2010 Annual School Report
Gilgandra Public School
Our school at a glance

Students

Our school has an enrolment of 240 students of which 45% identify as Aboriginal or Torres Strait Islander. We have an attached IO/IS unit which caters for children with moderate to severe learning difficulties.

Staff

Gilgandra Public School has a staff of 17 teachers, 4 SASS staff and 5 Support Learning Officers (SLO) employed through SiP (Schools in Partnership), Low SES and PSP (Priority School Program).

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

Significant programs and initiatives

The school implemented a variety of programs for students to be given educational support throughout 2010.

These were:

- Student Leadership Program (SRC)
- Positive Behaviour for Learning(PBL)
- Priority Schools Program (PSP)
- Aboriginal Education Program
- Speech/OT Program
- Learning Support Program
- Technology Program
- In-Class Tuition Program
- Transition Programs-Early Birds and Year 6 to 7.
- G.R.E.A.T. Day- a community initiative promoting the importance of reading.

Student achievement in 2010

Year 3
- Non-Aboriginal students have improved by 68 scale scores from the 2009 data in the test aspect of Reading.

Year 5
- Aboriginal students are 26 scale scores above the state average in the test aspect of Spelling.
- Aboriginal students are 13 scale scores above the state average growth in the test aspect of Grammar & Punctuation.

Messages

Principal's Message

Gilgandra Public School offers a supportive educational experience for its students from K-6.

Students are supported in their learning by a dedicated staff that provides a learning environment which focuses on individual learning needs and encourages students to excel in all areas.

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

Patricia Howard

P&C and/or School Council message

2010 has been a productive year for the Gilgandra Parents and Citizens organization. This year has seen new changes in the committee and new members. A donation has been made to the school by this small but hard working group who dedicate their time to attend meetings and discuss the varying needs of the school community ideas on policy and management issues.

The P&C objective is to promote the interest of the school by bringing parents, the community and teachers into a close relationship and to assist in providing equipment required by the school. The P&C are very proactive in supporting and promoting the school within the wider community.

One of our main fund raisers is through the co-ordination of the school canteen with funds directed back to the school for equipment or to support a project.

I wish to thank the staff for their respect and support of the students throughout 2010. Finally I would like to encourage all interested persons to join and become part of this organization that is there to assist our children.

Deidre Naden P&C President
Student representative's message

Students’ Representative Council

This year’s elected Students’ Representative Council included six Year Six Prefects and seven class representatives (Years Two to Five). The students had the opportunity to develop and demonstrate their leadership skills through their involvement in a number of school situations.

Meetings
- Attended a leadership workshop with Mrs Pam Sharkey (Term One) to focus on their role and expectations, form committees (Behaviour, Environment, Sports) and develop 2010 school action plans.
- Attended weekly meetings with the staff coordinators to plan and organise events, report on and continue to work with their committees’ action plans.
- The prefects were also responsible for flag raising and ran the various assemblies each week.

School Events and Fundraising
- “Easter Eggstravaganza” – the Prefects assisted with planning, promoting and running this Stage 3 Excursion fundraiser.
- “GREAT Day” – assisted with promoting and running fundraising activities. The $157 raised was used to purchase books for a Peer Reading Box, first shared amongst the classes during “World Kindness Week”.
- NAIDOC Week – organised an Aboriginal Colours Day and raised $106 to purchase Aboriginal Cultural Awareness resources for the school.
- Jump Rope For Heart Day – assisted with organising and promoting activities - created signs, set up a tabloid and ran an out of uniform day, food stall and fitness disco.

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
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<td>126</td>
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<td>111</td>
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Student attendance profile

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<td>1</td>
<td>89.8</td>
<td>90.4</td>
<td></td>
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</tr>
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<td></td>
<td>2</td>
<td>91.1</td>
<td>88.6</td>
<td></td>
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<tr>
<td></td>
<td>3</td>
<td>88.4</td>
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<td></td>
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<tr>
<td></td>
<td>4</td>
<td>93.1</td>
<td>90.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>89.8</td>
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<tr>
<td></td>
<td>6</td>
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<table>
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<td>6</td>
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<table>
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<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
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</tbody>
</table>

Student attendance for the majority of students is good but the school is below the region and below the state due to a small group of chronic absenteees.

