Gresford Public School
Annual School 2011
Our school at a glance

Students
The school’s population currently totals 58. The present enrolment trend indicates the maintenance of the existing staffing entitlement.

Staff
The staff comprises one full-time teaching principal; two full-time teaching positions; one part-time teaching position for library learning, learning support and release from face-to-face teaching duties; one full-time school administration manager; one part-time school administration officer; one full-time and one part-time school learning support officer.

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

Significant programs and initiatives
The school’s science program has again been a highlight with a State award being granted to Dr. Lesley Wright, as the CSIRO Scientist in Schools mentor for Gresford Public School. This award was for innovation in science and mathematics education and came with a $5000 prize for the enhancement of science and mathematics education at the school.

Public Speaking and Debating has continued to be a high profile program with the school joining the Dungog Community of Schools to share a Creative Arts Grant to participate in specialized workshops and competitions. Gresford teams were winners at this level. The school debating team was runner-up in the Small Schools Debating Competition and two students qualified for the Zone Public Speaking finals. From this, one student went on to represent the school at regional level.

Environmental education has been another feature program with students involved in recycling, gardening, conservation and litter reduction activities. The school received a Regional Education Week Award for its environmental program.

All students participated in a movie making program where the school won first prize for its promotional movie in the Newcastle Movie Makers competition.

Senior students participated in the Dungog Community of Schools Middle Years Writing Initiative which involved working with students from Dungog High on a robotics program. As a result of their participation, students travelled to Macquarie University where they were part of a state team which broke the Guinness World Record attempt to have the most robots dancing at once.

Student achievement in 2011
Results in the NAPLAN tests for Years 3 and 5 showed these particular cohorts of students to be below the state averages for numeracy and literacy except for Year 3 which was above the state average in the writing component.

Principal’s message
Gresford Public School has seen its students once again participate in a wide range of learning experiences from both within and beyond the curriculum. All these opportunities aim to build the academic, social and emotional well being of students. Results of the educational programs presented are evidenced in improved learning outcomes for all, enrichment and extension learning where appropriate and consolidation of basic skills.

Gresford students participated in the national testing program for Years 3 and 5 (NAPLAN), the University of NSW competitions, the Newcastle Permanent Mathematics Competition, the Premier’s Reading, Spelling and Sporting Challenges and Department of Education and Communities (DEC) and regional Technology competitions. There were some significant successes in these results.
Enhanced learning opportunities were available through extension programs such as workshops for Gifted and Talented students in movie making, creative arts, visual arts, drama, public speaking and debating. Boys’ and Girls’ Education Programs were run for the first time for the senior class. Such learning opportunities are run in addition to embedded specialised programs such as the Parent Tutor Literacy Program, the Literacy Through Shakespeare Program, the School Ensemble and Signing Choir and the Leadership and Values Programs. These come together to give all students the opportunity to build skills which develop the whole child.

Parents have continued to play an integral partnership role, alongside the school in supporting the many educational programs offered. Parent involvement in P&C activities, classroom and sporting programs, fund raising, tutoring, providing transport, attending meetings, special functions and conferences ensures the continued success of our school.

All members of Gresford School staff have worked hard as a team to ensure the delivery of the best educational programs to students. Professional learning has been a vital part of ensuring the quality of syllabus delivery as well as the long hours spent in preparation for classroom learning and reporting to parents. Teachers and support staff have undertaken a range of courses across all key learning areas, as well as behaviour management and administration to ensure the currency and quality of syllabus delivery.

The school has always been supported by a strong, interested community and we have appreciated the opportunities to interact with such groups as the Lara Nursing Home where students visit regularly throughout the year; the local church groups who provide regular religious education; the generosity of individuals within the community who fund literacy support programs and provide sponsorship for student awards. Gresford School is grateful for their support of the young people of the community.

The year has seen the official opening of the new library and the resurfacing of the hard court with a synthetic playing surface. The demountable library has been removed with the grounds repaired to allow an extension to the playing area. Air conditioning of the library by the P&C has completed this outstanding educational resource.

