



Education &
Communities

Gladstone Public School Annual School Report 2014



1991



School context statement

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 and enthusiastic staff provide a supportive and professional environment for all students to achieve their goals.

Gladstone Public School is committed to developing student's 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 aim to create a motivating learning environment that is safe, whilst also providing students with confidence and the experiences necessary to adapt to new experiences.



Principal's message

2014 has been a rewarding year for Gladstone Primary School, with many successes.

This year students participated in many new innovative programs that have extended students academically and creatively. These key initiatives are documented further into this report.

Students have excelled once again in the sporting arena with many of our student representing our school at high levels of competition. We also attained a high level of success in the area of creative arts, with many students receiving significant awards.

The school administration building was renovated this year and has transformed the office and staff room areas.

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

Kathryn McNee

P & C Message

Gladstone P & C committee, in conjunction with our canteen, held various fundraisers throughout 2014. Of the many items for fundraising, we held a Sausage Sizzle at the Swimming Carnival (Term 1) & Athletics Carnival (Term2). We also had a

Pancake Day, followed later by a Hot Cross Bun Day, and Easter Raffle.

Term 2, the P&C held a Mother's Day Stall, followed by a Hot Dog Day. During Term 3, our annual Father's Day Stall took place and the committee held an Out of Uniform Day & Crazy Hair Day fundraiser. At the commencement of Term 4, Gladstone Public School hosted a Gala Day catering for other small schools.

The school received a lot of support from families and local businesses for our very successful Christmas raffle, at the conclusion of the year. The P&C also presented calculators to the 2014 Year 6 students, leaving for high school.

Our canteen services the school on Monday, Wednesday and Friday. We have financially contributed to the school to assist with excursions, and the purchase of resources. As a result we were able to support the school by donating money for the purchase of new readers and contributing towards the end of year school activities and excursions for the students to enjoy.

I wish to thank all supporters, canteen helpers and members of the Gladstone Community for their help during the 2014 school year.

Jo Meehan

Student Representative Message

Gladstone Public School had a great year with many activities provided by the teachers. We enjoyed sporting events, amazing art programs and fun challenges. I especially enjoyed the leadership opportunities.

Year 5 and 6 attended a camp held in Bathurst and Sydney with other small schools around the area. It was great to get to know other students and we are looking forward to seeing them at high school next year.

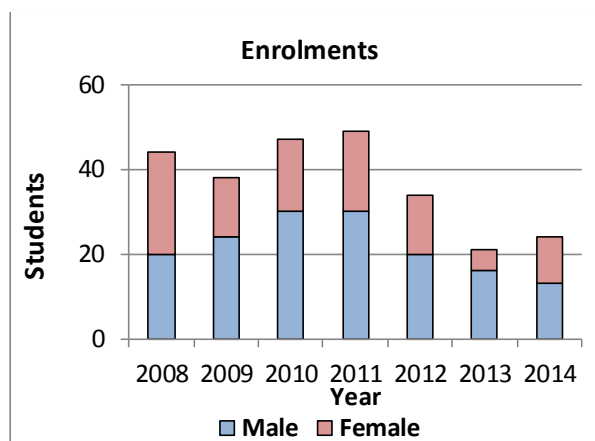
I have enjoyed my year as school captain and wish the future year 6 students the best of luck.

Jess Hensler

Student information

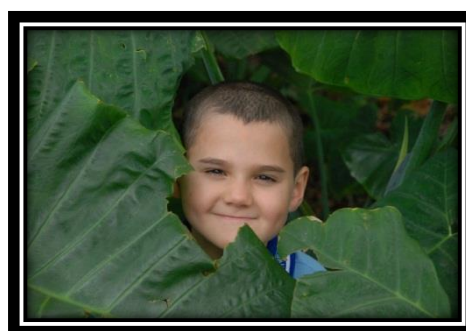
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



Student attendance profile

	Year	2011	2012	2013	2014
School	K	93.7	98.3	86.4	95.2
	1	94.2	96.8	94.5	97.3
	2	92.8	96.2	95.1	95.7
	3	95.6	97.0	95.0	98.6
	4	94.1	95.2	89.0	96.8
	5	93.3	97.0	93.3	90.2
	6	96.5	97.2	93.6	96.4
	Total	94.4	96.7	93.2	95.8
State DEC	K	94.7	94.3	95.0	95.2
	1	94.2	93.9	94.5	94.7
	2	94.2	94.2	94.7	94.9
	3	94.4	94.4	94.8	95.0
	4	94.3	94.3	94.7	94.9
	5	94.2	94.2	94.5	94.8
	6	93.8	93.8	94.1	94.2
	Total	94.3	94.2	94.7	94.8





Workforce information

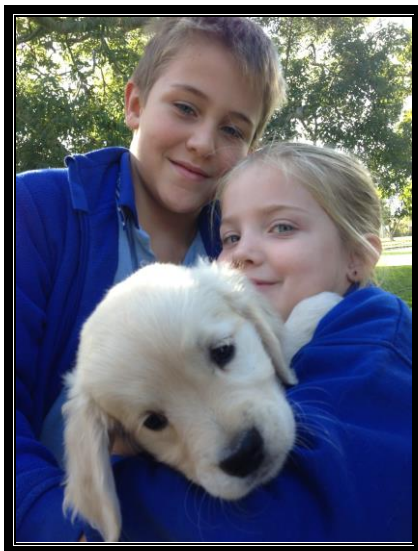
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Classroom Teacher(s)	1.0
Primary Part-Time / RFF	0.252
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.084
School Administrative & Support Staff	0.696
Total	3.332

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

Currently no teachers identify as having Aboriginal heritage.



Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	0%

Professional learning and teacher accreditation

Staff from Gladstone Public School completed over 15 Professional Learning Courses throughout 2014. 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.



Beginning Teachers

Gladstone Public School had no beginning teachers in 2014.

Financial summary

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



School performance 2014

Arts

2014 proved to be full of innovation and change particularly in the area of Creative Arts. In Term 1 Gladstone Primary School offered an intensive Visual Arts program for students. This program resulted one of our student's winning a Commonwealth Games competition receiving \$500 individually and \$500 for the school. Our students also were very successful in the Kempsey Show winning multiple placings of 1st, 2nd and 3rd. Students from Kindergarten to Year 6 were all represented in the results. This program was brilliant and provided extension opportunities for many of our gifted artists. Thank you to Mrs Lister who provided such an intensive and thorough program.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	45871.68
Global funds	57445.38
Tied funds	31958.35
School & community sources	11542.86
Interest	1329.36
Trust receipts	715.50
Canteen	0.00
Total income	148863.13
Expenditure	
Teaching & learning	
Key learning areas	8301.46
Excursions	3829.39
Extracurricular dissections	3350.78
Library	588.49
Training & development	4586.04
Tied funds	34362.67
Casual relief teachers	4724.98
Administration & office	22323.61
School-operated canteen	0.00
Utilities	9593.37
Maintenance	5136.76
Trust accounts	715.50
Capital programs	0.00
Total expenditure	97513.05
Balance carried forward	51350.08



Students participated for the first time in the Southern Network Dance Festival and delivered a quality performance. This was an exceptional effort as many of our students who participated were in their first years of school. Students loved performing on a professional stage and developed confidence through this opportunity.



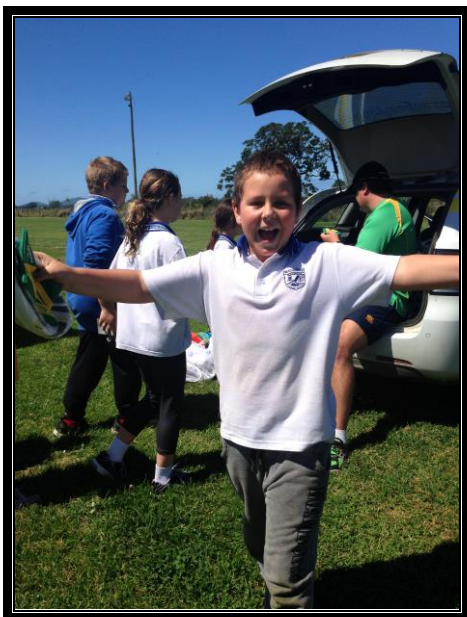
A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

For the first time Gladstone students also participated in the Primary Play Day which involved a structured drama workshop where students wrote their own play. This play was rehearsed over the following term and performed at the Port Macquarie Glasshouse. Again students were able to experience a large scale performance.



Sport

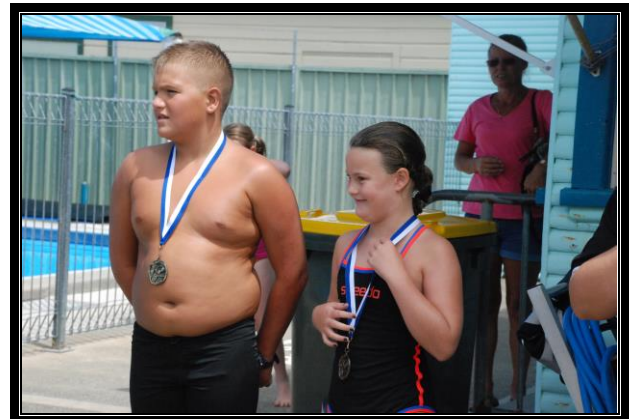
Gladstone students excelled in the sporting arena this year. Many of our student progressed through to the North Coast level of competition. This was an outstanding achievement. Gladstone PS also retained the Macleay Small Schools PSSA Trophy again in 2014. Our intensive weekly swimming program which runs in Term 1 and 4 has proved to significantly support the development of swimming in our students.