Management of non-attendance

Student attendance is monitored on a daily basis so as to have current data on all children as this is
part of our school strategy to improve overall attendance especially on a Monday and Friday.

**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Enter text and the appropriate graph from data sheet here

**Structure of classes**

Classes are arranged so as to achieve the best possible working arrangements for the benefit of all students.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>KINDER BEARS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KINDER SHARKS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>BUTTERFLIES</td>
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<tr>
<td>MEERKATS</td>
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<td>17</td>
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<tr>
<td>MEERKATS</td>
<td>1/2</td>
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<td>22</td>
</tr>
<tr>
<td>MEERKATS</td>
<td>2/3</td>
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<td>27</td>
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<tr>
<td>3/4 HIPPIES</td>
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<td>27</td>
<td>27</td>
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<tr>
<td>4 CHAMPS</td>
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</tr>
<tr>
<td>5 TYPHOONS</td>
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<td>11</td>
<td>23</td>
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<tr>
<td>5/6 NACHOS</td>
<td>6</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>6 LEGENDS</td>
<td>6</td>
<td>24</td>
<td>24</td>
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**Staff establishment**

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<th>Number</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Assistant Principal - Behaviour</td>
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<tr>
<td>Classroom Teachers</td>
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<td>PSF Component</td>
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<tr>
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<td>Teacher RFF</td>
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<tr>
<td>Aboriginal Education Officer</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>4.422</td>
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<tr>
<td>Total</td>
<td>22.772</td>
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</table>

The school has a number of Indigenous workers: one is a teacher, one is an Aboriginal Education Officer and two work as School Learning Support Officers

**Staff Retention**

One casual teacher has accepted a transfer to Dubbo and two new permanent teachers will be employed in 2010.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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**2010 Swimming Champion**
Financial summary

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

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>315,832.00</td>
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<tr>
<td>Global funds</td>
<td>185,466.83</td>
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<tr>
<td>Tied funds</td>
<td>301,083.39</td>
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<tr>
<td>School &amp; community sources</td>
<td>41,966.54</td>
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<tr>
<td>Interest</td>
<td>18,836.07</td>
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<td>Trust receipts</td>
<td>6,699.30</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>869,884.13</strong></td>
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Expenditure

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
<td>4,423.98</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
<td>283,342.74</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>389,676.65</strong></td>
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A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Creative Arts

The students of Gilgandra Public School participated in a variety of creative experiences during 2010. Many students had the opportunity to develop and demonstrate their abilities in this area.

Visual Arts

- “Waste to Art” Competition – Kinder Bears created an entry, “The Recess Rubbish River” which was displayed at the Coo-ee Heritage Visitors Centre then at the Regional Finals. This artwork was later donated to the Healthy Harold Life Education Van.
- “Operation Art” Student Visual Arts workshop at Bathurst Regional Art Gallery – attended by three selected Year Six students (partly subsidised by the school).
- Digital Photography Workshop, sponsored by the Moran Arts Foundation – attended by 28 Primary students. Our school successfully applied for this opportunity to learn from a professional photographer.
- Gilgandra Show - class and school items were displayed.
- “Box O’ Tricks” visit – Orana Arts and Western Plains Cultural Centre touring program – attended by Years 5 and 6 students.
- Gilgandra “Coo-ee Festival Street Banner Design” Competition – Years 5/6 Nachos created entries for this event, under the tuition of Ms Merryn Spencer, Orana Arts.
- BER Program Art Competition – students were invited to create an artwork related to our new school hall. All of the students’ entries will be displayed at the official opening.

