Annual School Report 2008
Gunning Public School
Our school at a glance

Students
Gunning Public School and its community are committed to ensuring that the teaching and learning environment makes it possible for all our students to experience success at their own ability level. Students are encouraged to set individual learning goals. We support a safe environment where it is expected that the school values of respect, co-operation and loyalty are appreciated and implemented though positive student welfare.

Gunning Public School offers many of the advantages often associated with larger schools through its Small Schools network while at the same time preserving the tone and friendliness characteristic of small country schools.

In 2008, a teaching principal, supported by two full time class teachers, and weekly lessons in music, library, computing studies and sport provided quality education at Gunning Public School. All teaching staff met the professional requirements for teaching in NSW public schools. A student enrolment of 65 came to Gunning from within the town and surrounding rural areas.

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

Significant programs and initiatives
As the school moved toward the end of its 2006-2008 three year management plan, significant areas of achievement included:

the continuation of our Success For Boys programs with an emphasis on ICT and performing arts,

emphasis on quality practices in literacy and numeracy,

entry into the Premiers’ Reading Challenge and the Premier’s Sporting Challenge with overall silver medal success in the Sporting Challenge and 92% of students completing the Reading Challenge.

Student achievement in 2008

Literacy – NAPLAN Year 3
Overall literacy results saw students meeting regional average in reading, just below state average. Writing and spelling results were average for the majority of students.

Numeracy – NAPLAN Year 3
Overall numeracy results saw students meeting regional average in numbers, patterns and algebra, with measurement, space and geometry just below regional average.

Literacy – NAPLAN Year 5
Overall literacy results for the majority of students saw regional bench marks met. Grammar and punctuation results were less than regional average for some students, and will be a focus of specific teaching in 2009.

Numeracy – NAPLAN Year 5
Overall numeracy results saw the majority of students meeting regional benchmarks, with results in patterns and algebra showing the need for explicit teaching in this area.

Messages

Principal's message
In 2008, the township of Gunning celebrated 150 years of public education. This was an event of which everyone was proud. So much has changed in Gunning. In notes taken from the archives office we saw that the first formally registered pupil of the school was Walter Wheatley who had a register number of 1. His father, Josiah, who was a farmer, paid a school fee of 9 pennies per year!

Everyday at Gunning PS we talk about doing our best, respecting others and ‘daring to dream’. Our focus on providing quality education in the local community is supported by initiatives in literacy, numeracy, ICT, performing arts and student welfare.

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.

Annette Broadbent
Principal
P&C Message

Community and P and C support for the school has culminated in continuing the major refurbishment of literacy resources and parent participation in the decision making in the school. Major issues that the P and C consulted on this year were: establishing a new Canteen Committee and canteen policy; the new three year management plan for the school; and the school’s successful application for the Positive Behaviour for Success program for the next five years.

We celebrated the 150th anniversary of public education in Gunning on the 15th November. A ‘Back to Gunning’ day was organised with memorabilia, jumping castle, open classrooms and a dedication ceremony to unveil the new commemorative pavers. The commemorative walkway alongside the flagpole and old school bell adds another touch of history to our lovely school. Over 200 pavers were laid with the assistance of volunteers.

Special events such as Education Week, Grandparents’ Reading Day and the running of a highly regarded school canteen added to a great year. We have a small, but dedicated band of volunteers who keep the canteen ticking along.

Gunning Gold continues to be the chief fundraising initiative over the past 12 years.

A hardy band of parents and parent co-ordinators took orders, organised helpers and the bagging of sheep manure, which was sold to surrounding areas. We set a record for bagging on our first day – over 800 bags! Special thanks to all involved. From all accounts, Gunning PS continues to rely on supportive parents who think nothing of standing in the cold wind bagging sheep manure. Marvellous effort!

I would like to personally thank the P and C executive for a sterling job as they continue to support each other and the staff in providing the best education possible for the children of Gunning PS.

Brett Lees
P and C President

Student representative's message

This year has been a busy one for the SRC and the Year 6 leadership team. We have had Bandanna Day, Red Nose Day, Genes for Jeans Day and Sunnies for sight Day. We think it is really important to support children who are not as lucky as we are and we get to have a lot of fun at the same time. We also support Stewart House, which is a great place for kids who are sick or need a break from home. Stewart House is supported by NSW school children and the teachers from public school all around the state. The SRC helped the teachers to make decisions about ‘no hat, no play’ and ‘Crunch and Sip’, as well as how to elect the captains of our school.