The school evaluation process involving parents, students and teachers has given rise to the strategic plan for Gresford School for 2012-2014. Targets for this plan are described further on in this report.

I would like to take the opportunity to thank all who have been involved in making our school a great one and encourage your continued support in the coming year.

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.

Pauline Mitchell

P & C message

The P&C had an active year. We have keenly supported school excursions, Swim School, the Year Six Farewell, educational programs such as Mathletics, concreting the end of the hard court and replacing the shade cloth over the playground. We organised a family disco in February, reorganised school uniform sewing and deliveries, found volunteers for many school events and provided a forum for discussion and ratification of school policies.

To raise the money needed, the P&C ran the cowpat lotto at the Billy Cart Derby again. However our biggest fundraiser was the Grrresford Sprrring Rrracing Carnival held in November, with money specifically designated to air-conditioning the computer room and 5-6
classroom. We raised over $6000 and had a hilarious night.

The canteen was a strong performer both financially and in health terms. A revamped, much healthier menu was introduced in Term 4 and has proved a great – and surprising – success.

The committee: Dana Hawkins, Secretary (until May); Ros Iverach, Treasurer (replaced by Sharon Hill in April); Leanne Atkins, Vice-President; Scott Everett, Vice-President; Canteen Co-ordinators were Deb Faulk (until October) and Jennifer Cowley (all year).

John O’Brien,
President.

Student representative’s message
This year has been a blast with a Maroon Day held in Term 1 to support the Queensland flood victims being a great success. Almost everyone dressed up in maroon coloured clothes and shoes. We also supplied pure fruit juice ice blocks for the whole school when they participated in Clean Up Australia Day. We didn’t have time to do anything in Term 2 because we are a very busy school. In Term 3 we had lots of fun with the Talent Quest. We saw some amazing dancing, singing and instrument playing. In Term 4 we were unable to run a fund raiser. This year has been a great one and we will be having another great one next year.

Kind regards,

Thomas Hojer and Ziz O’Brien Cavanough on behalf of the SRC Committee

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
Data as at March 21, 2011:

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>41</td>
<td>46</td>
<td>47</td>
<td>36</td>
<td>32</td>
<td>25</td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td>41</td>
<td>43</td>
<td>35</td>
<td>31</td>
<td>30</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance
Parents are contacted by phone where a series of unexplained absences occur. Should attendance not improve, a meeting is scheduled with the parents/caregivers, teacher and principal. Failing these strategies, a reference is made to the Home School Liaison Officer for a formal program to commence. These procedures are documented in detail in the School Attendance Policy.
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.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>9</td>
<td>20</td>
</tr>
</tbody>
</table>

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>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1P/T</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1 P/T</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1 P/T</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>1 P/T</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>1F/T,1P/T</td>
</tr>
<tr>
<td>Total</td>
<td>5F/T,5P/T</td>
</tr>
</tbody>
</table>

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

There are no indigenous members of the teaching or support staff.

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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></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.

Date of financial summary: 30/11/2011

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>76083.13</td>
</tr>
<tr>
<td>Global funds</td>
<td>66137.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>62548.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>62244.15</td>
</tr>
<tr>
<td>Interest</td>
<td>4657.82</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3380.94</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>275051.79</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning             | Key learning areas | 17452.76 |
|                                 | Excursions         | 6483.64  |
|                                 | Extracurricular dissections | 12018.63 |
| Library                         | 3413.51           |
| Training & development          | 2441.45           |
| Tied funds                      | 63002.99          |
| Casual relief teachers          | 15455.35          |
| Administration & office         | 32745.80          |
| School-operated canteen         | 0.00               |
| Utilities                       | 16438.17          |
| Maintenance                     | 2815.02           |
| Trust accounts                  | 2274.59           |
| Capital programs                | 30517.36          |
| Total expenditure               | 205059.27         |
| Balance carried forward         | 69992.52          |

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the P&C meeting. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Students have been involved in a range of curriculum and extra-curriculum learning experiences.

