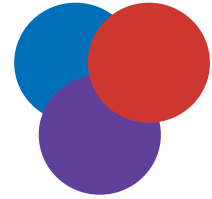




Education

# Gladstone Public School Annual Report



2015



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## Introduction

The Annual Report for 2015 is provided to the community of Gladstone Public School as an account of the school 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.

Kathryn McNee  
Principal

Sharon McCudden  
Principal Relieving

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### Message from the Principal

Gladstone Public School is a family orientated school in the heart of the Macleay. Our community enjoys a relaxed village lifestyle on the banks of the Macleay River. We strongly believe that it takes a village to raise a child and together with our committed community we set high expectations for our students and then support them, whilst providing engaging lessons, creative and sporting opportunities and individual programs tailored to students' individual goals and aspirations.

2015 has been an amazing year for everyone involved in Gladstone Public School. Our small school grew significantly this year and although we farewelled our beloved Kazan Hutley (Teacher at Gladstone for 30 Years), we gained many new faces and explored new programs and realised great achievements.

We have been fortunate to have small class sizes that span across multiple years. This benefit assists staff to provide a nurturing setting that offers programs specifically suited to students' individual abilities. Academically all students made considerable progress towards their goals. We have offered the highly regarded Language, Literacy and Learning Kindergarten Program for the second year in a row that has provided Kindergarten students with an exceptional start to their education.

Students excelled in the sporting arena this year with our Swimming Relay Team progressing to State Level and individual students progressing to the North Coast Level. We are so proud of their exceptional success in swimming. All students participated in a variety of sporting programs and gala days inclusive of basketball, touch football, athletics, soccer, cricket and multi-sports. We were fortunate to receive a grant from the Schools Sporting Scheme. That enabled us to provide an extended intensive swimming program at minimal cost to parents. The proximity of the Gladstone Pool offers a unique opportunity for our students to learn such a valuable life skill.

Students participated in a variety of creative pursuits both in schools and as an extra-curricular activity. All students were able to attend performances at the Port Macquarie Glasshouse, African drumming, Musica Viva as well as traveling performances and programs such as the Taronga Mobile Zoo and Life Education. We collaborated with our other small schools to learn about Aboriginal Perspectives and to celebrate NAIDOC Day at South Kempsey Public School.

Our absolute highlight of the year includes the formation of the Lower Macleay Educational Network that incorporates the Lower Macleay Preschool, Kinchela Public School, Smithtown Public School and Gladstone Public School. This partnership has provided additional activities for students and resulted in a

combined Fete that was enjoyed by all and raised valuable funds for all the organisations involved. The Great Aussie Bush Camp was thoroughly enjoyed by all our senior students. This provided leadership and initiative building opportunities as well as teamwork skills.

Finally our year concluded with an outstanding circus performance at the end of year celebration ceremony. This is by far a short summary of the events over the past year and we would like to thank the parents, staff and especially the children of Gladstone Public School for making each day such a pleasure.

Kathryn McNee  
Principal

Sharon McCudden  
Principal Relieving

## P & C Representative

I would like all of the parents and volunteers who assisted in making 2015 such a successful year. The P & C has worked hard all year to raise valueable funds to support projects and resources for students at Gladstone Public School. The combined Macleay Educational Network Fete was a great example of our local community working together to enrich the opportunities for this area. Thank you to all the other schools for your contributions and to the local businesses who supported this major event. The P & C is looking forward to continuing its support of Gladstone Public School in 2016.

Jo Meehan  
P & C President

## School background

### School vision statement – Motto ‘Learn to Live’

Gladstone Public School is part of a supportive rural school community which values each individual student and designs educational programs that compliment students’ interests and needs. The school and the community value qualities such as respect, resilience, humility and “trying your best”. Collaboratively the school community is working together to equip students with interpersonal skills, willingness to learn, perseverance and the ability to adapt to a rapidly changing world. This will ensure that our students are prepared for adventures, challenges, careers and families.

