00)• Teacher Professional Learning (\$36000.00)

Progress towards achieving improvement measures

- Data of parent involvement and engagement with the school increased during 2019 particularly at major or large events, teacher meetings, and on a voluntary basis in classrooms and the school kitchen.

Process 2: Management Practices and Processes

- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Data of parent involvement and engagement with the school increased during 2019 particularly at major or large events, teacher meetings, and on a voluntary basis in classrooms and the school kitchen.• Increased parent involvement through key decision making through utilising the schools P&C to share in Local Schools Local Decision making process.• To further enhance engagement of key stake holders, we will be looking at potentially developing a school council to capture a larger parent and community perspective.	Please refer to Process 1 for funding

Next Steps

Planning towards the next cycle 2021–2024 has commenced. The school leadership team is developing and prioritising high quality service delivery and enhanced student achievements through:

- Leadership team supporting the utilisation of current expertise to focus on inspiring instructional leadership which deepens high–impact pedagogical expertise of all teachers .
- Strengthening a shift to student focused high expectations
- Refinement and enhancement of school organisation and management practices with a particular focus of tiered communication to staff.
- Focus on developing current talent within our school to support inspiring instructional leadership which deepens high–impact pedagogical expertise of all teachers.
- Refinement of school communication tools for parents and community stake holders with a focus on parent and community engagement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staffing / Resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$320 544.00) 	<p>All staff attending a series of Connecting to Country workshops run by the Local Gunnedah AECG and State AECG. The three workshops allowed staff to access local knowledge of Aboriginal culture and histories and also make connections to our local area and community.</p> <p>Introduction of School Wide Speech Program and Occupational Therapist Program. Focused on identifying students requiring additional assistance and provides target support through intervention model.</p> <p>All Aboriginal parents/carers and students are given the opportunity to attend PLP meetings with their teachers with a focus on literacy and numeracy as well as student engagement.</p> <p>Aboriginal perspectives are embedded within teaching and learning programs across all key learning areas. All students are provided with opportunities to learn about Aboriginal culture and histories within their classrooms and local Gamilaraay language is integrated throughout the curriculum.</p> <p>The 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> <p>The cultural hub in our school was refurbished and is now a central point for our ATSI students and our Aboriginal Education Officer (AEO). The hub is used as a meeting place for students and parents and forms a base for outside agencies who visit our school.</p>
Low level adjustment for disability	<p>Speech Therapist</p> <p>Occupational Therapist</p> <p>Interventionist</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$271 939.00) 	<p>The Learning and Support Team met on a weekly basis to provide support and guidance for teachers, to assess student progress, and evaluate the need for outside agency support.</p> <p>We identified the substantial learning and support need for students in all stages of learning and plan to introduce a new model in 2020. This includes referrals to the effective reading centre, continued partnership with referral agency and refinements in counselor workload.</p> <p>In planning for the next 3 year cycle, based on student need a dedicated AP LaST will be included in future plans.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher Release</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$113 119.00) 	<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>Quality Teaching, Successful Students (QTSS)</p>	<p>Teacher Release</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$113 119.00) 	<p>Mentoring of early career teachers 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>Beginning Teachers program has been subsidised to support additional mentoring opportunities for new teachers.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$443 541.00) 	<p>Socio-economic funding has been utilised across all programs throughout the school and are subsequently reported in these areas.</p>
<p>Support for beginning teachers</p>	<p>Mentor Teacher</p> <p>Release & Professional Learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$79 188.00) 	<p>Mentoring of beginning teachers has allowed them support to develop and implement PDPs. They have gained valuable feedback after peer lesson observations, analysed and been given the opportunity to reflect on their practice with the assistance of an experienced mentor.</p> <p>Support has also been provided to all teachers in gaining their accreditation regardless of funding to ensure staff equity.. A review of the program in 2018 led to a split into 1st Year / 2nd Year beginning teacher groups which allowed for greater individualised support. .</p>
<p>Positive Behaviour for Learning</p>	<p>RFF for Coordinator / Student Rewards / Resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$40 000.00) 	<p>Progress:</p> <ul style="list-style-type: none"> Continued use of the revised reward system which allowed for maximum student participation in PBL reward days. Staff collaboration to develop a whole school classroom system to be utilised in 2020 ensuring consistency from Kindergarten to Year 6. PBL student team again providing a student voice and opinions on PBL systems within the school. Whole school matrix reinforced by weekly lessons and students being accustomed to school values and expectations, evident through the use of student language. Staff have used the same formatting for 2020 classroom matrixes for consistency. Professional learning and preparation to move into Tier 1 Classrooms in 2020.
<p>Visible Learning</p>	<p>Staffing – Direct instructional leadership, RFF and purchase of magnetic signage for lessons</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$80 000.00) Socio-economic background (\$134 000.00) 	<p>The Curriculum Team took time to enter a deep evaluation phase to reset, reinvigorate and refocus. Teachers and students were interviewed individually or in groups to ensure all team members were in tune and connected with what needs we needed to address.</p> <p>'Walkthroughs' three times a term continued to keep the spot light on what Visible Learning strategies were having the greatest impact on learning. Whole school processes such as lesson planning templates, stage meetings, Professional Learning for staff, maintained a focus on strengthening our shared language around learning and reinforcing the importance of shared learning</p>

