2009 Annual School Report
Gilgandra Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

Our school has an enrolment of 225 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

We have a staff of 17.3 teaching members. We also employ 4.2 SASS staff along with 3 aides employed through SiP (Schools in Partnership) and PSF (Priority School Funding).

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

Significant programs and initiatives

- **SiP** a shared community vision that:
  - develops and maintains genuine partnerships through engagement.
  - maximises educational outcomes
  - supports quality teaching
  - increases successful engagement and participation

- **PSF (Priority School Funding)** an additional resource that has allowed our students to improve learning outcomes through resource provision that has supported both Literacy and Numeracy skill development.

- **Transition Programs** – They have provided an impetus for a greater sharing of resources and ideas and have provided an enhanced beginning to both Kinder and Year 7. These fantastic initiatives have allowed for enhanced interaction between groups.

  - **G.R.E.A.T. Day** – a whole community initiative that strives to show the importance of Reading from Birth.

  - **Speech Development** – a speech program run by a retired classroom teacher under the guidance of a trained speech pathologist through SiP funding.

Student achievement in 2009

The data gathered from the Year 3 and 5 NAPLAN tests showed the following:

**Literacy – NAPLAN Year 3**

- 100% of students were at or above the National Standard in Overall Literacy
- 85% of students were at or above the National Standard in Reading
- 64% of Indigenous students achieved Bands 4/5/6 compared to 48% of the state cohort in Writing
- 100% of Indigenous students were at or above the National Standard in Spelling

**Numeracy – NAPLAN Year 3**

- 80% were at or above the National Standard in Numeracy.
- Indigenous students performed better in Number Patterns and Algebra.
- Girls outperformed boys in all areas of Numeracy.

**Literacy - NAPLAN Year 5**

- 97% of all students are at or above the National Standard in Overall Literacy.
- 93% of Indigenous students were at or above the National Standard in Overall Literacy.
- Indigenous students performed better in Writing and Spelling
- 91% of all students performed at or above the National Standard in Writing.
Numeracy – NAPLAN Year 5

- 89% performed at or above the National Standard in Numeracy.

- Indigenous students performed better at Measurement, Data as compared to Number patterns and Algebra.

Messages

Principal's message

The collaborative culture of Gilgandra Public School continues to grow. The school through many of its programs has strived to strengthen the participation of the school community to make education at Gilgandra an all encompassing experience that will maximise the full learning potential of students.

My heartfelt thanks go to the students and staff who work so hard to achieve their very best.

The dedicated but very small group of parents who run the P &C (Parents and Citizens) continue to be extremely supportive and enthusiastic as they strive to achieve the very best for the school.

Our school has been involved in numerous activities that have had a direct impact on student learning, some of these activities include:

NAIDOC Days, Transition Programs, Interagency Meetings, AECG meetings all of which impact on our school.

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.

Phillip W Maher

P&C and/or School Council message

2009 has again been a productive year for the Gilgandra Parents and Citizens organization. More than $6000 has been donated to the school by this hard working but small group who dedicate their time to attend meetings and discuss the varying needs of the school community and also to provide ideas on policy and management issues.

The P & C is very proactive in supporting and promoting the school within the wider community.

One of our main fund raisers is through the coordination of the school canteen with funds being directed back to the school for improvement projects.

I wish to thank our Principal, staff and aides for their respect and support and finally would encourage all interested persons to join and become part of this organization that is there to assist our children.

Richard Lanham

Student representative's message

We have had a fantastic year with children involved in:

- Excursions
- Grandparents Day
- Easter Hat Parade
- NAIDOC Week and Sporting carnivals

We have run a successful Student Representative Council which runs assemblies, fund raisers and involvement in our Buddy program for Kinder Orientation.

Rachael Knowles/Kyle Wighton
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

School enrolments have remained static for 2 years but will rise slightly in 2010 due to a small Year 6 leaving and a larger Kinder enrolling.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>130</td>
<td>130</td>
<td>126</td>
<td>115</td>
<td>116</td>
</tr>
<tr>
<td>Female</td>
<td>128</td>
<td>127</td>
<td>123</td>
<td>111</td>
<td>105</td>
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</table>

Student attendance profile

Student attendance for the majority of pupils is very good but is above the region and below the state due to a small group of chronic absentees.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>91.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>89.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>88.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>89.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>90.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90.5</td>
<td>91.5</td>
<td>91.5</td>
<td>90.5</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Region</th>
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</thead>
<tbody>
<tr>
<td>K</td>
</tr>
<tr>
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<td>2</td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
</tr>
<tr>
<td>1</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

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 2009 class size audit conducted on Wednesday 18 March 2009.