### School context

Gladstone Public School is a small school that was established in 1898. It is located within the small township of Gladstone, between South West Rocks and Kempsey on the Mid North Coast of New South Wales. Gladstone Public School is a small PP5 school set in an idyllic position in the Macleay Valley. The school consists of two multi-stage classes and boasts an extensive and picturesque playground, a new library and modern fixed playground equipment. Our experienced enthusiastic staff provide a supportive and professional environment for all students to achieve their goals.

Gladstone Public School is committed to developing student potential in all areas of the curriculum. We endeavour to empower students to take responsibility for their learning and to always "Do Your Best".

Students are well catered for in a wide range of curriculum areas which are relevant to their stages of learning. The curriculum is comprehensive and innovative with a strong emphasis on literacy, numeracy, technology and the arts.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

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

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

Our staff have explored and developed a deeper understanding of the Framework and have utilised this to reflect on our school plan and the progress we have made in delivering high quality teaching and learning. As we are a small school, we have refined our focus to invest heavily this year in our Strategic Direction 2. This focus ensured we didn't just superficially work towards a goal but rather we developed a deep understanding of every aspect of implementation as well allowing ourselves the opportunity to be reflective on the data and results.

In the domain of Learning, we have worked tirelessly over the year to commence a positive school experience prior to Kindergarten. This has included the establishment of a network between the preschool and our other neighbouring small schools and the establishment of a playgroup that fosters a seamless positive transition into school that informs, brings confidence and engages students before they even attend our school. Our focus has been specifically around Kindergarten and ensuring that students are carefully assessed on entry to Kindergarten, acknowledging both students strengths, skills and history prior to starting so we can compose the best program suited to individual needs. Fostering a love of learning, high expectations and developing early supports has been a critical aspect of our program. We have followed this with continued data collection to monitor student engagement throughout the years at Primary School.

The domain of Teaching has been linked strongly with learning this year. Our professional development has hinged on the very foundation of the Learning domain. Staff have been training in Language, Literacy and Learning (L3) program for Kindergarten as well as participating in ongoing training around the Learning Continuums. Our L3 program has included rigorous learning, data collection, ongoing discussions and reflections with colleagues as well as critically responding to student work samples. Our ongoing training on both the Literacy and Numeracy Continuums has developed continuity through the years as well as enabling staff to specifically target particular skill sets of children related directly to their specific development. Data creates a refined focus that is measurable and enables staff and students to reflect on their learning journey. Overlaying our work on the continuum is our continued learning on the new syllabuses, and how they marry with the learning continuums.

In the Leading domain, our priorities have been focused around building the leadership capacity of all staff. In a small school setting it is vital that all staff have skills in leadership and can interchange these skills when required. All staff have been involved in the process of developing the new school plan and have worked collaboratively in data collection, reflection and redirecting priorities. Staff have also demonstrated a commitment to leading in various extra curricula areas to extend students school experiences. All our staff share an invested interest in our school vision and excelling in all aspects of school.

The new school directions is underpinned by data and our consultation with our supportive parents and community. We are all working together to provide an elite education for students guided by the School Excellent Framework. The new funding model is providing avenues to support the directions outlined.

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

## Strategic Direction 1

**Developing respectful students who respect themselves, their community and their world.**

### Purpose

To ensure that students develop into confident, creative and respectful individuals who can cope in a rapidly changing world.

### Overall summary of progress

This year our priority was to collect data around our current welfare systems that are in place and analyse student well-being and participation. Staff were updated in Positive Behaviour for Learning (PBL). School welfare, behaviour and school ethos data was collected in preparation for 2016. Our formal implementation of the program will occur in 2016.