<p>Visible Learning</p>	<p>Staffing – Direct instructional leadership, RFF and purchase of magnetic signage for lessons</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$80 000.00) • Socio-economic background (\$134 000.00) 	<p>goals and success criteria.</p> <p>Our whole school assessment schedule/data proceeded onto the next stage of development. Teachers were given Professional Learning to develop a collective vision of how students should receive feedback regarding their assessment and recognise that feedback is necessary to help students become assessment capable learners. Assessment is moving from being a tick a box task that teachers own by themselves, to a tool used collectively by teachers, students and in some cases parents to evaluate learning and plan future learning goals and direction.</p> <p>The Curriculum Team lead the whole staff through a narrow and deep focus on NAPLAN data, in particular Sentence Structure, Vocabulary and Additive Strategies. Stages of teachers analysed our students' assessment data in line with the syllabus to plan intervention that would boost student results. Check in opportunities were scheduled into CTJ staff meetings to ensure that expectations were being met and make amendments if required.</p>
<p>Instructional Leader Aboriginal Students</p>	<p>Aboriginal Programs – DPILAS – (Deputy Principal) – funded through Aboriginal Education Directorate.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • DoE Initiative – Aboriginal Education (\$163 254.00) 	<p>The mentoring and support of teachers and students has contributed to an increase in student performance and outcome. Subsequently this model of support for teachers will be introduced in 2020.</p> <p>Students, parents and teachers have actively engaged with this program and collaboration between key stake holders is occurring.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	309	328	324	331
Girls	305	306	305	305

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.9	94.9	93.8	93.3
1	93.5	94.5	92.7	92.3
2	92.4	93.9	93.6	92
3	93.7	94.5	93	94.1
4	94.5	94.5	93.7	92.7
5	93.9	94.9	92.7	92.9
6	93.8	94.1	93.2	93.3
All Years	93.6	94.5	93.2	93
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	27.28
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	6.26

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	458,313
Revenue	7,031,054
Appropriation	6,758,211
Sale of Goods and Services	61,311
Grants and contributions	205,372
Investment income	3,161
Other revenue	3,000
Expenses	-7,400,279
Employee related	-5,894,996
Operating expenses	-1,505,283
Surplus / deficit for the year	-369,225

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	395,309
Equity Total	1,055,603
Equity - Aboriginal	320,544
Equity - Socio-economic	443,541
Equity - Language	3,541
Equity - Disability	287,977
Base Total	4,427,077
Base - Per Capita	148,798
Base - Location	90,348
Base - Other	4,187,931
Other Total	539,176
Grand Total	6,417,166

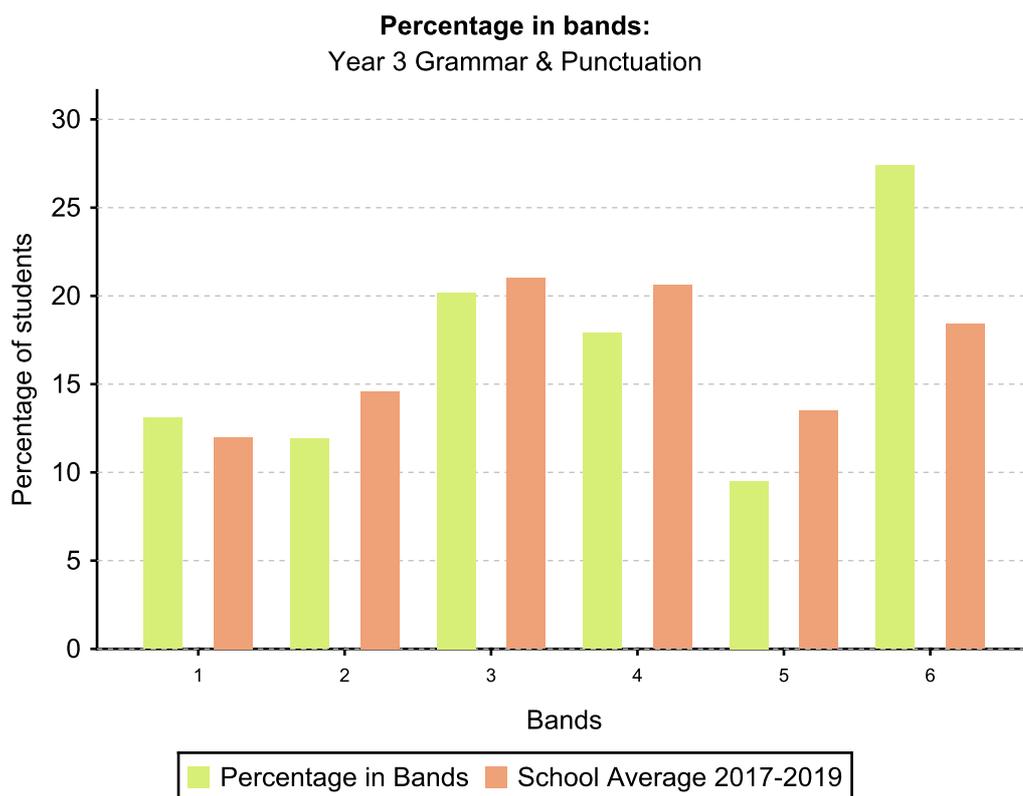
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School performance - NAPLAN

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.