In Athletics and Cross Country we also had students represent our school at the Macleay District level. Representation included the events high jump, shot put and discus.



Gladstone students attended many Gala Days inclusive of soccer, cricket and football. All staff at Gladstone PS are proud to offer so many sporting opportunities.



Other

In 2014 Gladstone Public School participated in The Macleay Spelling Bee for the first time. Students from all schools both large and small from the Macleay were represented in the competition. We were very proud to place 4th in this event against some of the very large schools who have been participating in the competition for some time.

Gladstone also participated in Chess competitions with one of our students being a medalist in the competition.



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)

The *My 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.

Other achievements

Significant programs and initiatives – Policy and equity funding

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 2014 students participated in NAIDOC Day at South Kempsey Public School. Students engaged in cultural experiences and listened to the yarns from the local Elders. This was a wonderful day for all involved.

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 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.

Aboriginal background

In addition, Gladstone Public School was able to support the achievement of Aboriginal student outcomes by providing individual learning plans and additional Learning and Support Teacher time to cater for additional learning experiences.

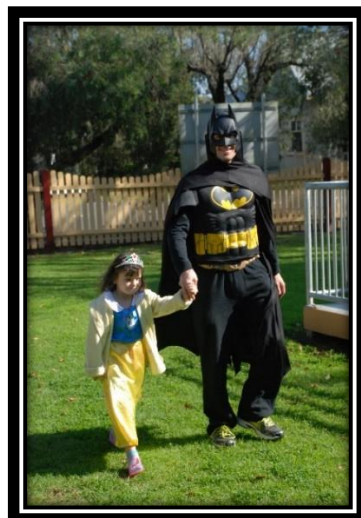
Socio-economic background

This funding provided additional support for students to access extra-curricular activities that supplemented the curriculum, providing authentic learning experiences for students.

Learning and Support

Learning and support funding assisted by extending our occupational therapy program. We had the added benefit of a teacher who received additional training in the areas of fine motor and gross motor development.

Additional transition for high school was catered for in 2014 to support the needs of transitioning students.



Other significant initiatives

Technology

This year, a school priority was to increase access and availability of technology across the school. A full evaluation was conducted and computers were re distributed to provide access across the school including the library. The school purchased three iPads for student use and installed three new laptops in the junior classroom. The administration and interactive whiteboard computers were upgraded.



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:

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

School planning 2012-2014:

School priority 1

Increase the percentage of students achieving grade appropriate levels in Place

Value aspects of the Numeracy Continuum from 75% to 85% 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

Evidence of achievement of outcomes in 2014:

- Staff have continued 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.
- I pads have been purchased as a teaching resource to provide an additional source of engagement.
- 100% of staff utilise 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:

- Training in the NSW Australian Curriculum for all staff.
- 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 pedagogy K-6 demonstrating whole approach to teaching and learning.
- Purchase of required resources including ipads to compliment teaching programs/Resources utilised fully.
- 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 2

Increase the percentage of students achieving grade appropriate clusters in the writing aspect of the Literacy Continuum such that from 80% to 85% 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 achievement of outcomes in 2014:

- All students are tracked using PLAN software in all aspects on the 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.



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 Mathematics Syllabus documents by the end of 2014.

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 trialled.
- Increased parental engagement in understanding how their children learn at Gladstone Public

Evidence of achievement of outcomes in 2014:

- Staff have completed all modules of the New Mathematics Syllabus.
- Staff have trialled 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 discussions 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.



Parent/caregiver, student, and teacher satisfaction

In 2014, 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, mathematics and communication. 72% of surveys were completed and returned.

Parents and students are 100% always or mostly satisfied with the education and professional practice of staff and the quality of programs. 100% Students indicated that they always or mostly agree that their teacher's clearly explains educational tasks and that the teacher expects the best from students. 25 % of students stated that they sometimes handed their homework in on time. 100% of students always or mostly agree that their teacher cares about them, helps to catch up on work and takes a personal interest in each student.

Surveys returned about homework produced the following results:

- 75% of students did have internet access and access to a computer.
- 60% of students had an organized after school activity (like sport, dance, drama or music).
- 90% of students had a desk or table in a quiet area to complete homework.

Survey returned indicated that 80% of students enjoy mathematics and believe it is relevant to their lives. Many students were very specific in mathematical areas they would like to learn more about. 65% of student indicated they would prefer to do less fractions and division work and more on measurement and addition.

In a response to feedback collated from parents the school now has a Facebook group to enhance communication.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

This plan was developed in consultation with students, staff, parents and the wider community.

Two strategic directions emerged as a result of the consultation process;

- Developing respectful students who respect themselves, their community and their world.
- Delivering quality education that evolves with the needs of students.

These strategic directions are innovative and incorporate the new Educational Reforms including Local Schools Local Decisions, Every Student Every School, Great Teaching Inspired Learning and the Performance and Development Framework.



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)

Jo Meehan (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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