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

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

The majority of staff is female. We have male staff members who are casual replacing extended leave positions. The staff varies in experience levels.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>PSF Component</td>
<td>0.3</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.462</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Moderate Int Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>4.422</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22.284</strong></td>
</tr>
</tbody>
</table>

The school has a number of Indigenous workers one is a teaching staff member one is an Aboriginal Education Officer and two work as School Learning Support Officers

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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</tr>
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</table>

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>Date of financial summary:</th>
<th>30/11/2009</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>401,122.46</td>
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<tr>
<td>Global funds</td>
<td>160,486.39</td>
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<tr>
<td>Tied funds</td>
<td>306,177.61</td>
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<tr>
<td>School &amp; community sources</td>
<td>42,549.61</td>
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<tr>
<td>Interest</td>
<td>15,613.04</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7,601.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>933,550.66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>8,326.65</td>
</tr>
<tr>
<td>Excursions</td>
<td>14,324.59</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>17,277.02</td>
</tr>
<tr>
<td>Library</td>
<td>8,761.78</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>677.84</td>
</tr>
<tr>
<td>Tied funds</td>
<td>403,320.98</td>
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<tr>
<td>Casual relief teachers</td>
<td>23,238.04</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>41,327.52</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>51,134.77</td>
</tr>
<tr>
<td>Maintenance</td>
<td>39,148.02</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7,526.91</td>
</tr>
<tr>
<td>Capital programs</td>
<td>2,654.54</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>617,718.66</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>315,832.00</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009

Achievements

Arts
- All children participated in a wonderfully organized NAIDOC Week of activities
- Our combined choir represented us at the Dubbo Eisteddfod, numerous assemblies and local functions.

Sport
- Gilgandra PS was again the Western Region champions in Girls Basketball.
- The Girls Touch Football team reached the final 16 teams in the state.
- The school was involved in 8 NSW Knockout competitions
- Children from years 2 – 6 were involved in many skill development activities. Sports covered were Netball, soccer, Cricket, Rugby League, AFL.

Other
- Every stage group took part in excursions.
- The Kinder/Y1/Y2 children put on a small concert for the end of year activity.
- Many children were involved in the Local Anzac Day March and ceremony

Academic

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 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

- 83% of pupils achieved at or above the National Minimal Standard
- 93% achieved a level at or above the National Minimal Standard

- Only 70% achieved at or above the National Minimal standard so this will remain a focus area for 2010.

Numeracy – NAPLAN Year 3

- 97% of students achieved at or above the National Minimal Standard

- 80% were at or above the National Minimal Standard
Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 5 reading

|------|--------------------|-----------------------------|-------------------|--------------------|

Percentage of students in bands:
Year 5 writing

|------|--------------------|-----------------------------|-------------------|--------------------|

Percentage of students in bands:
Year 5 spelling

|------|--------------------|-----------------------------|-------------------|--------------------|

Percentage of students in bands:
Year 5 grammar and punctuation

|------|--------------------|-----------------------------|-------------------|--------------------|
Numeracy – NAPLAN Year 5

![Graph showing percentage of students in bands for Year 5 numeracy](image1)

Progress in literacy

![Graph showing average progress in reading between Year 3 and Year 5](image2)

Progress in numeracy

![Graph showing average progress in numeracy between Year 3 and Year 5](image3)

Western Region Touch Champions who reached the final 16 teams in the state.
**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>77</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>91</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>66</td>
</tr>
<tr>
<td>Numeracy</td>
<td>74</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>81</td>
</tr>
<tr>
<td>Writing</td>
<td>86</td>
</tr>
<tr>
<td>Spelling</td>
<td>83</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>75</td>
</tr>
<tr>
<td>Numeracy</td>
<td>84</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

Gilgandra Public School participated in:

- The promotion of our school in the local community through involvement in community events.
- GREAT Day – which raises awareness of Reading in the 0 to 5 age group

**Aboriginal education**

The school continued to work with parents of children with high absenteeism rates and rates of achievement that were less than their non aboriginal peers.

As a result we have worked on the following:

- 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 Norta funding.
- Continued employment of staff member to run a special speech program 4 days per week
- Participation of Cultural Awareness Training for all staff.

**Multicultural education**

- Tolerance and cultural diversity are promoted through the acknowledgement of special events and celebrations and are also reflected in the many units of work that are studied by our students.
- All staff received training in Cultural Awareness by District Office Staff.
- We have implemented programs that develop student knowledge, skills and understanding which enhance the sense of community identity.

**Respect and responsibility**

- Staff has again received training in this area which has promoted the development of an active culture across the school.
- The school has taken on PBL (Personalized Behaviour Learning) across the school with an emphasis on Respect and Responsibility.
- School expectations with regards to our Code of Conduct and the expectations of students, parents and staff were again a focal point of the school.