Our goal of building relationships between the school, the community and students was realised with a successful network formed between the local schools and the preschool. Gladstone PS held the first combined fete to raise additional funds and to unite the local communities. The establishment of this network has also enabled many students to access greater extracurricular opportunities between the schools.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
PBL is fully implemented with weekly values taught and modeled.	Updated PBL Training This is a priority for 2016.	\$600
Positive Relationships exist between school and its community, the school provides extracurricular opportunities for students to grow and develop. At least 90% of students participating in an extracurricular activity.	The school has provided opportunities in a variety of extracurricular activities over 2015. Our school learning network has assisted in broadening the activities offered at our school.  The commencement of the Active After School Program has engaged many of the students who were previously reluctant to engage in additional activities.  We reached our goal with 100% of students engaging in an extra activity.	\$4000

### Next steps

- Full implementation of PBL in 2016.
- Continued partnerships with the Macleay Educational Network.
- Additional extracurricular activities offered for students.

## Strategic Direction 2

Delivering quality education that evolves with the needs of students.

### Purpose

To educate students at their individual point of need and to tailor their education to suit learning styles, diverse backgrounds and interests. Quality teaching underpins all teaching with emphasis on authentic learning experiences.

### Overall summary of progress

The development of a comprehensive, thorough and explicit program that incorporated all aspects of the Quality Teaching Framework was our priority. Our Kindergarten teachers were trained in Language, Literacy and Learning this year that resulted in explicit, targeted teaching and collaborative data collection.

This was underpinned with school based training on the Literacy Continuum and the new syllabuses.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
All Kindergarten Teachers participate in L3 Training in 2015. L3 data is collated and reviewed to track individual student achievement.	Staff completed the first year of L3 training in 2015. All relevant data was collected and Best Start Reports were finalised and sent to parents.  Tracking of data was collected every five weeks throughout the year and discussed at ongoing training sessions.	\$ 2000  \$ 2500
All students understand the learning intentions and success criteria for all of their literacy lessons.	Plan software will be used to track students K – 6. Learning intentions have been discussed and displayed in the classroom.	\$600

### Next steps

- L3 Training will continue into 2016. Stage 1 teachers will also receive additional training to continue Stage 1 students in the program.
- Class readers and resources will be evaluated and organised into a resource centre and additional purchases will be made to supplement the L3 Program.
- Staff will continue their development through the Literacy Continuum and the implementation of the new Syllabus.
- Tracking will continue throughout the grades and primary staff will be trained in Focus on Reading 3 – 6.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<p>All students have an ILP that reflects their learning needs across Key Learning Areas.</p> <p>All of our Aboriginal students are meeting or exceeding Stage expectations.</p> <p>Extension support was offered in 2015 in subjects that students are currently excelling.</p>	\$2000
<b>English language proficiency funding</b>	No funding received in 2015	
<b>Targeted students support for refugees and new arrivals</b>	No funding received in 2015	
<b>Socio-economic funding</b>	<p>Funds provided additional Learning and Support teacher days to deliver programs for students requiring additional support.</p> <p>Teachers were also supported in their professional learning through additional time to achieve PDP goals.</p> <p>Funds were utilised to purchase additional text books to complement classroom programs.</p> <p>Funding was used to support students to access additional extracurricular programs and opportunities that incurred additional expenses.</p>	\$7400
<b>Low level adjustment for disability funding</b>	The funds achieved additional teacher time to develop specific programs to support students with a diagnosed disability and to enable consultations with counsellors, speech therapists and occupational therapists.	\$2000
<b>Support for beginning teachers</b>	No funding received in 2015.	
<b>Location Loading</b>	Funds were used to support the administration allocation agreed by the P & C to support the reduction in entitlement and reduced administration hours.	\$6400

Other school focus areas	Impact achieved this year	Resources (annual)
<b>Community Consultation Funds</b>	Community consultation funds were used to release teachers to support the Macleay Educational Network. This also included organising the combined Fete. These funds were also used to support interschool events.	\$2500
<b>Schools Sporting scheme</b>	Funds were received through the Schools Sporting Scheme to provide accredited coaches to complete coaching sessions within the school in a variety of sports.	\$2300

