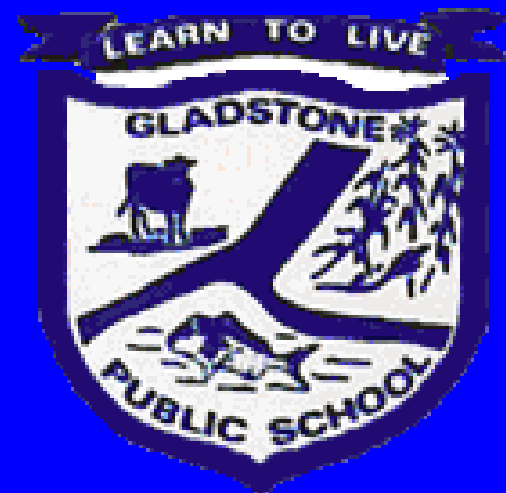




**2011
Gladstone Public School
Annual School Report**



Our school at a glance

Gladstone Public School is a small school located at Gladstone, which is located between South West rocks and Kempsey on the Mid North coast of New South Wales. We are 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 and enthusiastic staff provides a supportive

Students



2011 Kindergarten Students at Gladstone P.S.

Our school enrolment at the end of 2011 was 45 students. As has been traditional at Gladstone Public School, these numbers may fluctuate across the Christmas holidays as families move to larger centres like Port Macquarie and Coffs Harbour to find better facilities or work. It is expected that in 2012, Gladstone will have a total enrolment of around 40 students.

In situations where the students are representing the school they demonstrate pride in their school and are often complimented on their behaviour and positive attitude to learning.

In 2011, we had 2 classes. The classes were composites as shown:

Class 1H (Kindergarten, Year 1 & Year 2).

Class 2C (Year 3, Year 4, Year 5 & Year 6).

Staff

The staff at Gladstone Public School is a very experienced one. It has again worked harmoniously to produce a positive learning environment. It is a very cohesive staff that work, plan and evaluate in a cooperative atmosphere.

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

Significant programs and initiatives

In 2011, the school ran a number of programs to enhance student learning or to achieve set targets. These included:

- Artist In School (Big Hands, Little Hands-Linked to Target 5),
- Student Welfare Program (Aussie of the Month/ Student of the Week/ Going for Gold),
- Intensive Tennis Program (Linked to Target 4), and
- NSW Rugby League Skills Program (Linked to Target 4).

Student achievement in 2011

Literacy- NAPLAN Year 3.

In Year 3, eight students sat the Literacy NAPLAN. All students met the National Minimum Standards and the school performed above the state average.

Numeracy- NAPLAN Year 3.

In Year 3, eight students sat the Numeracy NAPLAN. All students met the National Minimum Standards and the school performed above the state average.

Literacy- NAPLAN Year 5.

In Year 5, five students sat the Literacy NAPLAN. All students met the National Minimum Standards and the school performed above the state average in reading, writing and spelling.

Numeracy- NAPLAN Year 5.

In Year 5, five students sat the Numeracy NAPLAN. All students met the National Minimum

Standards and the school performed above the state average.



Mid North Coast Bike Helmet Design Winner

Messages

Principal's message

Another activity filled year has come to an end. Academically our school continues to achieve highly compared with other schools in our area and also when compared nationally through websites such as *myschool*. We continued to participate in community events including Waste Into Art, Clean Up Australia, Gala cricket in Kempsey, Spring Into Art, Kempsey Truck Show Colouring in Competition, The Bicycle New South Wales Schools' Program, Small Schools' PSSA sporting days in athletics and swimming, as well as the Life Education Program.

No small school can participate in the sporting and other representational opportunities presented to us without the cooperation of parents on whom we rely to support us through transporting children, supervising small groups, working in our classrooms and our canteen and providing us with support to continue the work we do for the children. I take this opportunity to thank the volunteers who have supported us throughout 2011.

Also, the outstanding success of the Artist in Schools Program (Big Hands, Little Hands) must be acknowledged. To all involved in any way, I thank you for the support. It was indeed a

valuable educational program for all students, teachers and the community of Gladstone as a whole.

Throughout the year staff, parents, members of the community and the boys and girls, have worked together to ensure that Gladstone Public School continues to be a school that offers balanced and engaging educational opportunities for all students, providing programs which develop academic, social, physical and cultural excellence.

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.

Wayne CRAIG (Principal)

P & C and/or School Council message

Gladstone P & C held various fundraisers throughout 2011 such as Mothers' & Fathers' Day Stalls, a Cadbury Chocolate Drive, an Easter Raffle and the famous presentation Night Christmas Hampers.