Year 6 Leadership Team

150 years of public education in Gunning

What a lovely day it was! Past pupils, teachers and principals joined today’s school community to celebrate 150 years of public education in Gunning. An engraved brick pathway and school logo was opened, commemorative shrubs planted, pupils entertained the guests and the school was wide open for inspection. A crowd of nearly 400 joined in the day.

Alby Schultz and Katrina Hodgkinson supported the day, John Shaw shared stories from when he was a boy at the school and Jean King, the School Administrative Manager, was presented with her certificate for 30 years of service to public education by Paul Greer, the School Education Director for our area.

Special mention must go the staff and P and C of the school who worked so hard to make the day a success. We were so proud of the combined effort on the day - fetching and carrying, opening classrooms, gathering a wonderful display of memorabilia, catering, teaching and guiding the performances and making visitors feel very welcome.

Brett Lees, P and C President cuts the ribbon to the pathway with Colin Parker, Regional Director of schools in the Riverina and past Principal of Gunning PS
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

![Enrolments graph]

Student attendance profile

![Student attendance rates graph]

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

Class Sizes (cont.)

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year Total per Class</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>K/1</td>
<td>K</td>
<td>13</td>
</tr>
<tr>
<td>1/2/3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>1/2/3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>

Structure of classes

Three classes were formed with some grade splits to meet need Departmental and teacher equity need: K/1 1/2/3 3/4/5/6

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>14 days/year</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>Part time</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>Part time</td>
</tr>
<tr>
<td>Counsellor</td>
<td>9 days/year</td>
</tr>
<tr>
<td>Total</td>
<td>3.462</td>
</tr>
</tbody>
</table>

An extremely small number of students had a large amount of single absences in 2008. Gunning PS and its school community encourage students to attend school each day in accordance with NSW State Government requirements.
Staff retention
All permanent teachers maintained their position at Gunning Public School, with the addition of temporary support staff for leave provisions and students new to Australia.

At the end of 2008, our School Admin Manager, Jean King, retired after 33 years of valuable service to the children and families of Gunning and Dalton Public Schools.

Staff attendance
Staff have access to leave entitlements such as sick leave. We had an unusual amount of winter illnesses through the whole school and school community in 2008. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.1%

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>67</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>137 577.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>68 898.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57 111.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15 245.00</td>
</tr>
<tr>
<td>Interest</td>
<td>6 928.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 638.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>287 397.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

The balance held at the school in the 2007/08 year was boosted by retained funds for the Investing in Our Schools Grant, the Community Water Grant and money the school has set aside to replace an aging photocopier and ride on lawn mower. Funds are being progressively set aside to replace aging playground equipment, which will cost many thousands of dollars.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
**School performance 2008**

**Achievements**

**Arts**

We continue our positive emphasis on creative, practical and performing arts by presenting opportunities for our students through quality teaching and learning programs. These programs operate in a variety of forums including within the classroom, during specialist lessons, on excursions and during extra-curricular activities working with regional artists and galleries.

A quality innovative music program was run by Mrs Joan Carey at the school for one day per week. Students were able to experience and explore lessons in tuned percussion, musical composition and improvisation.

Other activities included:

Our second experience in the Goulburn Music Festival massed choir. Our percussion group performed as an item and was very well received.

Students performed songs and plays for our Education Week, anniversary and Presentation Night assemblies.

Participation in the Lions’ Club Public speaking competition for Year 4, 5 and 6.

A specialist Piano Teacher, Kate Cameron, gives lessons to students and parents in our school on Tuesdays

Two excellent Musica Viva visits.

**Sport**

The school has provided a range of sporting activities to enhance student participation in, and to improve student learning outcomes in the PD/Health/PE curriculum whilst encouraging full participation. Our belief is that making healthy lifestyle choices are significant factors in the development of all children.

Highlights for 2008 include the Fitness Program, Friday Afternoon Sport, the Lunchtime Olympics and the special swimming school classes run by the Department of Education and Training.