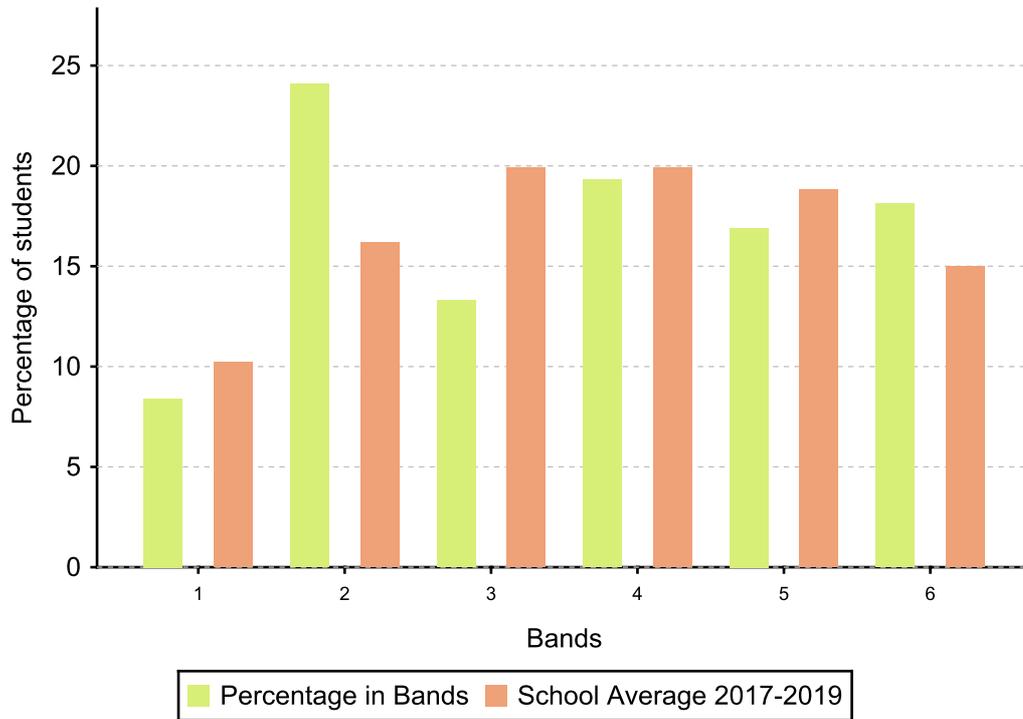
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



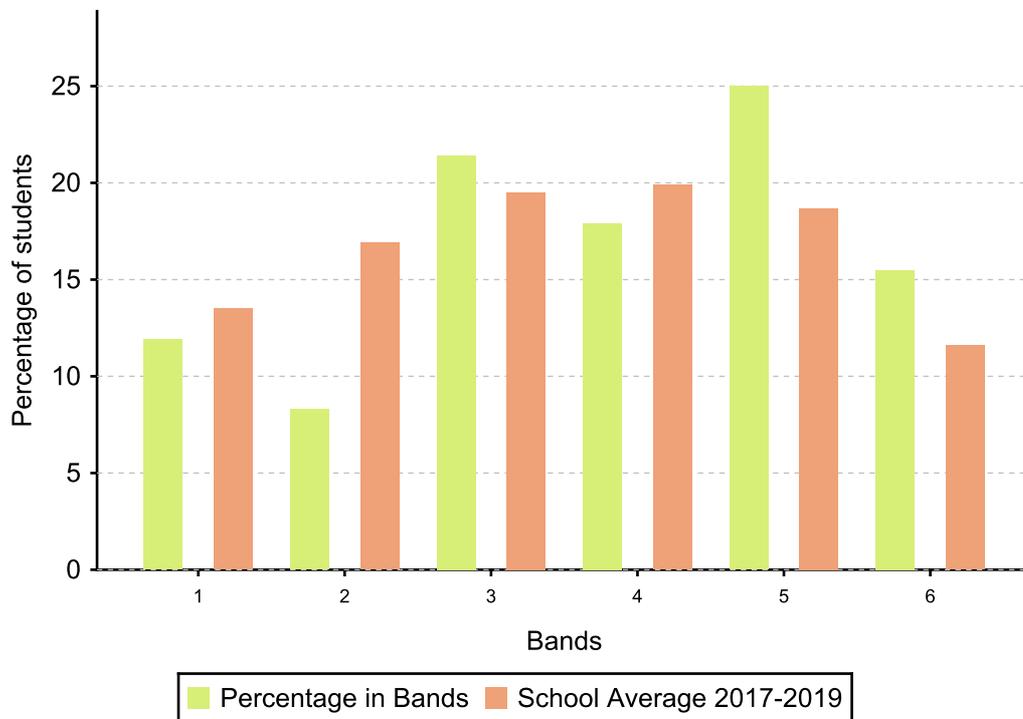
Band	1	2	3	4	5	6
Percentage of students	13.1	11.9	20.2	17.9	9.5	27.4
School avg 2017-2019	12	14.6	21	20.6	13.5	18.4

**Percentage in bands:
Year 3 Reading**



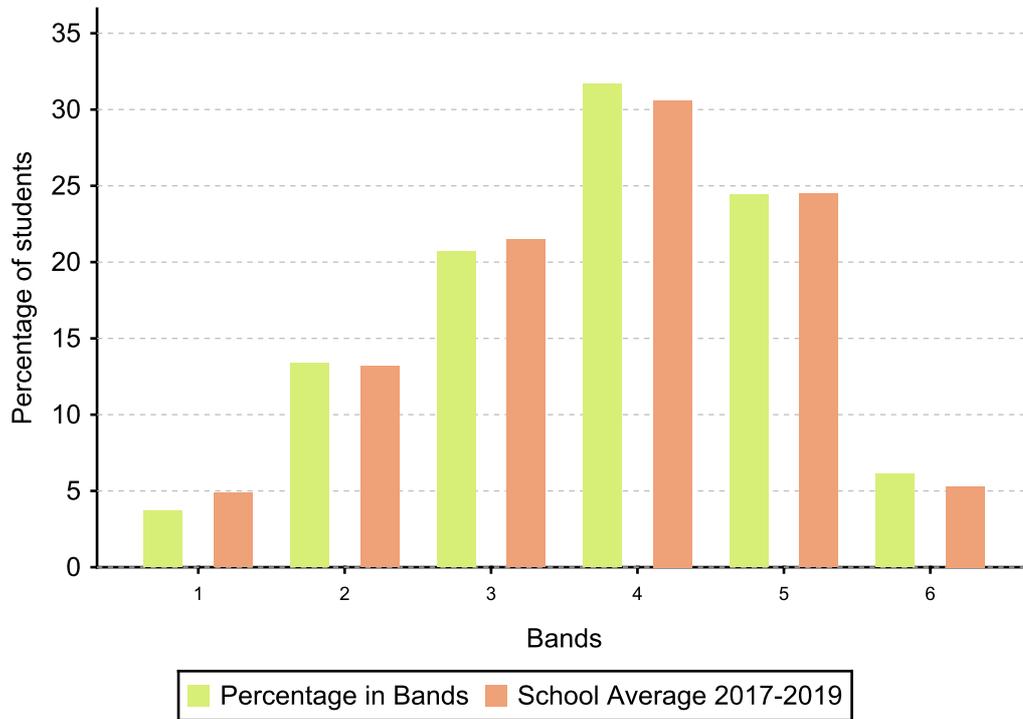
Band	1	2	3	4	5	6
Percentage of students	8.4	24.1	13.3	19.3	16.9	18.1
School avg 2017-2019	10.2	16.2	19.9	19.9	18.8	15