Performing Arts

- Drama Workshop, run by Babushka Productions – 24 Primary students participated in these confidence and team building activities (partly subsidised by our school).
- “Mooramilla Choir” - four Primary students from our school were selected to join this state choir. They had the opportunity to attend a camp and perform at Coonamble.
- Aboriginal Dance Group – included students from Years One to Six during the year. The group performed at several events which included our NAIDOC Assembly, Warren and Wellington Public Schools’ NAIDOC celebrations, the opening of Dubbo’s
Aboriginal Knowledge Centre (with approximately seven hundred students from across New South Wales) and the opening of Jordanna Memorial Park (in Gilgandra).

- Ms Blacker’s Dance Group – participated in the Annual Dubbo Eisteddfod and finished in 4th place in their event. The group also performed for the residents at Coo-ee Lodge and at our school performance.

- Our “Thank You for the Music” school performance involved all classes in a variety of items. This was most successful, attended by a large audience of families and supporters.

- Several visiting performers also staged shows during the year (some partly subsidised by our school).

**Sport**

- In 2010 Gilgandra Public School once again had many students participating in sporting activities. All students are actively encouraged to participate in sports events at all levels, including the school sports program, intra-school carnivals, inter-school knockout tournaments and Western Region representatives.

- Gilgandra Public School participated in 10 PSSA Knockout Competitions, the CRL Russell Richardson Cup (3/4), David Peachy Shield (5/6), AFL Paul Kelly Cup and NSW Cricket Super 8’s tournament.

- The Girls Touch Football team made the 4th Round of the PSSA Knockout, going down to Middleton Public School in Parkes. Gilgandra scored from the first tap and scores were close at half time, before Middleton ran away in the second half.

- The Girls Soccer side defeated Bourke in Round 2 and travelled to the Round 3,4,5 Gala Day in Mudgee. They did not progress further but a fun day was had by all.

- In 2010 Gilgandra Public School entered its first ever AFL side in the Tony Lockett Shield, participating in the gala day in Dubbo against Forbes Public School, Bowen Public School and Tullibigeal-Ungarrie.

- Unfortunately, due to low player numbers, Gilgandra Public School had to forfeit their game in the PSSA Knockout.

- In April Gilgandra Public School participated in the 12-a-side AFL Paul Kelly Cup in Dubbo. June saw the annual trip for the Year 3/4 and 5/6 Rugby League 7-a-side teams to Dunedoo for the Russell Richardson Shield and David Peachy Cup. Unfortunately a washout prevented the 8-a-side boys and girls teams from playing in the Dubbo Super 8’s Cricket tournament in November.

- Gilgandra Public School had 3 representatives in the Western Region AFL side that played in the State Championships at Blacktown in May. We had 2 girls represent Western Region at State level in Basketball at Maitland in May.

- This year’s Swimming Carnival was again a success, with infants joining primary for some fun activities at the pool after the races had been completed. We had a number of parents join us for the day which was very pleasing.

- The cross country carnival was again run in conjunction with a multi-sports day at McGrane Oval. Students completed the cross country course around the oval and high school grounds, before enjoying an active afternoon of mini-sports games.

- Due to inclement weather this year’s Athletics Carnival was cancelled, and instead events were run off at school during sport times. Whilst the weather made scheduling events difficult, all students participated and we sent a team of 37 to the District Carnival in Dubbo. Of those, 8 were fortunate to progress through to the Regional Carnival. 1 student was selected for Western Region Athletics Representation.

- Sport at Gilgandra PS could not continue without the help of our parent volunteers who take the time to help officiate, transport and support our teams. We would also especially like to thank Noel and Alicia from Gilgandra Youth Services for their support in supervision and transport when we need to play away. Thank you to you all who have helped our students achieve this year.
Other

Community

Gilgandra Public School has involved the community in many great projects.

- Stage groups participated in successful excursions to Burrendong, Warrumbungles, Aboriginal Culture Camp at Balladoran, local visits—e.g. Post Office
- Successful and popular School Concert held during Term 3, with high parent and community attendance.
- Many children were involved in the local Anzac Day march.
- Large involvement of the Aboriginal community in NAIDOC Week activities.
- High level of attendance by community members and parents at Grandparents’ Day school assembly.
- Organisation and participation in GREAT Day activities—a successful reading day that involved many of the Gilgandra community.
- High quality local Show display that was viewed by the community.
- Kindergarten Parent days held by Mrs. Rogers and Kinder Bears showcasing their work
- Parent information sessions—Kinder Jolly Phonics
- Early Birds-Kindergarten Orientation during Term 4

G.R.E.A.T. Day

G.R.E.A.T. (Gilgandra Reads Everything Around Town) Day is the annual community reading day aimed at raising awareness of the importance of reading to, singing to, talking to and playing with children right from birth.