**Academic**

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

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

**Yr 3:** from Band 1 (lowest)

   to Band 6 (highest for Year 3)

**Yr 5:** from Band 3 (lowest)

   to Band 8 (highest for Year 5)

**Sporting opportunities in 2008:**

Full participation of students in our school swimming, athletics and cross country carnivals

Participation in the Sport and Cultural Expo in Goulburn for years 4, 5 and 6.

Ebony Hull, Harry Morris, Luke Horrobin and Jordan Boulding were selected for the Dapto Regional Carnival. The junior relay team were also selected. Team members were Ebony Hull, Maddison Horrobin, Sally Hurst and Romella Burke-Priestly

Emily Lewis, Marty Smith, Isaac Lanham and Janessa Curry (reserve) were selected for regional cross country representation.

Isaac Lanham, Jack Priestly, Jordan Boulding, James Roche were selected for District Athletics representation.
The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students. State average band distributions do not include students who were exempted from the tests.

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.

<table>
<thead>
<tr>
<th>Percentage of our Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students achieving at and above minimum standard

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>78</td>
</tr>
<tr>
<td>Spelling</td>
<td>78</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

The above results include results for those students with significant learning difficulties.

Significant programs and initiatives

Aboriginal Education

All Key Learning Areas and curriculum acknowledge Aboriginal history and culture where appropriate.

Multicultural Education

All school community members work towards ensuring an inclusive school community and a racism-free learning and working environment. This year we have incorporated an ESL program into our curriculum for students learning English as a Second Language.

Respect and Responsibility

Traditionally Gunning students are involved in local community and school activities that promote these values. They participate in Anzac and Remembrance Day services, take part in public speaking, grow in leadership through peer support programs, and promote safe play and anti bullying strategies in the playground.

Everyday values of Gunning school and the core rules of the Department of Education and Training are promoted through a focus on respect, good sportsmanship and reliability. A banner in the school hall is a daily reminder of the values the students chose as being important. Our emphasis is on developing personal responsibility in our students.

Progress on 2008 targets

Targets for school and student improvement in 2008 were based upon the priority areas of quality teaching and learning, building capacity in ICT and assessment and reporting.

Target 1.

School Priority Area: Quality Teaching and Learning

Implementation of quality teaching and learning strategies to support growth in student achievement of literacy and numeracy outcomes.

Our achievements include:

Teachers continue to explicitly teach literacy and numeracy skills to ensure growth in student outcomes.

The two hour literacy connected session has become standard practice in every classroom three times per week.

Revitalisation of resources in literacy and numeracy to meet quality with the generous assistance of the P and C.

92% of students completed the Premiers Reading with the support of parents, class teachers and the teacher/librarian.

Year 3 students met national minimum bench marks in reading, spelling and numeracy.

The percentage of Year 5 students in the upper bands of national testing needs to improve with 57% of Year 5 in Bands 7 and 8 for reading, and 36% of Year 5 in Bands 6,7, and 8 in writing.

Target 2.

School Priority Area: Purposeful ICT curriculum

Building capacity in ICT through quality teaching and learning

Specific computer skills lessons were provided once per week in line with agreed scope and sequence.

Some class teachers supported ICT integration and its links with literacy. All ICT skills learnt were connected with existing class programs.

Professional learning funds were allocated to support targeted training in ICT skills for all staff. A scope and sequence of ICT skills was implemented across all KLA’s.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of school culture and computer education. 30% of parents replied to the surveys.

Educational and management practice

As Gunning continues to grow and adapt to a changing environment and township, and as many long term families move onto secondary education, parents and carers were asked for their views on the culture of the school.

Findings and conclusions

Almost all parents thought that the school had its students as the main concern of its day to day running of the school. They were supportive of the way the school praises and rewards its students, finds ways to improve its outcomes and encourages all students to do their best.

Almost all parents who responded to the survey expressed their concern that only a small number of parents actively support the school in its efforts to provide quality education for its students. They would like to see more parents become actively involved in P and C, fundraising, home reading programs, reading the Grapevine every week, and in communicating with their child’s teacher.

Future directions

P and C will meet on this issue at the March meeting in 2009. Together we will work on ways to make access and support for all parents a reasonable and acceptable part of their family lives.

Curriculum

Background

As Information and Computer Technology forms such a large part of everyday learning in the 21st century, it was decided to review parental knowledge and attitudes towards the school’s program for teaching ICT basic skills.