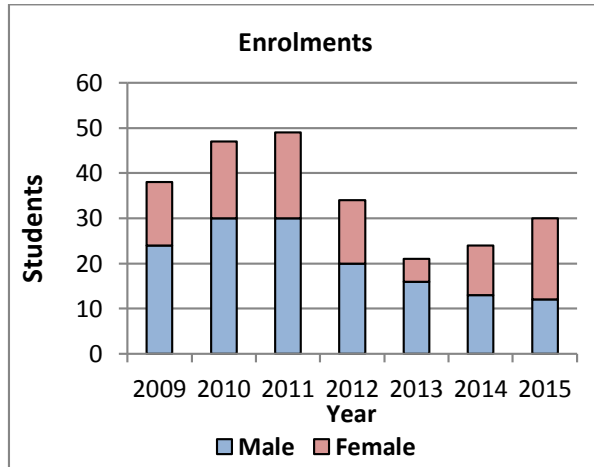




## Student information

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

### Student enrolment profile



### Student attendance profile

		Year	2012	2013	2014	2015
School	K		98.3	86.4	95.2	94.7
	1		96.8	94.5	97.3	92.5
	2		96.2	95.1	95.7	93.8
	3		97.0	95.0	98.6	94.4
	4		95.2	89.0	96.8	92.6
	5		97.0	93.3	90.2	91.8
	6		97.2	93.6	96.4	91.3
	<b>Total</b>		<b>96.7</b>	<b>93.2</b>	<b>95.8</b>	<b>93.4</b>
State DoE	K		94.3	95.0	95.2	94.4
	1		93.9	94.5	94.7	93.8
	2		94.2	94.7	94.9	94.0
	3		94.4	94.8	95.0	94.1
	4		94.3	94.7	94.9	94.0
	5		94.2	94.5	94.8	94.0
	6		93.8	94.1	94.2	93.5
	<b>Total</b>		<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.



### Workforce composition

Position	Number
Principal	1
Classroom Teacher(s)	1
Learning and Support Teacher(s)	0.352
Teacher Librarian	0.084
School Administrative & Support Staff	0.496
Other positions	0.2
<b>Total</b>	<b>3.132</b>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Currently no teachers identify as having Aboriginal heritage.

### Workforce retention

Kazan Hutley retired at the conclusion of Term 1. We thank Kazan for all of her hard work and dedication to Gladstone Public School over the past 30 years. She will be dearly missed and we all wish her well in her retirement.

All other staff remain current in 2015.



## Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

## Professional learning and teacher accreditation

Staff from Gladstone Public School completed over 10 Professional Learning Courses throughout 2015. They ranged from the compliance courses in Anaphylaxis and Asthma care through to intensive training such as Language Literacy and Learning (L3). These courses enabled staff to refresh their understandings or gain further knowledge of current educational research and practice. Staff were then required to share their new knowledge with relevant staff members at the school.



## Financial information

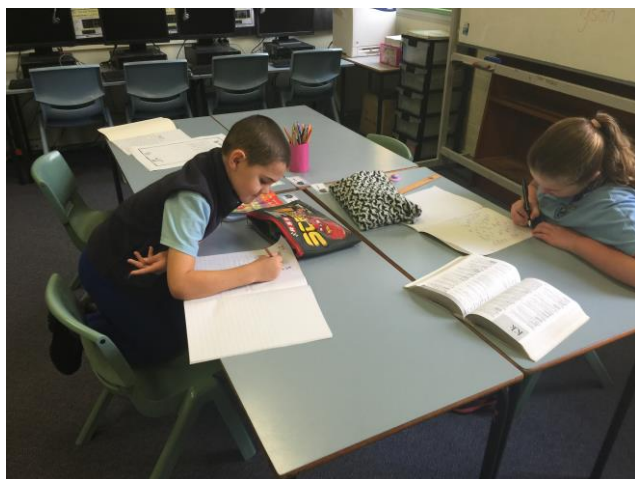
### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	51350.08
Global funds	59608.31
Tied funds	24458.84
School & community sources	9586.15
Interest	1145.39
Trust receipts	999.35
Canteen	0.00
<b>Total income</b>	<b>147148.12</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	4096.53
Excursions	8248.00
Extracurricular dissections	4898.48
Library	983.66
Training & development	3754.86
Tied funds	32028.18
Casual relief teachers	7585.59
Administration & office	21388.59
School-operated canteen	0.00
Utilities	10320.59
Maintenance	3082.43
Trust accounts	999.35
Capital programs	0.00
<b>Total expenditure</b>	<b>97386.26</b>
<b>Balance carried forward</b>	<b>49761.86</b>