As a result we were able to support the school by giving money towards the end of year activities and excursions for the entire school to enjoy.

We also presented gifts to the 2011 Year 6 students heading off to high school. I take this opportunity to thank all supporters, canteen helpers and members of the Gladstone Community for their help during the 2011 school year.

Juanita Davis (P&C President)

Student representative's message

As school captains we take this opportunity to thank all of our fellow students, our teachers and finally our parents for their assistance and support during our final year at Gladstone Public School. We have endeavored to set high standards of academic, social and moral behaviour to assist our teachers at all times. We have enjoyed our primary school education at Gladstone Public and wish all students, staff and parents a very educational 2012.

Luke Davey and Kadina Barker (School Captains)



A Kempsey Show Winning Entry

School context

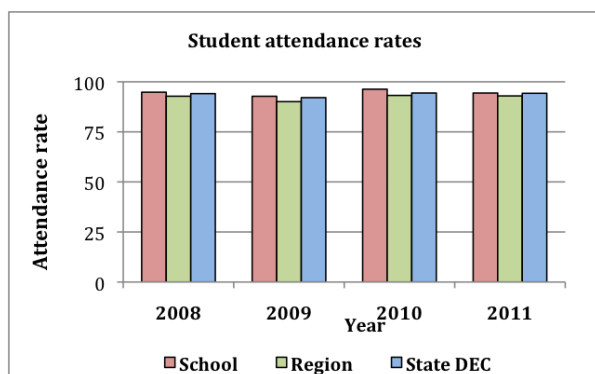
Student information

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

Student enrolment profile

Gender	2007	2008	2009	2010	2011
Male	25	20	24	30	30
Female	23	24	14	17	19

Student attendance profile



Management of non-attendance

Non-attendance at Gladstone Public School was not an issue during the 2011 school year.

Should attendance become an issue with any student enrolled, meetings with parents and the involvement of the Home School Liaison Officer would commence. Certificates for 100% attendance are presented in the last week of the term to reward and/or encourage consistent attendance.

Partial absences are recorded in a book in the office, where parents sign their student in or out of school noting the time and reason for absence.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class Sizes

Roll class	Year	Total per year	Total In class
1H	K	7	23
1H	1	13	23
1H	2	3	23
2C	3	7	26
2C	4	9	26
2C	5	5	26
2C	6	5	26

Structure of classes

There were 2 composite classes at Gladstone Public School in 2011. Class 1H (Hutley) was formed from students in Kindergarten, Year 1 and Year 2. Class 2C (Craig) was composed of students in Years 3, 4, 5 and 6.

Staff information

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

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teachers	0
Classroom Teachers	1.152
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	0
Teacher of Reading Recovery	0
Support Teacher Learning Assistance	0.1
Teacher Librarian	0.084
Teacher of ESL	0
Counsellor	0
School Administrative & Support Staff	0.7
Total	3.036

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At Gladstone Public School during the 2011 school year there were no employees who were from indigenous backgrounds or who were related to an indigenous person.

Staff retention

There were no alterations or changes in the composition of staff in 2011.

Teacher qualifications

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

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Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	N/A

Financial summary

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

Date of Financial Summary	30/11/2011
Income	\$
Balance brought forward	30 652.20
Global funds	57 798.74
Tied funds	52 596.51
School & Community sources	11 717.72
Interest	2 410.97
Trust receipts	744.00
Canteen	<u>00.00</u>
Total Income	<u>155920.14</u>
Expenditure	
Teaching & learning	
Key learning areas	8 095.78
Excursions	1 766.55
Extracurricular dissections	10 722.34
Library	962.94
Training & development	1034.70
Tied funds	48583.41
Casual relief teachers	4 593.96
Administration & office	21 805.51
School-operated canteen	00.00
Utilities	8 421.76
Maintenance	6 576.48
Trust accounts	846.00
Capital programs	<u>00.00</u>
Total Expenditure	<u>113 409.43</u>
Balance Carried Forward	<u>42 510.71</u>

A full copy of the school's 2011 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 2011

During 2011, the students at Gladstone Public School were involved and engaged in a variety of activities or programs to complement the standard classroom curriculum. The following are some of the highlights of the 2011 school year:



Education Week Recorder Players

Achievements

Arts

Brooke Western won the North Coast Region NSW Bike Safety Helmet Design Competition. In winning this competition she won for herself a brand new bike with accessories.