Students from Gilgandra Public School, Gulargambone Central School, St Joseph’s Infants, Eumungerie Public School and Tooraweenah Public School had a G.R.E.A.T. Day on Wednesday 8th June, 2010. This year’s theme was Reading—it’s Out Of This World! Students and staff dressed as “out of this world” book characters and paraded through Gilgandra to Hunter Park where they were met by Superwoman (Gilgandra High School Year 11 student) who escorted the groups to the five different worlds.

At Fantasy World we were treated to a fabulous performance of Cinderella by Gilgandra High School Year 10 students and we read stories about fairies, castles and faraway lands.

At Superhero World we made superhero puppets and we read information cards about many different superheroes.

At Author World we listened to the environmental story Uno by Graeme Base and Liz Davis from the Catchment Management Authority spoke about children becoming authors.

At Outer Space World we imagined and drew aliens and spaceships and read about far, far away planets, galaxies and solar systems.

At Dinosaur World we worked in groups to complete the dinosaur puzzle sheet by reading fact files of the fifteen massive dinosaurs that were visiting Hunter Park on this day.

Shay Naden and Taegan Budworth-Louie – Gilgandra High School Year 11 Police scholarship students—were real superheroes as they assisted throughout the day, helping everyone safely cross the road, reassuring lost students, finding extra resources and reading to students.

We enjoyed a piece of cake especially organized for everybody on G.R.E.A.T. Day and we participated in the Out of This World Quiz in Gilgandra Shire Hall.

This was Gilgandra’s sixth G.R.E.A.T. Day and it was wonderful to have the support of Gilgandra Shire Council, The Gilgandra Weekly newspaper, Gilgandra businesses and our town’s parents and caregivers.
Academic

In the National Assessment Program, the results across the Years 3 and 5 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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

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![Year 3 Reading Chart](chart1)

![Year 3 Writing Chart](chart2)

![Year 3 Spelling Chart](chart3)
Percentage of students scoring in the bottom two bands for reading is significantly more than state and more than LSG.

Percentage of students scoring in the top two bands for reading is significantly less than state and LSG.

Percentage of students scoring in the bottom two bands for writing is higher than state and LSG.

Percentage of students scoring in the top two bands for writing is less than state and comparable to LSG.

**Numeracy – NAPLAN Year 3**

NAPLAN results indicate that 93% of students quite evenly distributed across bands 2, 3, 4 & 5. There are fewer year 3 students in the bottom band and movement into bands 4 & 5.

**Literacy – NAPLAN Year 5**

Percentage of students scoring in the bottom two bands for reading is significantly more than state and more than LSG.

Percentage of students scoring in the top two bands for reading is significantly less than state and less than LSG.

Percentage of students scoring in the bottom two bands for writing is significantly more than state and LSG.

Percentage of students scoring in the top two bands for writing is less than state and comparable to LSG.
Percentage of students in bands:
Year 5 reading

Percentage of students in bands:
Year 5 spelling

Percentage of students in bands:
Year 5 writing

Percentage of students in bands:
Year 5 grammar and punctuation
Growth in top two bands. The greatest percentage of students (41%) in band 5.

**Progress in Literacy**

Average progress in reading between Year 3 and Year 5

Average progress in spelling between Year 3 and Year 5

Average progress in grammar & punctuation between Year 3 and Year 5
Progress in Numeracy

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3 and 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

NAPLAN results indicate a decrease of 14% to 34% in the number of students achieving at or below National Minimum Standard in Year 3 Reading.