## 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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Interviews of staff, parents, students and community members.
- Surveys of parents, students and staff.
- Parent, staff and student forums.

In 2015, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parent, staff and student surveys were completed throughout 2014. This was to collect information regarding school satisfaction in accordance to the School Excellent Framework. 65% of surveys were completed and returned by families. 98% were completed by primary students and 100% of staff completed the surveys.



## Students

The majority of students surveyed indicated they mostly agree or agree that:

- My teacher takes an interest in helping me with my work.
- I can learn what I need to know.
- The work I do is interesting.
- What I learn will be useful to me when I leave school.

Students stated that they would like more playtime with their friends.



## Parents

The majority of parents surveyed indicated they strongly agree or agree that:

- The school is connected to its community and welcomes parent involvement.
- The school has competent teachers who set high standards of achievements.
- The school promotes a healthy lifestyle.
- The school has supportive welfare programs.
- Parents are encouraged to contact the school to discuss concerns relating to their child.

The majority of answers were strongly agree. Parents agreed that: The school has a wide range of extracurricular programs e.g. sport, drama and events. This was one of the few responses that was an agree, rather than a strongly agree. This

highlighted a need that could be improved and will be discussed for future planning in 2016.

## Teachers

Teachers surveyed indicated they strongly agree or agree that:

- The school is an attractive well-resourced school.
- The school is connected to its community and welcomes parent involvement.
- The school has competent teachers who set high standards of achievements.
- The school promotes a healthy lifestyle.
- The school has supportive welfare programs.
- Parents are encouraged to contact the school to discuss concerns relating to their child.

Teachers stated that they would like more time to work collaboratively with other teachers and more initiatives around technology.



## Policy requirements

### Aboriginal education

Gladstone Public School acknowledges the traditional owners of the land that the school is located on – *the Dunghutti people*.

Our students learnt about aspects of Aboriginal culture, traditions and history in a variety of units of work studied in the Human Society and Its Environment syllabus area with integration with Creative and Practical Arts, English, and the Science and Technology curriculum areas.

In 2015 students participated in NAIDOC Day at South Kempsey Public School. Students enjoyed cultural experiences and listened to the yarns from the local Elders. Activities included TIG Games, face painting, dance and traditional crafts. This was a great day.



### Multicultural Education and Anti-racism

Gladstone Public School has developed initiatives to create an inclusive and racism free learning environment. This year students participated in special days and cultural events held between the three small schools on the Lower Macleay.

Students in K-6 completed learning sequences which included multicultural perspectives through the Human Society and Its Environment syllabus area.



### Sport

Gladstone students excelled in the sporting arena at an elite level this year. Our Swimming Relay Team progressed to State Level in 2015. This was an outstanding achievement. Gladstone PS retained the Macleay Small Schools PSSA Trophy again in 2015. Our intensive weekly swimming program which runs in Term 1 and 4 has proved to significantly support the development of swimming in our students. This was supported in 2015 by a Schools Sporting Scheme Grant.



### Art

This year students participated in a variety of creative art endeavors, with the highlight being the Christmas Circus Concert Extravaganza. Students worked with Troppo Bob, a local performer who developed circus skills workshops for the children.

Students continued their development in creative arts and participated in a wide variety of activities including Music Viva, Choir, African Drumming and Art exhibitions.