**Percentage in bands:
Year 3 Spelling**



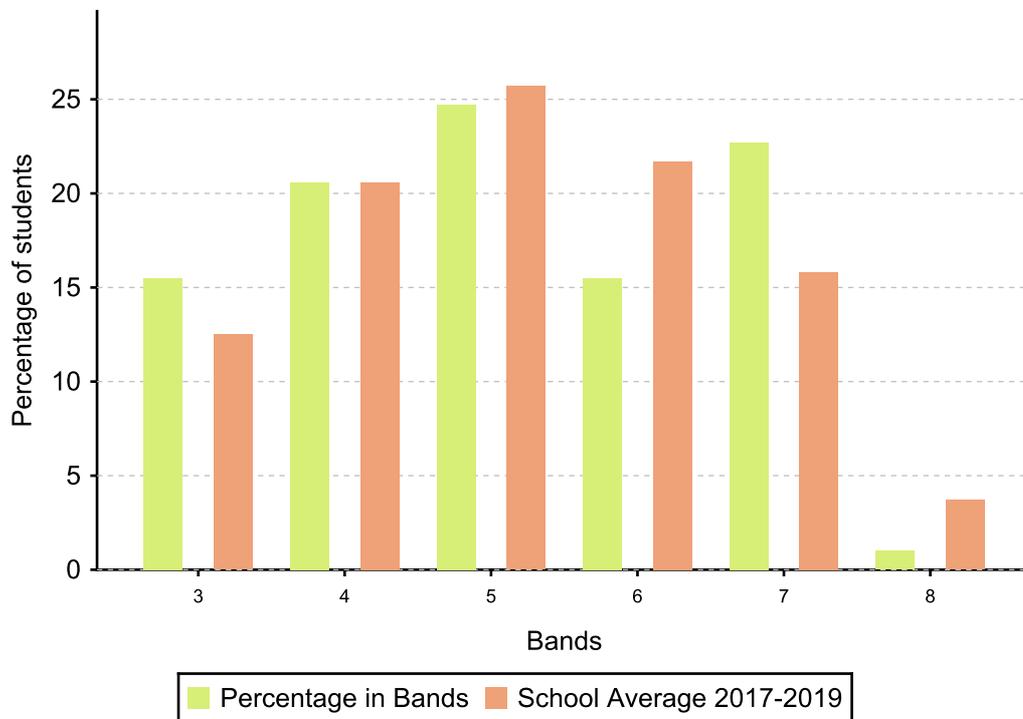
Band	1	2	3	4	5	6
Percentage of students	11.9	8.3	21.4	17.9	25.0	15.5
School avg 2017-2019	13.5	16.9	19.5	19.9	18.7	11.6

**Percentage in bands:
Year 3 Writing**



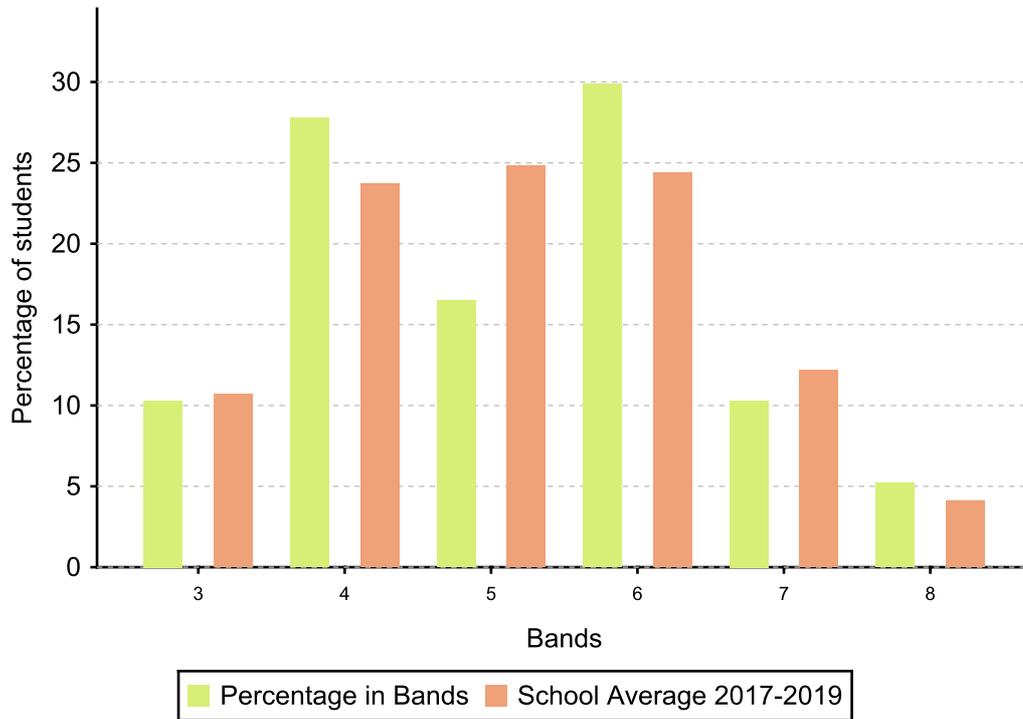
Band	1	2	3	4	5	6
Percentage of students	3.7	13.4	20.7	31.7	24.4	6.1
School avg 2017-2019	4.9	13.2	21.5	30.6	24.5	5.3

**Percentage in bands:
Year 5 Grammar & Punctuation**



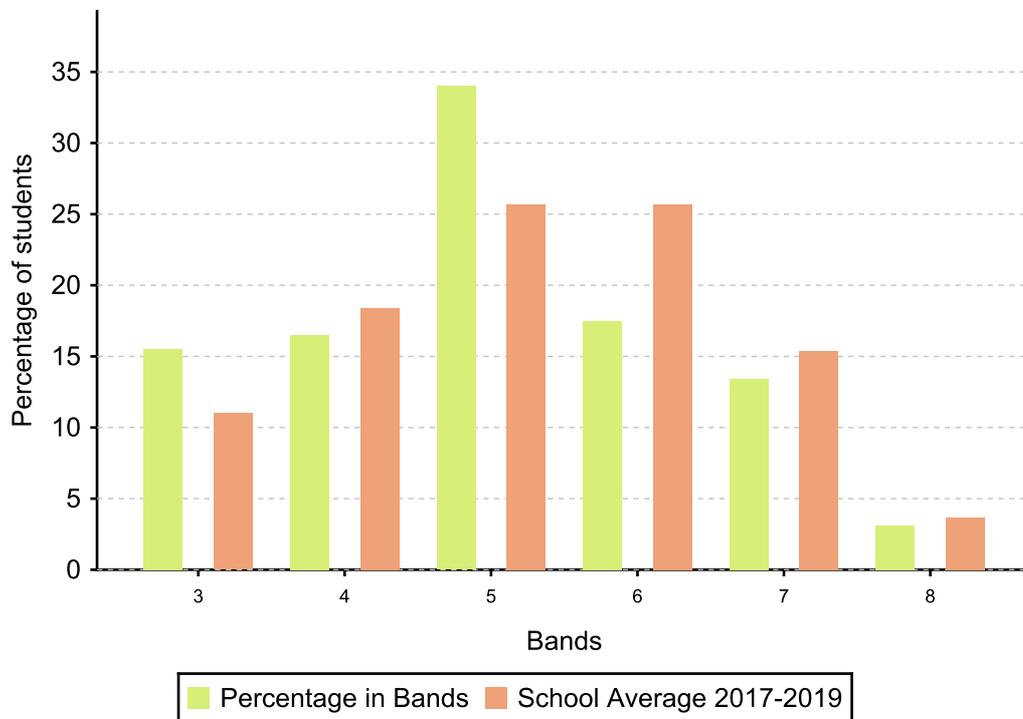
Band	3	4	5	6	7	8
Percentage of students	15.5	20.6	24.7	15.5	22.7	1.0
School avg 2017-2019	12.5	20.6	25.7	21.7	15.8	3.7

**Percentage in bands:
Year 5 Reading**



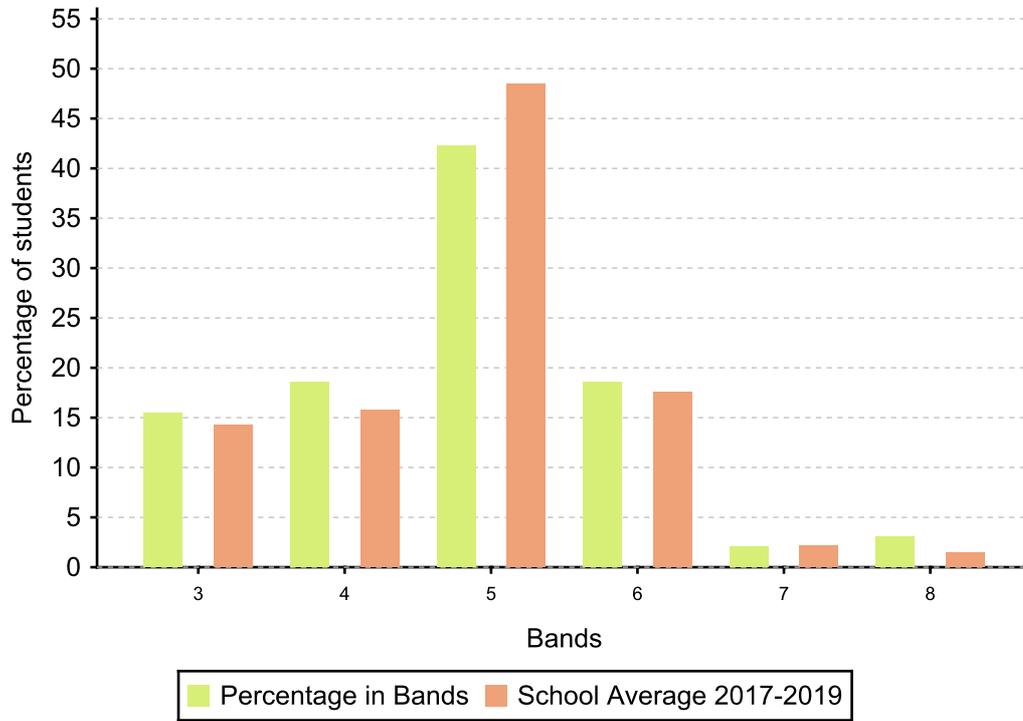
Band	3	4	5	6	7	8
Percentage of students	10.3	27.8	16.5	29.9	10.3	5.2
School avg 2017-2019	10.7	23.7	24.8	24.4	12.2	4.1