NAPLAN results indicate the number of Year 3 students achieving at and below national minimum standard (NMS) in Numeracy has reduced by 14% to 31%.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>76</td>
<td></td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Learning Support Program

Our school has two Support Teacher Learning Assistants (STLAs) who develop lessons and teach across all grades – Kindergarten to Year 6.

This year, to assist with meeting the school target of developing skills and strategies in Numeracy, the STLAs have taught Mathematics groups from Stage 1 to Stage 3. The NAPLAN 2009 data was analysed and teaching sequences with relevant teaching strategies were developed for these groups. The involvement of the STLAs with Mathematics groups also allowed classroom teachers to work at a faster pace with a smaller group of students developing deeper understanding of topics.

This year, to assist with meeting the school target of improving literacy skills and strategies, the STLAs developed lessons that explicitly taught the structure, grammar, vocabulary and purpose of a wide variety of texts. Analysis of NAPLAN data helped develop the lessons and team teaching with classroom lessons delivered these lessons.

The STLAs are part of the School Student Support Team which meets regularly to review the
progress of students who require assistance, either academically or socially. The STLAs have worked with individual and small groups of students to improve these selected students’ literacy and numeracy skills and strategies.

Aboriginal education

Our school continues to provide support for Aboriginal students and provide programs designed to improve attendance, educate all students about Aboriginal culture, history and contemporary Aboriginal Australia including:

- Improved use of ASLO in the school and the employment of a second ASLO aide in the promotion of improved attendance.
- Allocation of school tutors and aides through SiP and Norta funding. Some of this funding assisted the parents to transport their children with staff from our school to Dubbo for specialist appointments. The parents are gaining greater confidence when having to speak to professionals relating to their child’s health needs.
- Continued employment of staff to implement speech programs 4 days a week.
- All staff has participated in Cultural Awareness Training.
- A breakfast program continues from last year to enable students the opportunity to begin their day in a positive manner. Community members as well as some staff are involved in this implementation.
- NAIDOC Celebrations during June engaged students from K-12. Gilgandra High School students and staff worked with staff to program events for this celebration.
- Personalised Learning Plans were written for all Indigenous students to improve and support community partnerships with our school.
- Students and staff were invited to participate in a Cultural Performance, involving schools in our region. The students and staff participated in the Aboriginal Language Choir for the Western N.S.W Cultural Gathering.
- Stage 3 Aboriginal boys during Term 2 were involved in an Enrichment Program at Balladoran to improve self-esteem and overall respect for their peers and people in general. The staff and students worked alongside Aboriginal Elder Ralph Naden.
- K-2 students and staff went to Balladooran to participate in a Cultural Awareness excursion.

Gilgandra Public School students performed at the Opening of the Dubbo Knowledge Centre in October.

Priority Schools Funding Program (PSP)

Throughout 2010 our school has implemented programs to improve literacy and numeracy outcomes for students using PSP funds.

Funding has been distributed between a variety of programs that support the school’s targets.

- PSP staff supplementation used to provide extra staff support in literacy and numeracy.
- Purchase resources to support whole school numeracy and literacy programs.
• Parent and community workshops to support learning through programs such as “Jolly Phonics” and numeracy programs.

Multicultural education

There was no ESL (English as a second language) or NESB (non-English speaking background) students enrolled at Gilgandra Public School during 2010. Nonetheless, teaching and learning programs throughout the school include multicultural perspectives in all key learning areas. This is to ensure that our students develop an acceptance and understanding of cultural diversity.

Respect and responsibility

Respect and responsibility are principles that are fundamental to the students, staff and community at Gilgandra Public School. Respect and responsibility are taught through specific programs such as our student welfare programs, leadership programs and the modelling of values by staff.

• All students voted for the student leadership positions through a ballot. Captains and class representative positions were involved in our SRC.
• Captains and class representatives on a roster basis lead many events such as the whole school assemblies each fortnight, special assemblies and ceremonies.
• The “Acknowledgement of Country” is read at all assemblies and ceremonies to show the schools’ respect to both the past and present traditional custodians of this land.

National partnership programs

Throughout 2010 our school has implemented programs through Low SES funding that support the school’s targets.