The school again had success at both the Kempsey Agricultural and Kempsey Truck Shows, with students winning their respective age categories or being placed.

Five students entered exhibits at the Kempsey Shire Council's Waste into Art Exhibition. Gladstone students' also forwarded work to be placed on display at the Spring into Art Exhibition put on by the Macleay Community of Schools.



Gladstone Age Sporting Champions

Sport

The school again was involved in the Macleay Valley Small Schools PSSA. In swimming our Peter Dobson relay team qualified to North Coast level, while the PP5 athletics relay team qualified to North coast level also.

We had two students represent the school at softball, (Jarad Greenshields and Shannon Beers) with Shannon being selected for the North Coast team, which played in the NSW PSSA championships in Term 3.

The school was involved in the NSW Small Schools' Soccer knockout, losing to eventual state winner Willawarrin, five goals to four.

The school entered a team in the Nestle Milo Super Eights Gala day and had individual students combine with the Macleay Small schools for the traditional Bellingen Knockout.



North Coast Representation Award.

Other

Our school received enormous publicity and educational benefit from the Artist in Residence program called “Big Hands, Little Hands”.

With the assistance from our parent/artist Nicole Lister, the school classes at Gladstone were able to accomplish the construction of water vessels and at the same time understand the process involved for the creation of such useful items. The program evaluation received 100% positive feedback from children, parents and staff. The program culminated with an exhibition of all the ceramic and associated works by the children in the Lower Macleay Gallery at Gladstone. Representatives of all families at the school, The Kempsey Shire council Mayor, Mr. John Bowell and Mid North Coast School Education Director Ms Robyn O’Neill, attended this night.

Academic

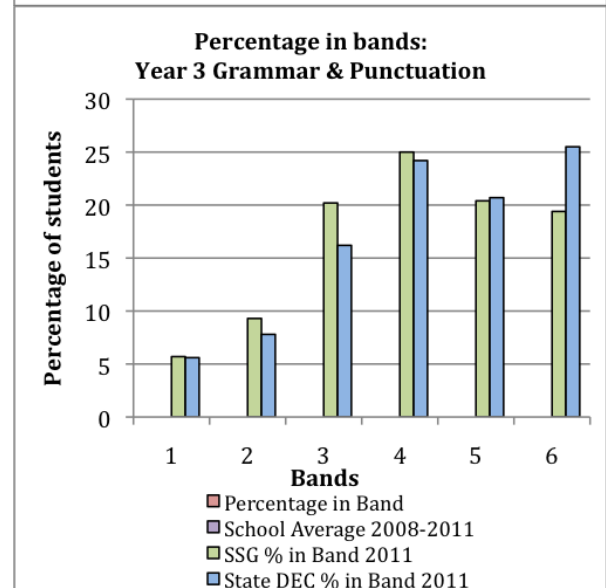
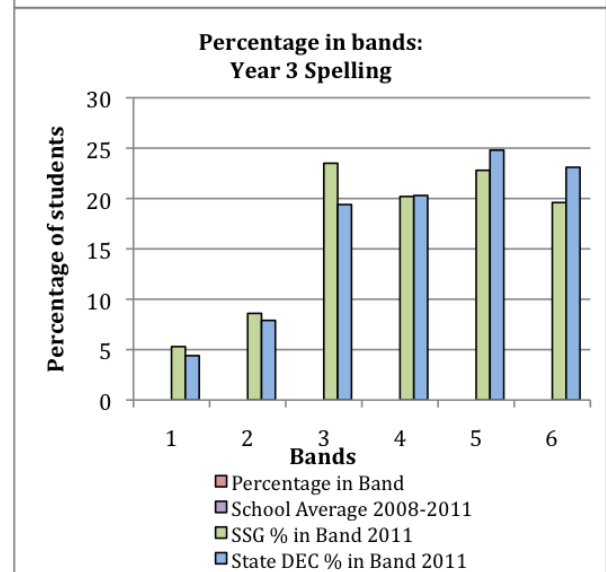
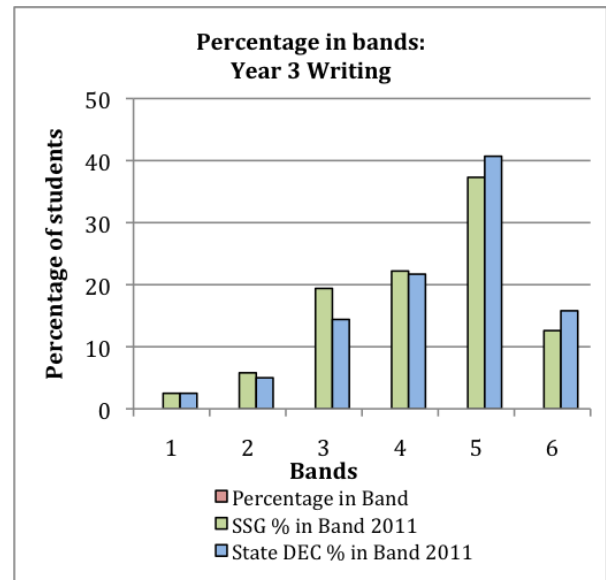
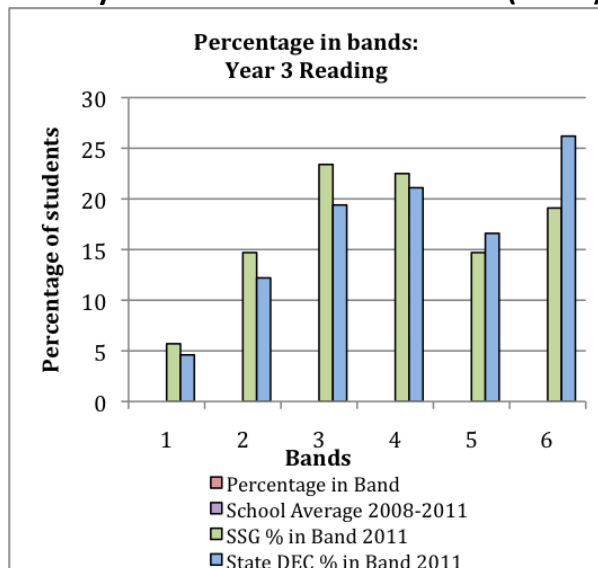
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

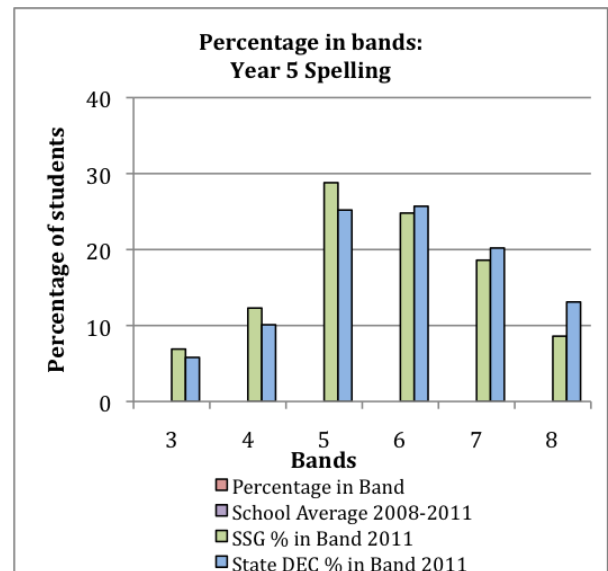
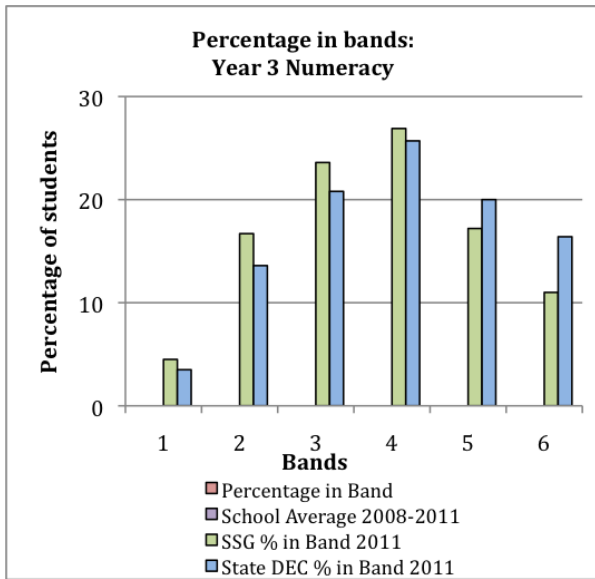
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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

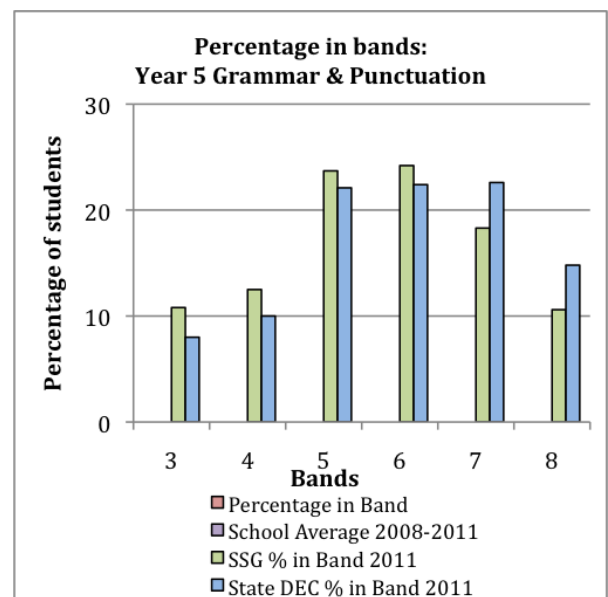
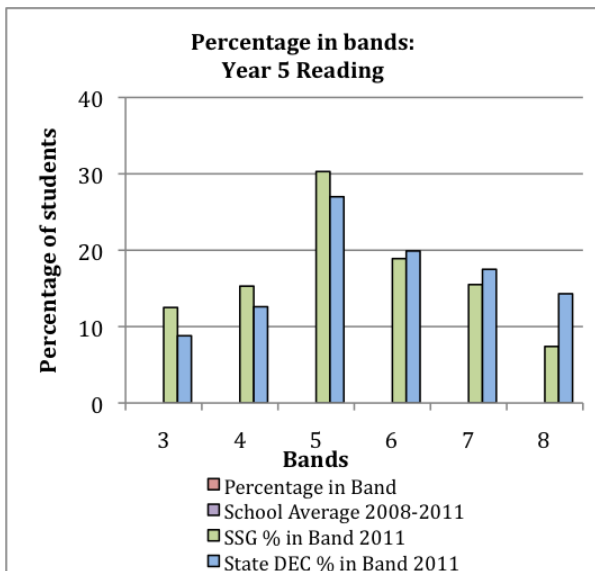
Literacy-NAPLAN (Year3)



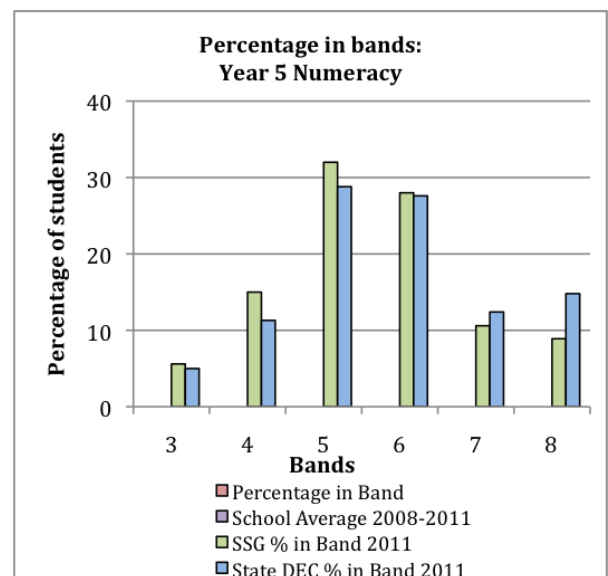
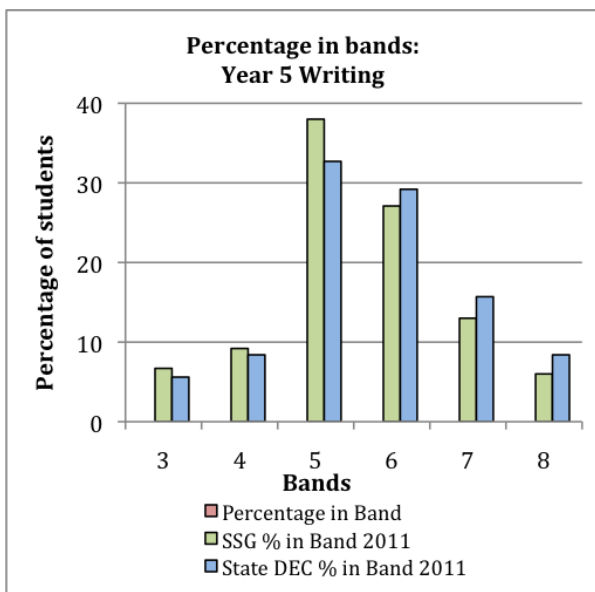
Numeracy-NAPLAN (Year3)



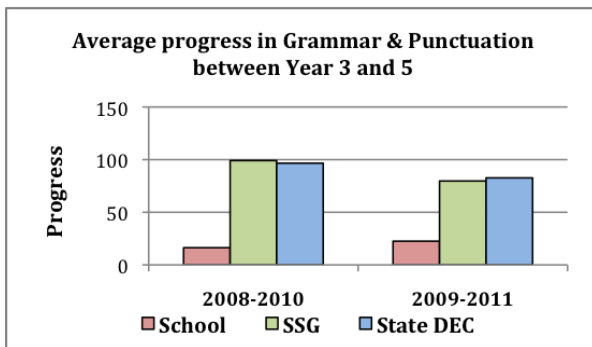
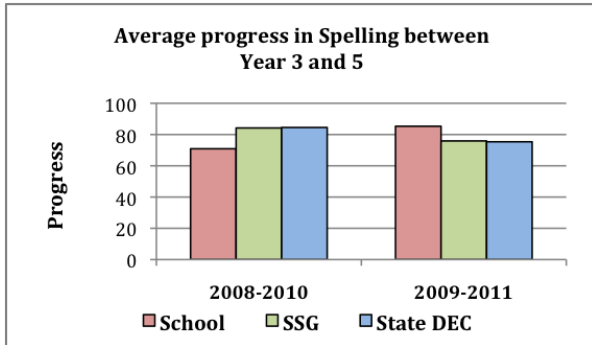
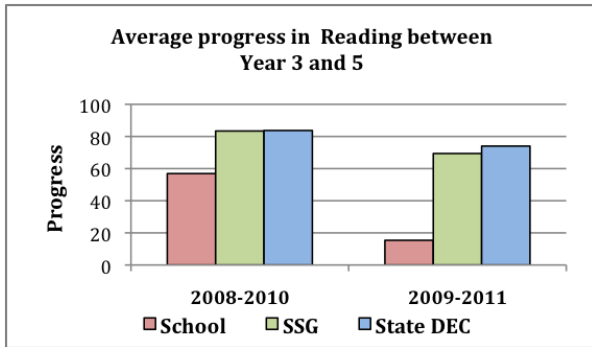
Literacy-NAPLAN (Year5)



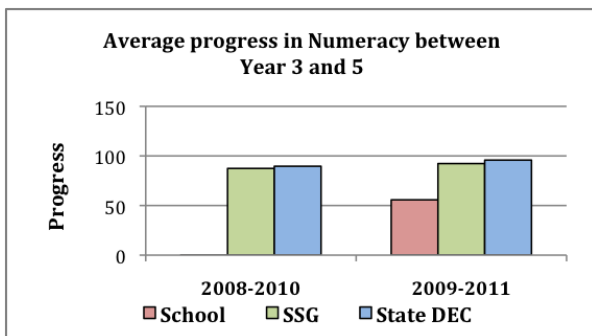
Numeracy – NAPLAN Year 5



Progress in literacy



Progress in numeracy



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 achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0



Soccer Skills Gala Day

Significant programs and initiatives

As previously referred to in this report, the Artist In Residence Program (“Big Hands, Little Hands”) was Gladstone Public Schools major initiative during 2011. The Federal Government, Arts Council of NSW and the Department of Education and Communities jointly funded the

program. With the expertise of our resident artist/parent, Nicole Lister, all students were engaged in the design and construction of water vessels (1H-cups and 2C-jugs). The program culminated with a whole school exhibition at the Lower Macleay Art Gallery in Term 3. The feedback from the Gladstone Community was very positive, with the school exhibition featured on NBN News and articles in the local papers, The Argus and Observer.

Aboriginal education

Gladstone Public School has 8% of its' students identify as Aboriginal. When teaching programs are being formulated, Aboriginal perspectives to all units of work are included.

Our students were visited by Elwyn Toby as a part of the "Big Hands, Little Hands" program. He played the didgeridoo and presented our school with two art works depicting "Black Bass in the Macleay" and "The Long Necked Tortoise." The school also visited the Kempsey Aboriginal Art Gallery in Term 3. For NAIDOC Week the school combined with Smithtown and Kinchela Public Schools for a combined activities day of Aboriginal games and art.

Multicultural education

Multicultural perspectives are integrated when and where appropriate into all key-learning areas. Outcomes of this include an awareness of the multicultural nature of our Australian society and an appreciation of things like music, art and craft from foreign countries, which are now integrated into our Australian way of life.

Progress on 2011 targets

Target 1

To improve student results in Year 3 NAPLAN (Grammar and punctuation) so that results are equal to the State Average in 2011 (2010 State-424.8; School 401.1).

Our achievements include:

*Analysis of NAPLAN data showed the improvement levels were obtained,

*A successful pre-assessment and post assessment routine was established and documented, and

*Positive feedback from class teachers as achievement occurred in target area.

Target 2

School term tests results in Space and Geometry (naming/properties of 2D and 3D shapes) for Stage 2 and 3 show 75% of students can name 100% of shapes by Term 4.

Our achievements include:

*Analysis of 2011 NAPLAN data shows improvement when compared to 2010,

*Class exit testing each Semester shows appropriate improvement (25% per Two Terms), and

*Purchase of appropriate additional teaching aids including Smart Board Programmes was initiated and completed.

Target 3

To ensure 100% of students participate in the Totally Active Kids program such that they visibly improve hand-eye coordination by 50%.

Our achievements include:

*The purchase and organization of equipment necessary to run the fitness program,

*Staff becoming confident and aware of how to fulfil their particular fitness activity;

*comparisons of observational notes about each child with relation to their initial and exit programme competence showed improvement,

*Children enjoying the fitness programme, and

*the school sporting results for PSSA and Gala sports days were positive (i.e. greater % of children achieving success)

Target 4

100% of students participate in a school Artist in Residence programme and create an item made from clay.

Our achievements include:

*All staff and students participated successfully in the Artist in Residence programme,

*The school purchased resources to assist program which can now be held for future ceramic work,

*Successful creations of clay items at the conclusion of the programme for all children,

*An exhibition of all works at the Lower Macleay Gallery (Gladstone) to display completed works was a wonderful event,

*Student, staff and parental surveys about the programme provided 100% positive feedback about the program; and

*Regular media and community involvement during the program resulted in articles in the Argus Newspaper and a three-minute clip on NBN News.

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.

Educational and management practice – school management

Background

An evaluation was undertaken to determine how effectively the school is managed. Surveys were completed by parents, teachers and students to assess their perception and experience of the school's management processes.

Findings and conclusions

Responses to the surveys were generally very positive. Teachers overwhelmingly felt that the

school was continually trying to improve its performance, including making continual changes to improve what it does. They believed that monitoring of the school's plans, policies, programs and practices are effectively supervised and supported. Teachers appreciated that a range of strategies are employed to ensure effective communication.

Students strongly valued the contribution of staff at the school, and believe the school is well organised. They also recognise that the school is well organised and continually trying to improve its performance. Students believed that teachers undertake extra training to improve their teaching, and that the allocation of money and other resources are managed effectively by the school. They also recognised the effective communication processes the school has in place. Parents supported their children's belief that the school continually looks at ways to improve its performance and is well organised. They were happy that the school was meeting the educational needs of their children, and that the school cares about students and provides fair discipline. Parents overwhelmingly recognised the school's effective management of money and other resources.

Future directions

The positive response to current school management practices indicates that major changes are not required. The effectiveness of existing plans, programs, policies and practices, combined with the school's willingness to continually improve will need to be maintained.

Curriculum - writing

Background

Effective teaching of Writing, and its essential skill of Spelling, is a primary focus of the school's academic program. Each student's skills are developed through classroom teaching and additional programs conducted by teachers and learning support officers. As part of this process we undertook a comprehensive analysis of the school's Writing program, via student, parent and teacher surveys, and the analysis of school and external test data. A summary of this analysis is shown below.

Findings and conclusions

Teachers highly valued the importance of teaching Writing. All were confident that their students' skills had improved this year, and that their teaching skills had also improved. Teachers enjoyed teaching Writing, provided teaching programs that cover different text types, and told students the purpose of their Writing tasks.

Whilst teachers felt that student results in Spelling were improving, they also recognised that it was an area that required an increased focus in 2011.

Students recognised the importance of Writing as a crucial part of their education, and felt their skills were improving in both Writing and Spelling. They were aware of the importance of correct Spelling to effective writing. Students enjoyed writing lessons, and were becoming more confident in the use of word processing and dictionaries. A significant percentage of students reported that they rarely wrote at home for pleasure, and some were not confident in their knowledge of text types.

Parents also regard writing skills as a vital part of their children's education, particularly valuing correct spelling. They recognised that their children had developed new skills in both these areas in 2010, and that they were confident to help their children at home if needed. Many parents would like to know more about how writing and spelling are taught at school. Analysis of NAPLAN data confirms that our students are improving in Writing.

Future directions

We are currently providing successful Writing programs across the school. Teachers, students and parents all feel that their skills and practices are achieving good outcomes. The school will investigate strategies to increase parents' understanding of current teaching practices, and how to encourage their children to write at home.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Formal surveys about the Artist In Residence program (Big Hands, Little Hands) were responded to very positively. A formal survey was completed by staff and parents to assess Mr. Craig's performance as Principal and Program Co-ordinator, which was also strongly supportive. A variety of informal measures are also in constant use to ensure that the school is satisfying the needs of its stakeholders. Feedback from parent interviews, P & C meetings, school assemblies, classrooms, students, staff meetings and general word of mouth is combined to inform school planning. The vast majority of such feedback is very supportive of the school, and the majority of criticism is of a constructive nature, providing suggestions as to how the function of the school could be further improved. The positive reputation of the school in the local community is further evidenced by the strong interest by potential out of zone student families each year.



NAIDOC Day Activity

Professional learning

The school receives funds from DET to provide teachers' professional learning opportunities.

All staff attended school development days on Child Protection, CPR/Asthma, Best Start, Gymnastics, quality teaching and Artist in Schools.

Also, all staff were provided development at School staff meetings that were held every Wednesday afternoon. The Teaching-Principal also received mandatory training in specific areas co-ordinated by district office.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents. 2012 will be the first year in the implementation of the 2012-2014 School Strategic Plan. Although some variations may occur from year to year, the following are the expected outcomes and targets for 2010 taken from the specific plan and to be evaluated annually.

School priority 1

Numeracy

Outcome for 2012–2014

Improved numeracy skills for all students

2012 Target to achieve this outcome:

Increase the number of Year 5 students meeting Band 5 or higher in numeracy from 80% (2011) to 85% (2012).

Strategies to achieve these targets include:

- ✚ Organisations of teaching personnel to support implementation of small groupings to explicitly and systemically teach numeracy.
- ✚ Consistency of pedagogy K-6 demonstrating whole approach to teaching and learning.
- ✚ Analysis of individual students' needs and provision of appropriate support.
- ✚ Implementing a whole school review of scope and sequence.
- ✚ Purchase of required resources to compliment teaching programs/Resources utilised fully.

- ✚ Assessment schedule established across the school-Best Start for Kindergarten and SENA tests for Stages 1-3.
- ✚ Integration of technology and Connected Classroom strategies into numeracy activities.

School priority 2

Literacy

Outcome for 2012–2014

Improved literacy skills for all students.

2012 Target to achieve this outcome:

Increase the number of Year 5 students meeting Band 5 or higher in Reading Strand from 80% (2011) to 85% (2012).

Strategies to achieve these targets include:

- ✚ Systematically use SMART data and school data to inform and improve teaching and learning.
- ✚ Support student learning by targeting groups of students identified by teachers/testing through strategic STLA planning.
- ✚ Provide professional learning in teaching literacy utilising local and regional expertise: best practice.
- ✚ Implement and monitor focus on Home Reading program for all classes.
- ✚ Purchase resources of books for classes/library and interactive programs. Appropriate texts also.
- ✚ Explicit teaching of all strands of literacy, (especially spelling and persuasive writing) across all grades.

School priority 3

Student Engagement

Outcome for 2012–2014

Students and families at Gladstone Public will have a clear understanding of behaviour expectations within all possible school settings with regard to bullying.

2012 Target to achieve this outcome:

100% of students, families and staff will be aware of the Gladstone Public Anti-Bullying Plan.

Strategies to achieve these targets include:

- ✚ Distribute, promote and educate Gladstone Community as a whole about The Gladstone Anti-Bullying Plan.
- ✚ Provide staff with professional learning opportunities to support student engagement including: student welfare, students with special needs (i.e. autism), behaviour modification and programming/reporting to parents.
- ✚ Support Community of Schools (Hastings/Macleay, Nambucca/ Bellingen) to develop and implement shared models regarding student welfare.
- ✚ Appoint a Transition Co-ordinator to support transition programs into Kindergarten, Year 3 and Year 7.
- ✚ Provide opportunities for parents and community to be involved and educated about Bullying in the 21st century.



Colouring-In Competition Winners

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.

Wayne Craig (Principal)

Kazan Hutley (Teacher)

Jan Dowling (SAM)

Juanita Davis (P&C President)

Neville MacFarland (Community Member)

Gladstone Public School

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School Code: 1991

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:

<http://www.schools.nsw.edu.au/asr>