**Percentage in bands:
Year 5 Spelling**



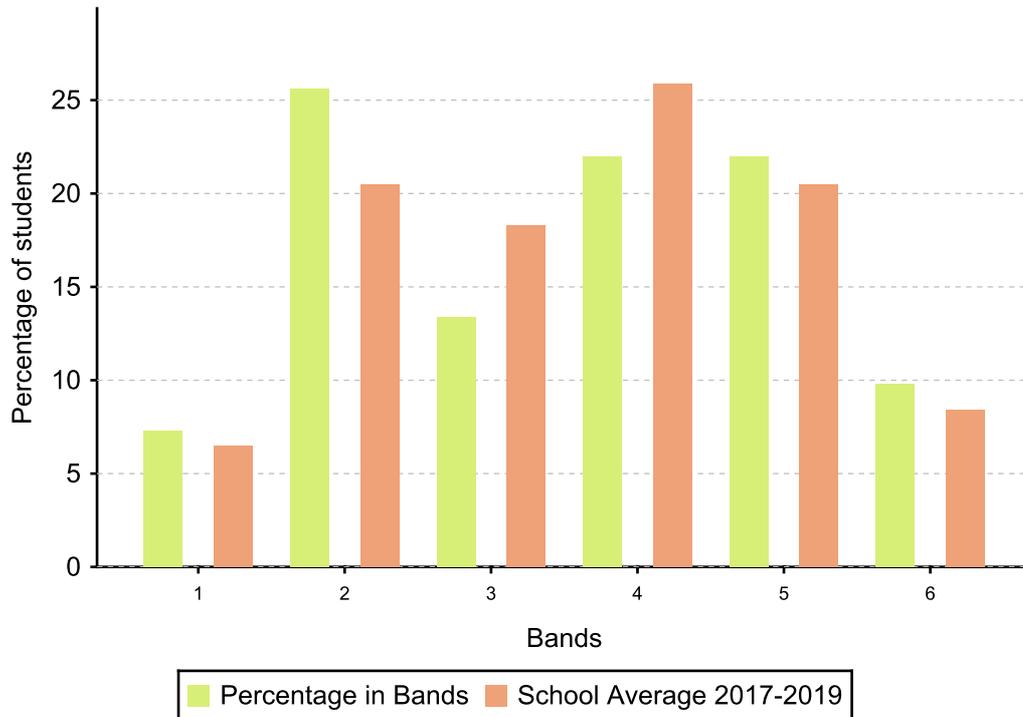
Band	3	4	5	6	7	8
Percentage of students	15.5	16.5	34.0	17.5	13.4	3.1
School avg 2017-2019	11	18.4	25.7	25.7	15.4	3.7

Percentage in bands:
Year 5 Writing



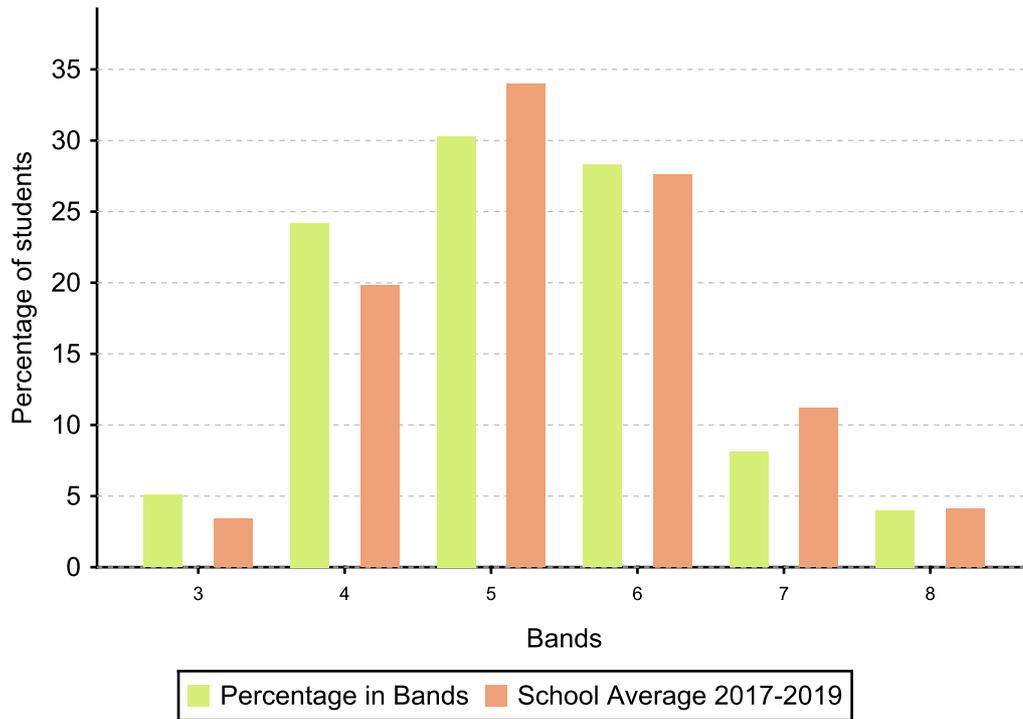
Band	3	4	5	6	7	8
Percentage of students	15.5	18.6	42.3	18.6	2.1	3.1
School avg 2017-2019	14.3	15.8	48.5	17.6	2.2	1.5

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	7.3	25.6	13.4	22.0	22.0	9.8
School avg 2017-2019	6.5	20.5	18.3	25.9	20.5	8.4

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	5.1	24.2	30.3	28.3	8.1	4.0
School avg 2017-2019	3.4	19.8	34	27.6	11.2	4.1

In the Year 3 NAPLAN reading assessment, 68% of students achieved a score above the national minimum standard, with 36% of those achieving the top two bands. The number of Aboriginal students achieving band 6 in reading has doubled since 2018.

88% of all Year 3 students were above the national minimum standard in the writing domain, with 29% of students scoring in the top two bands.