SLSOs have been employed and have worked closely with identified students K-6 on teacher developed programs

Teachers and SLSOs trained in Quicksmart to increase student’s retrieval of number facts.

Utilised leadership team and an inbuilt professional learning time to build teacher capacity in improving the quality of consistent teacher judgement, monitoring student work, tracking student progress and programming responsive to student needs.

Teacher professional learning in the analysis of SMART data to inform appropriate teaching and learning strategies which support students through the literacy and numeracy continuum of learning.

Connected learning

During 2010 the school has seen a consolidation of use of technology both in the classroom enhancing the teaching and learning processes and increasing the use of our technology resource for staff development. The technology program included:

• A number of classes connecting with other classes in the region, and beyond creating shared learning experiences.
• Regular use of the connected classroom for staff development and virtual meetings.
• Time for each class in the school to have additional learning opportunities on a rotational basis in the computer room. These lessons are aimed at improving the student’s skills and general computer knowledge.
• Continuing integration of online resources such as Mathletics to improve student learning.

Progress on 2010 targets

Target 1-Numeracy

1. To reduce from (45% -09’) the number of Year 3 students performing below or at National Minimal standard in overall numeracy to 35% (2010).
2. To reduce from 53% in 2009 to 25% in 2010 the number of Year 5 students performing below or at National minimum standard in overall numeracy.
3. To have at least 2 students in Band 8, numeracy in the 2010 NAPLAN.

Our achievements include:

• 69% of Year 3 students achieving at or above National Minimum Standard (NMS)
• The number of students in Year 5 achieving at and below NMS has reduced to 38%.
• The target number of students performing at Band 8 has been achieved.

Target 2-Literacy

1. To reduce the number of Year 3 students achieving below or at National Minimum

2. To increase the percentage of Year 3 pupils in the proficient standards from 14% (2009) to 20% (2010) in Reading.

3. To reduce the percentage of Year 5 students in the minimal standard NAPLAN from 43% (2009) to 39% (2010).

4. To reduce the percentage of Year 5 pupils in the minimal standard NAPLAN from 43% (2009) to 39% (2010) in Reading.

Our achievements include:

- There has been a decrease in the percentage of students below or at NMS in reading; this decrease has not been significant.
- The number of students proficient in reading in Year 5 NAPLAN has remained constant with a slight increase in the number of students scoring proficient in writing.
- 20% of students achieved a proficient band in Year 3 reading.
- 90% of Year 3 students achieved at or above the NMS in reading.

**Target 3: Attendance**

- Increase the attendance of Aboriginal students on a Monday/Friday by 10% based on 2009 data.
- Improve the attendance of targeted students (chronic absentees) by 10% based on 2009 data.
- Reduce the number of days lost to suspension (of identified students) by 5% based on 2009 data.

Our achievements included:

- Data base of behaviour issues maintained and reported at regular staff and PBL meetings.
- Implementation of PBL across school—greater focus in classrooms.
- Community meetings around the importance of attendance held and addressed by HSLO and ACLO.
- Development of a school based attendance policy with HSLO.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations— one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Numeracy and Quality Teaching.

**Educational and Management Practice Teaching**

**Background**

Department of Education and Training (DET) School Map teaching surveys were distributed to students, parents and teachers to evaluate the Teaching aspect of Educational and Management Practice.

**Findings and conclusions**

The survey indicated 94% of students believe mathematics is important however 19% of students perceive they have poor number skills and 21% perceive they have limited space and measurement skills.

Staff indicated they have high expectations of students in numeracy however NAPLAN results do not reflect this perception and students indicate they are unsure of teacher expectations. Staff at GPS are confident in implementing the K-6 Maths syllabus however this is not always evident in programs. Not all staff understand the numeracy Continuum. The use of SMART data to inform programming needs to be increased.

It can be concluded from the survey results that parents and community members believe the school encourages their involvement at school and supports students in practices and activities at school.

**Future directions**

Greater engagement of parents in the development of PLPs including attendance plans will help to solidify a stronger partnership in student learning.