**Other programs**

**Technology**

Our school is very fortunate to have the benefits of modern new technology that has supported learning.

- We have Interactive Whiteboards in all classrooms.
- The school now has a 'Connected Classroom' that will become a focal point of professional learning.
- Staff has been through numerous training activities associated with the new technology.
Priority Schools Funding
The Priority Schools program has allowed us to:
- Purchase literacy and numeracy resources to support our school goals.
- Have wonderful parent information days as well as hands on activities for parents.
- Provide staffing to support classroom teachers in ‘Jolly Phonics’ and numeracy programs.
- Provide assistance for students in extra assistance leading up to NAPLAN testing.

The results of our initiatives have clearly shown:
- An increased usage of literacy and numeracy resources.
- Much improved relationships with parents and carers.
- Improved ‘Quality Teaching’ across the school.

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 2009 our school carried out evaluations of

Educational and management practice

LEADERSHIP

Background
Leadership is the process of generating commitment from individuals and groups to the implementation and achievement of an identified task, target or purpose.

Findings and conclusions
- Leaders use effective communication to understand and shape the culture of the school.
- Leaders inspire and support programs that enhance student learning outcomes
- Our leaders have built teams to support change
- The leadership team has recognized and developed the talents of all and value their achievements

Future directions
- There is a need for greater discussion with staff on issues pertaining to staff performance
- The middle executive leadership potential will be extended to include another AP under the LOW SES initiative.
- There will be greater opportunities given for staff to assume leadership roles in varying capacities: eg PBL

Curriculum - Maths

Background
Each year the school completes an evaluation of educational practice in a curriculum area and in 2009 the school community were surveyed to investigate how Maths is implemented. The information was obtained through
- resource audit
- student /Teacher questionnaire
Findings and conclusions
- Parents need to be kept more informed about new teaching methodology in relation to Mathematics: Eg CMIT
- There is a need to update some of our resources and expose children to a greater range of resources.
- All staff need to be aware of what is taught in Maths.
- Students are very keen about how Maths is taught in the school.

Future directions
- For staff to continue to receive professional development courses to keep one abreast of current trends.
- Greater provision for parents to attend Maths lessons to make them aware of the new syllabus directions.
- To continue the use of the Interactive Whiteboard technology.
- To implement the use of the Connected Classroom to inspire teacher/student lessons and teaching methodology.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
- 93% of parents surveyed indicated that the school maintains a focus on Literacy, Numeracy, and Attendance.
- 94% believe that Gilgandra PS has competent teachers who set high standards of achievement.
- 88% believe that the way children are taught helps their child to learn.

Professional learning
- Quality Teaching has remained a ‘focus’ for 2009.
- All staff participated in training in:
  Quality Teaching (Literacy/Numeracy)
  Connected Classrooms
  Technology (IWB)
  Cultural Awareness
  Child Protection
- The school again allocated over $37 000 towards Professional Learning activities. This was through TPL funds SiP (Schools in Partnership) funding plus PSF (Priority Schools Funding).

School development 2009 – 2011
For 2010 a number of targets that have been identified will build on previous targets which includes strategies to implement the National Partnerships agreement for Low SES schools and the SiP (Schools in Partnership).

Target 1 – Numeracy
To reduce from (45% -09’) the number of Year 3 students performing below or at National Minimal standard in overall numeracy to 35% (10’)
To reduce from (53% -09’) the number of Year 5 students performing below or at National minimum standard in overall numeracy to 25% (10’) and have at least 2 students in Band 8.

Strategies to achieve this target include:

Professional learning for teaching staff in analysis techniques and establishment of specific student goals. - R6
- Participation in P/L opportunities that develop numeracy skills
- Use Best Start analysis for Kinder students to inform parents/teachers of student learning needs and inform class programs
- Target support for individual learning needs by analysing NAPLAN and school based data – provision of extra relief time for executive and using this to develop appropriate T/L programs – R1/4
- Continued P/L in CMIT to ensure the quality of implementation and assessment
- Ensure every Mathematics Syllabus unit has appropriate NAPLAN questions and numeracy strategies as a focus and taught by teachers - R6

Initiatives to increase parent involvement in the learning process
- Providing parents with information through regular numeracy ‘Helpful Hints’
- ‘How to help with Homework’ program for parents
Employment of Staff member for Kinder Transition for Wks 2 – 7 T4/10 and Weeks 2 - 7 T1/11

Employment of Aides for Kinder Transition

Align Literacy and Numeracy strategies that relate to increasing Aboriginal community in the learning process.

- Employment of Community worker 10hrs per week
- Community meetings to aid the development of a shared vision

Use a structured and systematic whole school approach to the teaching of mathematics

- Purchase appropriate resources to facilitate whole school approach.
- Utilizing aides to reinforce numeracy concepts.
- Greater involvement of STL’s in numeracy activities in Primary R4 –
- Employment of extra staff member to reduce the workload for executive to work with other staff R2

Our success will be measured by:

- Term assessments indicate growth progress towards individual goals
- Parents / carers report that they have a better understanding of numeracy and how to help their child
- New resources in rooms and being used
- Corporate programming continued.
- Teacher programs demonstrate NAPLAN questions as a teaching focus in classrooms
- Past and sample NAPLAN papers are completed under test conditions.
- STLA’s are spending 45% of their time on numeracy R3.

Target 2 - Literacy

1. To reduce the number of Year 3 students achieving below or at National Minimum Standard in NAPLAN from 12 (09) to 10 (10) in Overall Literacy.
2. To increase the percentage of Year 3 pupils in the proficient standards from 14% (09) to 20% (10) in Overall Literacy.
3. To reduce the percentage of Year 5 pupils in the minimal standard NAPLAN from 33%(09) to 25% (10) in Overall Literacy

4. To increase the number of Year 5 pupils in the proficient range NAPLAN from 3(09) to 5 (10) in overall Literacy

Strategies to achieve this target include:

Analysis of individual needs and provision made for appropriate support

- Use Best Start analysis for Kinder students to inform student learning needs
- Target support for individual learning needs by analysing NAPLAN and school based data through provision of extra relief time for executive and using this to develop appropriate T/L programs
- Decrease teaching load for identified executive staff members in the school to support teachers in classrooms with student data analysis, mentor teachers, team teach in Lit/Num. R4

Professional learning program which includes:

- Guided reading (explicit and systematic)
- Shared reading (explicit and systematic)
- Explicit modelled and scaffolded teaching of text types
- Video Conferencing and use of Electronic Whiteboards
- Teachers accessing Teaching and Learning Exchange (TALE) as a strategy to enhance teaching practice
- Professional learning in consistent teacher judgement

Implementation of focussed programs throughout the school which include:

- Reading support programs – RATS Readers; Book Nuts
- Home Reading Program R2
- Speech program R3

Development of a strategic and systematic K-6 assessment processes which will require:

- Involvement in Regional Literacy on Track to provide support for Stage teams to engage in the following strategies
- Consistency of teacher judgement R1/R4
- Monitoring of student work
- Tracking of student progress
- Programming which is responsive to student needs

Structured connection between ‘email buddy’ program and writing/literacy strategies

- Investigate the possibilities for greater community use of school internet facilities and facilitate regular pupil/parent shared e – days and e – experiences R6

Our success will be measured by:
• Classroom practice will demonstrate Q/T elements embedded in programs and delivery: eg; Reading to Learn Literacy on Track
• Parent survey s will indicate a high satisfaction with home reading and home work program
• Targeted groups to show growth Eg : Aboriginal Students
• Literacy assessments in place with in – class term and semester assessments indicating growth for every student
• Appropriate resources purchased and being used in classrooms
• NAPLAN linking strategies evident in programs
• Teacher programs demonstrate NAPLAN questions as a teaching focus in classrooms
• Past and sample NAPLAN papers are completed under test conditions.

Target 3 – Attendance

1. Increase the attendance of Aboriginal students on a Monday/Friday by 10% based on 2009 data
2. Improve the attendance of Targeted students (Chronic Absentees) by 10% based on 2009 data
3. Reduce the number of days lost to suspension(of identified students) by 5% based on 2009 data

Strategies to achieve this target include:

Initiatives to increase parent/carer involvement in the engagement/attendance issues
- develop the capacity of school learning support teams
- establish effective partnerships with families to support the learning of each student
- greater interaction with parent/carers of chronic absentees
- Reward strategy for students with good or improved attendance

Initiatives to increase Aboriginal attendance on a Monday/Friday
- Implement effective strategies to improve Aboriginal student attendance Mon/Fri to ensure their successful participation in education
- Provide students/parents and community members with support via current Aboriginal aides around the importance of attendance and its link to student learning, this would involve home visits

Develop a consistent and Systematic approach to Positive Behaviour
- The implementation of PBL across the school
- improved system of reporting behaviour issues – data base

Our success will be measured by:
- Suspension rates will be reduced
- Increased access of teachers to professional learning that focuses on delivering a rigorous curriculum for all students
- Parents/carers report on the effective relationships with the school
- Improved student attendance rates
- Greater numbers participating in organized activities eg: shows,

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.

Phillip W Maher – Primary Principal
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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:https://www.schools.nsw.edu.au/asr