The grammar and punctuation assessment saw 37% of our Year 3 students scoring in the top two bands, with 91% of all students achieving at or above the national minimum standard.

84% of students achieved above the national minimum standard in the Year 3 spelling assessment, with 42% of them placed in the top two bands.

The numeracy assessment saw 96% of Year 3 students achieve at or above the national minimum standard, with a third of all students placed in the top two bands. 32% of Aboriginal students achieved in the top two bands, an increase of 11% from 2018.

The national Year 5 Reading assessment saw 96% of our Year 5 students sitting at or above the national minimum standard, with 19% of students scoring in the top two bands. All Aboriginal students in Year 5 scored at or above the required minimum standard, with 27% of them placed in the top two bands.

In writing, 88% of students achieved at or above the national minimum standard, with an increase of students in the top two bands from 2018.

Results in spelling indicated that 90% of Year 5 students are at or above the national minimum standard, with 20% of them in the top two bands.

A third of all Year 5 students achieved the top two bands in grammar and punctuation, a 12% increase from 2018. Overall, 92% of students achieved at or above the national minimum standard required at this level.

Numeracy saw 95% of students reaching at or above the national minimum standard, with 94% of Aboriginal students scoring above minimum standard.

Parent/caregiver, student, teacher satisfaction

In 2019, students, parents and teachers undertook anonymous, online surveys about their experience at Gunnedah South through the Centre for Educational Statistics and Data; Tell Them From Me platform.

- The student surveys are built around three major aspects of school life; Advocacy at School, Expectations for Success and Sense of Belonging.

Results from the survey showed that 78% of the students surveyed participated in sporting teams, while 63% of students at our school participated in extra curricular activities such as drama, music and art– which is 8% higher than the NSW norm.

74% of students indicated that they felt accepted and valued by their peers and others at school, while 97% believe that school is useful in their everyday lives and will have a strong bearing on their future.

When asked about the social and emotional outcomes of school, 87% of students said that they were not disruptive nor did they display inappropriate behaviours at school which is also above the state mean. 77% of students stated they were interested and motivated in their learning and 89% said they tried hard to succeed in their learning.

80% of students indicated that they feel they have someone at school who consistently provides encouragement and can be turned to for advice and 84% felt that teachers are responsive to their needs– both above the NSW norm.

84% of our students felt that school staff emphasise academic skills and hold high expectations for all students to succeed.

When answering questions about their culture, 78% of Aboriginal students stated that they felt good about their culture when at school, and 74% of Aboriginal students said that their teachers have a good understanding of their culture.

Half of the students surveyed indicated that they expect to go to university, while 84% of the students either agreed or strongly agreed that they were proud of their school.

- The parents 'Partners in Learning' survey covers several aspects of parents' perceptions of their children's experiences at home and school.

When referring to two way communication with parents; 82% said that they feel welcome when they visit the school and 81% felt that they could easily speak with their child's teachers.

Informal meetings were rated as the most popular form of communication about their child's learning and 91% of parents indicated that the most effective type of communication about school news is by newsletter.

88% of parents indicated that their child is clear about the rules and expectations for behaviour at school.

Parents' perception of school facilities showed that 94% of parents agreed or strongly agreed that our school is a welcoming environment, while 88% agreed or strongly agreed that our school is well maintained.

- The Teachers 'Focus on Learning' survey relates to the effectiveness of school and dimensions of classroom and school practices.

80% of the teachers surveyed agreed that they work with school leaders to create a safe school environment and 82% talk with leaders and other teachers about strategies that increase student engagement.

80% of teachers indicated that they collaborate with colleagues to discuss assessment strategies, while 90% agreed that they set high expectations for student learning.

In the area of parent involvement, 86% of teachers said they are easily able to work with parents to help solve problems interfering with their child's progress and 80% of teachers felt that they include parents and community members to create and enhance learning opportunities for their students.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Gunnedah South Public School has an enrolment of 217 Aboriginal and Torres Strait Islander (ATSI) students. One of our key focuses is celebrating Aboriginal culture and histories and ensuring staff, students and the community value Aboriginal perspectives and that they are embedded within the curriculum across K–6.

Our Aboriginal Education Team is led by our DPILAS who works alongside our Aboriginal Education Officer (AEO). Teachers across stages, as well as support staff are part of the team. The team leads initiatives within our school to ensure Aboriginal education is at the forefront and there are strong meaningful connections with ATSI families and links with the wider community.

Our staff joined our community of schools to attend a 15 hour Connecting to Country professional learning journey run by the Local Gunnedah AECG and State AECG. The three workshops allowed staff to access local knowledge of Aboriginal culture and histories and also make connections to our local area and community.

Aboriginal perspectives are embedded within teaching and learning programs across all key learning areas as best practice. All students are provided with opportunities to learn about Aboriginal culture and histories within their classrooms and the local Gamilaraay language is integrated on a daily basis.

Personalised Learning Pathways (PLPs) are a process that all teachers, students and parents/carers are engaged in. Teachers, students and families work together to ensure literacy and numeracy are a key focus as well as a cultural goal or aspiration. Selected teachers have trialled Goalhub in classrooms as a tool to track these goals and communicate with parents/carers.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education

Multicultural perspectives are integral to our school in developing inclusive and racism free environment. There has been an increase in the percentage of enrolments from a variety of cultural and language backgrounds. This has ensured a continued focus on Multicultural education at Gunnedah South Public School. Programs are embedded in the K–6 curriculum and students are supported to develop the knowledge, skills and attitudes necessary to be effective individuals in a modern, diverse society. Staff and students were involved in a variety of learning activities throughout 2018 to develop an understanding of cultural, linguistic and religious differences that explicitly teach about racism and discrimination.