Teacher professional learning in the analysis of SMART data to inform appropriate teaching and learning strategies which support students through the numeracy continuum of learning.

Teachers and SLSOs trained in Quicksmart to increase student’s retrieval of number facts.
Curriculum

Mathematics

Background

Each year the school completes an evaluation of educational practice in a curriculum area and in 2010 the school community was surveyed to investigate how mathematics is implemented. The information was obtained through student/parent and teacher questionnaire.

Findings and conclusions

Staff indicated they have high expectations of students in numeracy however NAPLAN results do not reflect this perception and students indicate they are unsure of teacher expectations. Staff at GPS are confident in implementing the K-6 Maths syllabus however this is not always evident in programs. Not all staff understand the numeracy Continuum. The use of SMART data to inform programming needs to be increased.

Opportunities for students to use higher order thinking skills in numeracy are limited. Teachers believe that students are provided with explicit teaching around problem solving strategies however NAPLAN data does not reflect this in student results.

Future directions

Teacher professional learning in the analysis of SMART data to inform appropriate teaching and learning strategies which support students through the numeracy continuum of learning.

Teachers and SL SOs trained in Quicksmart to increase students’ retrieval of number facts.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Parent surveys indicated 62% of parents and community members believe the school encourages their involvement in the students’ learning and 86% agreed that families are invited and encouraged to be involved in classroom and school activities.
- Overall students are happy to attend Gilgandra Public School as reported in School Life Student survey. The majority of them believe learning is important and what they learn is useful.

Professional learning

All staff received training in Non-Confrontational Intervention (NCI) by the Behaviour Team, Interactive Whiteboards, Child Protection, NAPLAN Analysis, Cultural Awareness, CPR & Emergency First Aid, Quality Teaching (Literacy/Numeracy)

School development 2010 – 2011

For 2011 targets that have been identified will build on previous targets which include strategies to implement the National Partnerships agreement for Low SES schools and the SiP (Schools in Partnership)

Targets for 2011-Numeracy

Increase the percentage of students achieving greater than or equal to expected growth in Numeracy in Year 5 from 29% to 35% in 2011

Strategies to achieve this target include:

- Implementation of the Quicksmart program for Year 4 and targeted year 5 students.
- Professional Learning in the Quick Smart program by teachers and teacher aides to implement the program.
- Implementation of the Targeted Early Numeracy (TEN) Intervention Program.
- Continued Professional Learning in the TEN Program by K-Yr2 teachers to implement the program during 2011.

Our success will be measured by:

Increased proportion of students meeting numeracy proficiency standards.

Targets for 2011-Reading

Increase the percentage of students achieving greater than or equal to expected growth in Year 5 in Reading from 36.7% to 45% in 2011.

Strategies to achieve this target include:

- Engaging in Focus on Reading 3-6 to include teacher professional learning in improving the quality of literacy lessons with a focus on
teaching the six key comprehension strategies (predicting, visualising, questioning, summarising, making connections and monitoring) in balanced and integrated ways.

- Utilise leadership team and inbuilt professional learning time to build teacher capacity in improving the quality of consistent teacher judgement, monitoring student work, tracking student progress and programming responsive to student needs.

- Continuation of focussed programs throughout the school which include: Reading support programs – RATS Readers, Book Nuts and Home Reading Program.

Our success will be measured by:

Increased proportion of students meeting Reading proficiency standards.

**Targets for 2011-Attendance**

Increase the average school attendance rate by 1% to be equal to state.

Strategies to achieve this target include:

- Review current attendance procedures and investigate strategies to support student attendance.
- Provide students, parents and community members with workshops around the importance of attendance and its link to student learning.
- Develop and monitor Attendance Plans with the support of HSLO for targeted students.

Our success will be measured by:

- Improved understanding of the importance of high expectations and attendance of students.
- Improved development and implementation of Attendance Plans for targeted students.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Leanne Morris-Deputy Principal
Janine Hazelton-Assistant Principal
Sally Jordison-Assistant Principal
Nikki Mudge-Teacher
Deidrie Naden-P&C President

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: