



Gladstone Public School Annual School Report 2013



School context

Gladstone Public School is a small school which 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.

Our school has a warm, caring, family atmosphere where all children are valued. Through commitment and professionalism the staff aims to create a motivating learning environment which is safe and gives students confidence and the experiences necessary to adapt to new challenges



Principal's message

For Gladstone Public School, 2013 was a year of change which presented many challenges for the school community. Sadly the community farewelled their leader of the past 13 years Mr Wayne Craig and I know the community valued his leadership and his commitment to individual students and education. Mr Paul Lynch relieved as principal for two terms throughout Mr Craig's absence and during this time he worked towards providing stability in times of change.

The principal position was advertised by Merit Selection and I was successfully appointed in July. On arrival, I was met with a very passionate community who valued the rich history and culture. I feel privileged to be a part of the educational journey at Gladstone Public School and together with the community, we have already established future plans which will highlight the strengths of each student as well as introduce additional cultural, musical and sporting ventures. The one aspect of the school which remains my first priority is to maintain the family friendly atmosphere and continue the high educational standards which have been developed over many years. Students at Gladstone have so much respect for one another, are always polite and work to their potential.

Most importantly I would like to thank my colleagues. Again, they have accepted me as a member of their school. The staff at Gladstone Public School are dedicated, set high expectations and deliver exemplary programs. I feel privileged to work with staff who are so devoted to improving student outcomes.

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.

Kathryn McNee

P & C and/or School Council message

The **Gladstone Public School P&C Association** has been through a very a challenging period as a result of Mr Craig's departure in Term 1, 2013. Mr Craig was well liked and respected by the members of the P&C and the broader school community and we thank him for his dedication to the school, its students and the school community over the past 13 years.

Despite the instability, uncertainty and confusion of Term 2 while his replacement was being selected, the P&C managed to have a busy, productive and ultimately rewarding Term 3 and 4.



At the core of our work is the delivery of services and resources to enable the best possible learning outcomes for our children. Our small school depends on the dedication, hard work and good will of parents, carers and community members and I would like to thank committee members and volunteers who generously gave their expertise and time for the ultimate benefit of the children.

Our 2013 AGM was held (belatedly) in May. Since that time the Association has continued to provide canteen services on a Monday and Friday, we have financially contributed to the school to assist with excursions and the purchase of resources. We managed to hold the traditional Mothers and Fathers day gift stalls in Terms 2 and 3 and in Term 4 we organised and assisted with some key school and fundraising events including The Gladstone Markets school stall, Time Capsule Opening, Christmas Raffle and Presentation Night Awards and Disco.

I thank our new Principal, Mrs McNee and her staff for their support of our Association and I'm confident the P&C will be able to make a valuable contribution to the school and its programs in 2014 with their ongoing support and recognition.

Nicole Lister



Student representative's message

As School Captain of Gladstone Public School I enjoyed my last year before high school. We began the year with many successful swimmers progressing to the next level carnivals.

We went on a combined excursion to Canberra with other local schools and visited many tourist attractions. The weather was cold but the bus ride was great. Questacon was my highlight.

The school Athletics Carnival was centred around fun and participation with many of us progressing to the North Coast Carnival.

We had lots of fun at Book Week. There were fishermen, mummies and superheros. At the end of the year we had a disco following our presentation assembly. The food was great the dancing was not so great. Ji our Vice-Captain and myself are eagerly awaiting high school and look forward to our adventures next year.

By Logan Davis

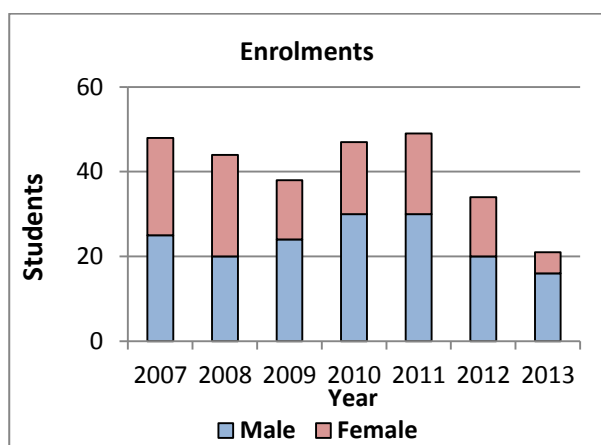


Student information

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

Student enrolment profile

Gender	2010	2011	2012	2013
Male	30	30	20	16
Female	17	19	14	5



Student attendance profile

	Year	2010	2011	2012	2013
School	K	96.2	93.7	98.3	86.4
	1	83.0	94.2	96.8	94.5
	2	95.9	92.8	96.2	95.1
	3	96.1	95.6	97.0	95.0
	4	97.7	94.1	95.2	89.0
	5	97.7	93.3	97.0	93.3
	6	96.8	96.5	97.2	93.6
	Total	96.3	94.4	96.7	93.2
Region	K	93.4	93.3	93.4	93.4
	1	93.2	92.9	92.6	92.9
	2	93.3	93.0	93.0	93.3
	3	93.2	93.1	93.3	93.2
	4	93.3	93.0	92.9	93.1
	5	93.2	92.9	92.7	92.7
	6	92.9	92.6	92.7	92.4
	Total	93.2	93.0	93.0	93.0
State DEC	K	94.7	94.7	94.3	95.0
	1	94.2	94.2	93.9	94.5
	2	94.4	94.2	94.2	94.7
	3	94.5	94.4	94.4	94.8
	4	94.5	94.3	94.3	94.7
	5	94.4	94.2	94.2	94.5
	6	94.0	93.8	93.8	94.1
	Total	94.4	94.3	94.2	94.7

Management of non-attendance

Parents of students who start recording inconsistent attendance are contacted and the importance of regular attendance discussed.

Student enrolment profile

Gender	2010	2011	2012	2013
Male	30	30	20	16
Female	17	19	14	5

Workforce information

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

Gladstone Public School have an experienced staff who have maintained their positions in 2013. The principal's position was filled in July by merit selection.

Workforce composition

Position	Number
Principal	1.0
Classroom Teacher(s)	1.252
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.084
School Administrative & Support Staff	0.896
Total	3.332

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 there were no members of staff who identify as Aboriginal.



Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	0%
NSW Institute of Teachers Accreditation	0%



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	30/11/2013
Income	\$
Balance brought forward	44336.10
Global funds	48654.60
Tied funds	17815.60
School & community sources	4508.80
Interest	1542.22
Trust receipts	2617.85
Canteen	0.00
Total income	119474.63
Expenditure	
Teaching & learning	
Key learning areas	4513.62
Excursions	2131.27
Extracurricular dissections	1837.55
Library	705.39
Training & development	186.19
Tied funds	28444.19
Casual relief teachers	1694.52
Administration & office	18717.46
School-operated canteen	0.00
Utilities	9709.56
Maintenance	3045.35
Trust accounts	2617.85
Capital programs	0.00
Total expenditure	73602.95
Balance carried forward	45871.68

A full copy of the school's 2013 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 2013

Arts

Students exhibited their artworks at the Spring into Art festival held at the Gladstone Hall. Students decorated terracotta pots and produced a variety of artworks that were displayed at the local Gladstone Markets. A large sculptural Christmas tree was made by students and exhibited in the foyer of the school in December. Students were involved in the "Music Count Us In" program and sung publically at the Gladstone Markets.

Sport

Students at Gladstone excelled in swimming this year with individual students progressing to Macleay, Lower Macleay and North Coast Carnivals. The PP5 Relay team progressed to the North Coast level. Gladstone won the handicap

division at both the Small Schools and Macleay Carnivals.

Gladstone also had student progress through to the Lower North Coast Carnival in Athletics. High jump was a particular favorite for many of our students.

Students participated in interschool gala days and PSSA sporting events.

Other

Gladstone Public School attended two chess tournaments. Year 5 and 6 students attended a Canberra Excursion combined with other local small schools. All the students who attended thoroughly enjoyed themselves.



The highlight for 2013 was the opening of the bicentennial time capsule. The capsule has been preserved for the past 25 years and guests, past students, principals and staff attended our opening. The Mayor of Kempsey, Liz Campbell, with the assistance of Mr Munday (former principal) opened the capsule to the delight of the audience. Included were worksamples, toys, newspapers, newsletters and VHS tapes. The current students of 2013 acknowledged the rich history and created their own time capsule which will be opened in 25 years. This will coincide with the 50 year time capsule.



Academic achievements

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.

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au>

and enter the school name in the *Find a school* and select *GO* to access the school data.

The *My Results* of the National Assessment Program are unable to be made public due to the risk of compromising student confidentiality through low enrolment numbers.



Significant programs and initiatives

Occupational Therapy

In 2013 there were several students identified as having difficulties with fine and gross motor. As a result the school learning support team used funds to initiate an Occupational Therapy program. Once a week identified students are withdrawn to participate in occupational therapy. The therapy sessions are also attended by our LAST teacher who is continuing the program during the week. Students are being formally assessed and have already demonstrated significant improvements.

Aboriginal education

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

The 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 2013 students adopted the 'Welcome to Country and Acknowledgement to Country' protocol for all official school gatherings and assemblies.

Multicultural education

Gladstone Public School has developed initiatives to create an inclusive and racism free learning environment. This year students participated in Harmony Day and received visits from some international guests, highlighting culture and global perspectives.

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

School planning and evaluation 2012—2014

School evaluation processes

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

- paper surveys; and
- parent forums.



School planning 2012—2014: progress in 2013

School priority 1

Increase the percentage of students achieving grade appropriate levels in Place Value aspects of the Numeracy Continuum from 75% (24 out of 32) to 85% (27 out of 32) as demonstrated K to 6.

Outcomes from 2012—2014

- School-based data will show each student achieving grade appropriate levels in the number aspect of the Numeracy Continuum.
- Teachers utilise Quality Teaching Framework as key instrument to improve student outcomes.
- Innovative technology usage will enhance learning in every classroom. Increased

competency levels will be demonstrated by staff and students.



pedagogy K-6 demonstrating whole approach to teaching and learning.

- Purchase of required resources to compliment teaching programs/Resources utilised fully.
- Professional learning opportunities for teachers in teaching of numeracy, including supporting teachers using ICT in teaching & learning will be utilised where available.

Evidence of progress towards outcomes in 2013:

- Staff have begun tracking students' progress on the numeracy continuum and developing individual plans where appropriate.
- Staff are incorporating the quality teaching framework into their daily practice and this is evidenced in programs.
- Interactive whiteboards have had periods of technical difficulty. This has now been resolved.
- 100% of staff utalise technology throughout their daily practice.
- GATS students were identified and assessed to highlight areas of strength and weakness. This ensured that programs were tailored to individual needs.

Strategies to achieve these outcomes in 2014

- Build teachers' capacity to identify and address all students' numeracy needs through quality teacher professional learning and use of numeracy continuum.
- Extend higher achieving students through GATS activities at school and Macleay COS level.
- Targeted support for individual learning needs of particular students, including Aboriginal, high achieving students and students experiencing difficulties as determined by analysis of NAPLAN and school based data. Consistency of



School priority 2

Increase the percentage of students achieving grade appropriate clusters in the writing aspect of the Literacy Continuum such that from 80% (25 out of 32) to 85%(27 out of 32) of students are in appropriate Clusters K-6.

Outcomes from 2012–2014

- School-based data will show each student achieving grade appropriate clusters in the writing aspect of the Literacy Continuum.
- Improve students' writing skills, specifically in; Sentence structure, punctuation, vocabulary & spelling.
- Teaching staff will demonstrate increased competency in the use of technology to assist students achieve set out comes.

Evidence of progress towards outcomes in 2013:

- Staff refined the initial goal due to the significant change that occurred at the school and plotted just writing on the literacy continuum.

- Staff engaged in consistent teacher judgment and critical reflection using current work samples.
- Staff are using technology in all aspects of the curriculum.

Strategies to achieve these outcomes in 2014:

- All staff to allow for the systematic and explicit teaching of sentence structure, punctuation, vocabulary, spelling and comprehension.
- Programs to have evidence of Modelled, Guided and Independent teaching practices in Writing.
- Implement and monitor focus on Writing with assistance of LaST, and school counsellor to address the needs of low achieving students.
- Purchase resources of books for classes/library and interactive programs. Professional development opportunities in Writing on MY@PLEdu.
- Explicit teaching of the writing strand, (especially relating to spelling and persuasive writing) across all grades.
- Explicit quality criteria, Meta-language, high expectations, social support, connectedness, deep understanding and background knowledge to be embedded in writing and reading where/when possible.

School priority 3

Increase from 0% in 2012 to 100% in 2013 the staff that is aware of and trained in the 4 modules relating to the Board of Studies syllabus documents by the end of 2013.

Outcomes from 2012–2014

- Improved staff development opportunities for all staff at Gladstone Public School.
- Increased awareness and knowledge for teachers about the new Board of Studies syllabus.

- Quality teaching practices and strategies that cater for all student needs are trialed.
- Increased parental engagement in understanding how their children learn at Gladstone Public School.

Evidence of progress towards outcomes in 2013:

- Staff have completed module 1 and 2 of the new curriculum.
- Staff have trialed new units from the new Board of Studies Syllabus.
- Staff have attended interschool workshops to collaboratively assess students work samples and to liaise with colleagues in deep professional discussion about student outcomes.

Strategies to achieve these outcomes in 2014:

- Provide staff with quality Professional development time to go to the DEC Australian Curriculum Website.
- Support staff by having regular updates and sections of staff meetings devoted to the NSW syllabus for the Australian curriculum.
- Use the new curriculum as an opportunity to review current curriculum planning, programming, teaching, assessing, and reporting practices.
- Provide opportunities for parents and community to be involved and educated about the new Board of Studies syllabus.
- Schedule Gladstone Public to participate in the four modules relating to the new curriculum available on the new intranet site and on My PL@Edu.

Professional learning

The major focus for professional learning includes:

- New Australian Curriculum implementation;
- Rock and Water training;

- Professional Learning for the Literacy and Numeracy Continuums.

Additional professional learning courses included:

- Child Protection procedures;
- Emergency care and CPR;
- Small schools network meetings;
- *Live Life Well* Physical Education program;



Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Findings and conclusions

Staff & Students

Staff and students have underwent a year of significant change. Staff and students are both establishing new routines and expectations. New roles and responsibilities have been defined and the school is currently reviewing the school welfare policy.

Students were independently surveyed and 90% agree or mostly agree with the following selection of answers:

I really like to go to school each day.

I learn to get along with other people.

I am a success as a student.

The school work is good preparation for my future.

I like to do extra work.

I feel happy.

The things I learn are important to me.

I feel proud to be a student.



15% of students mostly disagree or disagree with:

I feel unhappy.

Learning is fun.

I feel worried.

People trust me.

Parents

Parents returned surveys with additional comments attached. In summary, parents believed the undertakings related to the significant changes at the school during Term 1 and Term 2 impacted the welfare of the students, staff and wider community.

100% of parents who returned the school satisfaction survey strongly agreed or agreed with the following points.

- GPS is an attractive and well-resourced school e.g. classrooms, library and grounds.
- The school is connected to its community and welcomes parental involvement.
- Parents are encouraged to contact the school to discuss concerns relating to their child.
- The school is a friendly school that is tolerant and accepting of all students.
- The students are the schools main concern.
- The school has supportive welfare programs.

- The school offers challenging programs for its students.
- The school maintains a focus on literacy and numeracy.
- The school teaches and promotes core values.
- GPS has competent teachers who set high standards of achievement.
- A wide range of extracurricular programs e.g. sport, art, drama and events.
- The school promotes a healthy lifestyle.
- Fair discipline exists within the school.

30% only somewhat agree with the following statement.

- There is good student access to computers and strong technology programs and resources

Program evaluations

Background

A teaching and learning survey was conducted to investigate how students, parents and teachers view the teaching and learning at Gladstone Public School.

Findings and conclusions

Students

100% of students surveyed strongly agree or agree that:

What I am asked to learn is important.

90% of students surveyed strongly agree or agree that:

My teacher plans activities that are interesting and help me learn.

90% of students surveyed strongly agree or agree that:

My teachers tell me what I am learning and why.

90% of students surveyed strongly agree or agree that:

The way the teacher manages the class helps me to learn.

100% of students surveyed strongly agree or agree that:

My teachers know what I can do and what I need to learn.

100% of students surveyed strongly agree or agree that:

My teacher keeps records and samples to include in my school report.

100% of students surveyed strongly agree or agree that:

I understand how my learning will be assessed.

100% of students surveyed strongly agree or agree that:

School reports and parent interviews provide information about my learning.



Parents

100% of parents surveyed strongly agree or agree that:

- What students are asked to learn is important.
- Teachers provide class activities that are interesting and appropriate to my child's needs and abilities.
- My child talks to his/her teachers about what they are learning and why.
- The way my child's teacher manages the class helps him/her learn.
- My child's teachers keep records of his/her progress.
- Parents and students understand how learning is assessed.
- The school provides clear information about student achievement through the school's reporting process.

(One survey clearly stated that their responses were for term 3 and 4 only).

Staff

100% of staff strongly agree or agree that:

- Students are provided with a relevant curriculum.
- Teaching programs respond to student's interests, needs and abilities.
- They clarify intended learning outcomes and the purpose of learning with students.
- They have classroom management strategies in place to maximize students learning.
- They have assessment processes to provide information on students' strengths and areas for further development.
- They maintain records of student progress.
- Assessment strategies are understood by parents and students.
- The school's reporting to parents clearly communicates information about student achievement and development.
- Assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching strategies.

Future directions at Gladstone Public School we will:

- Explore additional communication avenues and incorporate parent workshops.
- Continue to work with the community to build positive school relationships.
- Ensure that students are supported by teachers who engage in regular professional learning.



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.

Kathryn McNee (Principal)

Kazan Hutley (Classroom Teacher)

Jenny Pugh (LAST)

Nicole Lister (P&C President)

Juanita Davis (P&C Treasurer)

School contact information

Gladstone Public School

13 Kinchela Street, Gladstone. N.S.W. 2440.

Ph: 02 65674253

Fax: 02 65674694

Email: gladstone-p.school@det.nsw.edu.au

Web: www.gladstone-p.schools.nsw.edu.au

School Code: 1991

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

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>