These include:

- Whole school participation in NAIDOC and ANZAC day activities.
- Participation in Harmony Day which is an international day celebrating cultural diversity is included in class programs.
- Demonstrating our respect and celebrates our cultural diversity through dance and participation in learning local Gamillaroi language.
- Our continuing PBL program where students were explicitly taught core values of Safe, Respectful Learners which encourage tolerance, equality and acceptance of all students regardless of culture and beliefs. These values and expectations are both in the playground and in the classroom and taught explicitly through PBL lessons.
- Our Kitchen and Garden Program designed and implemented to include multicultural perspectives. Students explore and cook a diverse range of foods from other cultures and learn about specific celebrations in other countries.
- Students attending weekly Religious education lessons and combined Easter, Education and Christmas services.
- Taking part in Bullying No Way Day, communicating and reinforcing our school's stance on bullying to all students, so all students feel safe and enjoy a high quality education.
- Students in years 3–6 having the opportunity to participate in an excursion off site. The excursions provided opportunities for students to extend their experiences in cultural diversity through practical application.
- Our school having an active Anti Racism Officer who supports staff to use appropriate protocols and policies to address incidents of bullying and racism and allow students to have an active voice in the resolution process.

Other School Programs (optional)

Operation Art

Gunnedah South Public School students were once again given the opportunity to show case their visual art talents by taking part in the Operation Art Exhibition this year. Students from Kindergarten though to Year 6, created artworks at home and at school that were all designed to brighten up the lives of sick children. Four artworks, created by Alice Swain, Charlotte Wyllie, Olivia Perrett & Rowie Costello were sent to the Armory Gallery at Sydney Olympic Park. Rowie Costello's artwork, "The Cattle Yard" was selected in the Touring 50.

NPS Sport

This year, all Gunnedah South students were given the opportunity to build their sporting skills, alongside their social skills, through the Namoi Valley Partnership Sport Program (NPS Sport). Students from Gunnedah South joined their fellow peers from Mullaley, Curlewis, Carroll and Gunnedah Public Schools to take part in weekly sporting lessons. Local sporting venues, school playgrounds and local sporting coaches were used to provide our students with a wide variety of sporting options. Students in Year 3–6 were able to select from rugby league, netball, gymnastics, volleyball, water polo, touch football, PT sessions, tennis, obstacle courses and archery. While students in K–2 joined together at Gunnedah South PS to participate in skill based activities and games to develop their hand–eye, foot–eye co–ordination, spatiality and gross motor development. Students in K–2 were also able to access swimming lessons through the NPS Program.

Premier's Sporting Challenge – all students participated in the Premier's Sporting Challenge for 10 weeks. Students had to log their physical activity hours. The school received an overall gold certificate.

Equestrian Team – students from Years 3–6, represented our school in a number of horse sports days in our region, including Calrossy, Quirindi and Willow Tree.

NRL – both male and female students participated in the Coal Miners Cup Rugby League Gala Day along with many schools from around the district. Students played both league tag and rugby league.

Athletics – Our annual athletics carnival was held at Donnelly Fields. Students participated in athletic events and novelty games. Many students qualified for zone and area, with 15 students making it through to the state competition.

Cross Country – Our cross country was held in and around our school grounds. Students ran either 1, 2 or 3km, depending on their age. Numerous students made it through to zone and area, with 5 students representing the North West at state level.

Swimming – Our swimming carnival was held at the new Gunnedah Pool. Students took part in competitive and novelty

swimming events. Many students made it through to area and zone, with 7 swimmers making it through to the state competition.

PSSA Knock Out Competitions

Numerous students represented our school in the following sports: soccer, cricket, touch football, league tag, tennis, rugby league, rugby union, basketball, hockey, gymnastics and softball.

Boys Cricket – won their first game against Oxley Vale but were knocked out in round 2.

Girls Cricket – were knocked out in round 1.

Boys and Girls Hockey – both teams made it through to round 2 and 3 respectively at the Knockout Day in Tamworth.

Boys and Girls Basketball – students took part in the PSSA Knockout Gala Day. The boys made it through to the finals.

Netball – we had two teams this year for netball, one representative team and one reserve team. Both teams had lots of fun participating in a number of carnival throughout the year. The representative team made it all the way through to round 5 of the PSSA Knockout.

Boys Touch –North West Final

Girls Touch – North West Semi-Final

Rugby League – North West Semi-Final

Tennis – qualified for the NSW State Final. Many students also represented our school at the Todd Woodbridge Cup at zone, regional and state levels.

Boys Softball – made it through to round 4.

Girls Softball – made it through to round 4.

Boys Soccer – North West semi-final

Girls Soccer –made it through to round 3

Gymnastics – 7 students participated in the PSSA Gymnastics Gala Day in Armidale.

Sporting Highlights

Chad fisher represented our school at a national level for AFL.

Hayden Sawyer represented our school at a national level for athletics.

Mason Louis represented our school at a national level for tennis.

Finnegan Leader, Tyler Scott, Oliver Shoemith, Lylah Tindall & Nash Carlyon represented our school at a state level for cross-country.

Chad Fisher & Harry Ryman represented our school at a state level for rugby league.

Zara Wise, Jake Atkins & Mason Louis represented our school at a state level for soccer.

Jessica Ferguson and Sienna Mackay represented our school at a state level for basketball.

Liette Tindall, Claire Dowe, Macey Carlyon, Ruby Williams, Jacob Tindall, Hayden Sawyer, Chad Fisher represented the school at a state level for swimming.

Asher Cameron, Josh Casey, Calire Dowe, Savannah Eather, Chad Fisher, Sarah Kemp, Lacie Kleinschafer, Finn Leader, Mason Louis, Sienna Mackay, Sienna Mitchell, Cooper O'Neill, Harry Ryman, Hayden Sawyer, Owen Shoemith & Ollie Shoemith represented our school at a state level for state.