Findings and conclusions

Parents who responded to the survey were very positive about the computer program at Gunning. They supported the content, skills and direction of the program. Parents reported that they would like the ability to look at samples of ICT work and that computing did not form a large part of conversations with teachers about their child’s progress.

Future directions

Work samples from computer lessons will be collated in an individual student book for sharing with parents.

Semester reports and parent teacher conferences in June will reflect an ICT component.

School development 2009 – 2011

Gunning Staff alongside the P and C reviewed school progress and met to decide on school priorities for the next three years.

Targets for 2009

Target 1.

School based data and NAPLAN results will show each student achieving individual learning goals as applied to national benchmarks and stage outcomes for Literacy and Numeracy.

Strategies to achieve this target include:

- Analysis of individual students' needs and provision of appropriate support through Best Start, RR levels, early literacy continuum, STLA, reading recovery.
- All connected literacy sessions and library sessions will include, where appropriate, the explicit and systematic teaching of guided reading, shared reading, spelling, punctuation and grammar, modelling, significance, HOT.
- All teacher documentation must display explicit strategies, provision for students needing support or extension, productive assessment linked to student outcomes.
- Professional development linked to student and teacher need.
- Extra reading support programs for students at risk of not meeting stage outcomes. ATSI students supported through 1:1 sessions (ATSI support)
- Parent forums, information, follow up forums leading to greater engagement in the home reading program (K-6) and strengthened community partnerships
Our success will be measured by:

85% of students achieve or better national benchmarks in literacy in 2009

All Kindergarten students reading in excess of Level 6, Yr 1 in excess of level 12, Yr 2 to reach or better Level 2

Best Start implemented in Kinder and supports effective planning for literacy to meet needs for all ES1 students

All existing 2 hour connected literacy sessions will explicitly teach spelling, grammar and punctuation as a foundation of language. All library sessions will focus on aspects of critical literacy

Target 2.

School-based data will show each student achieving growth in relation to the K-12 numeracy frameworks and SENA levels. Quality teaching framework and K-12 mathematics frameworks will become the key instrument to improve student outcomes through improvements in practice.

Strategies to achieve this target include:

Participation in professional learning opportunities that develop numeracy expertise according to staff need

Targeted support for individual learning needs determined by analysis of NAPLAN numeracy and school based data

Quality teaching elements to be incorporated into all aspects of teaching numeracy. Embed “Working Mathematically” into teaching programs e.g. Language of Maths

Engagement of regional personnel to optimise staff learning in the K-12 learning frameworks for maths

Parent forums, information, follow up forums leading to greater engagement in the practice of maths at home (K-6) and strengthened community partnerships

Extra maths support programs for students at risk of not meeting stage outcomes. ATSI students supported through 1:1 sessions (ATSI support)

COG units incorporate quality numeracy strategies and Aboriginal focus where appropriate

All teacher documentation must display explicit strategies, provision for students needing support or extension, productive assessment linked to student outcomes.

Our Success will be measured by:

85% of children achieve or better national benchmarks in numeracy in 2009

ES1 and S1 teachers refer to SENA levels, benchmarking and growth on K-12 maths framework as assessment points that drive planning. S2 and S3 refer to K-12 maths framework and NAPLAN results.

Best Start implemented in Kinder and supports effective planning for numeracy to meet needs for all ES1 students

Target 3.

Build positive relationships both at school and in the school community to support the engagement of our students most at risk and their attendance patterns at school.

Strategies to achieve this target include:

All staff will form a team to undertake professional development in the Positive Behaviour for Success program

Identify the needs of the school and its community for implementing a behaviourally based instructional framework

Attendance policy implemented

QT measures (see literacy and numeracy plans) ensure motivation to come to school

Support parents in strategies to facilitate improved attendance

Parent meetings related to learning styles, home activities, reading and learning together

Survey parents’/carers’ areas of interest and use of Regional personnel in 2 year timeframe for parent learning

Our Success will be measured by:

Student attendance for those students most at risk by 5%

Decrease in playground behaviour incidents requiring principal intervention by 10%
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.

Brett Lees  P and C President
Gabby Dickson  Teacher
Lisa Runnacles  Teacher
Annette Broadbent  Principal

School contact information

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Email: gunning-p.school@det.nsw.edu.au
School Code 2111

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