Musica Viva in Schools Program

Achievements

Arts

Creative Arts, particularly music, has been a focus in the school. The school Ensemble and Signing Choir now comprises every student in the school and has performed at school functions and presentation night; for the residents of the Lara Nursing Home and auditioned for the regional music festival, making a high-quality video of the performance to showcase on the school website. The School Talent Quest provided a performance outlet for student talent. Year ¾ students entered the district portrait painting competition as well as entries for the Gresford and Dungog Shows. Computer art work has been a feature with the purchase of an outstanding software package. One student’s art work was presented to the Federal Member for Paterson for display in his parliamentary office.

Sport

A range of engaging sports have been introduced to students through the federally funded Active After School Sports Program. These sports have been presented by specialist facilitators in the areas of Rhee Taekwondo, soccer, Oztag, dance and basketball. As a result of student and parent enthusiasm, a regular Rhee Taekwondo class has been established here weekly, after school.

School Cross Country and the Athletics Carnival were held in the winter months. Twelve students went on to represent the school at zone cross country and one qualified for the regional event. Twenty students represented the school at the Zone Athletics Carnival. Primary students competed in the PSSA soccer competition and the Reg Kelly cricket competition.

Other

Technology has been a feature program with the extensive use of Smart boards in each classroom and the regular use of the video conferencing facilities to extend learning. Movie making has involved all students in the school with Years 3-6 being involved in scripting, crafting, photographing and using computer technology to make their own clay animations. Robotics has been introduced to senior students.

Academic

In the National Assessment Program, the results across the Years 3 and 5, literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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

Yr 3: from Band 1 (lowest) to Band 6 (highest)
Yr 5: from Band 3 (lowest) to Band 8 (highest)

Literacy – NAPLAN Year 3

In Year 3, we were below state average in all areas except writing. The majority of our students were placed in Bands 4-6. No students were below national minimum standards in reading.

No students were below national minimum standards in writing. We had a significant number of students above the national minimum standards.
The majority of our students were in Bands 4-6 for spelling.

The majority of our students were in Bands 4-6 for grammar and punctuation.

Numeracy – NAPLAN Year 3
The majority of our students were in Bands 4-6 for overall numeracy.

Literacy – NAPLAN Year 5
In Year 5, 70% of students were above the national minimum standards.

Half of Year 5 students were placed in Bands 6-8 for writing.

Our school demonstrated growth above the state average in spelling.
Half of the year 5 students were placed in Bands 6-8 for grammar and punctuation.

NAPLAN Year 5

Half of the Year 5 students were placed in Bands 6-8 for numeracy.

Progress in literacy

Analysis of this data and school based data has determined that a focus on spelling, grammar and punctuation will be included in the strategic plan for 2012-2013.

Progress in numeracy

Analysis of this data and school based data has determined that a focus on number facts and processes will be included in the strategic plan for 2012-2013.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3 and 5.

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.

In literacy for Year 3, 2 students were below minimum standards in spelling and grammar and punctuation; whilst 3 Year 5 students were below minimum standards in reading, spelling, punctuation and grammar.

Percentage of students in our school achieving at or above the minimum standards in 2011

<table>
<thead>
<tr>
<th>% achieving at or above minimum standard</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
<td>70%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>80%</td>
</tr>
<tr>
<td>Spelling</td>
<td>91%</td>
<td>70%</td>
</tr>
<tr>
<td>Punctuation and Grammar</td>
<td>91%</td>
<td>70%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Performance of Students in Classes not sitting for the NAPLAN test

Literacy levels were determined using records of reading, Best Start assessment tools, work samples, standardised and teacher designed tests. Mathematics levels were determined using Best Start assessment tools, work samples, benchmarking tools and teacher designed tests.

Literacy

<table>
<thead>
<tr>
<th>Year</th>
<th>Below Expected Level</th>
<th>At Expected level</th>
<th>Above Expected Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six</td>
<td>0%</td>
<td>62.5%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Four</td>
<td>11%</td>
<td>67%</td>
<td>22%</td>
</tr>
<tr>
<td>Two</td>
<td>43%</td>
<td>43%</td>
<td>14%</td>
</tr>
<tr>
<td>One</td>
<td>17%</td>
<td>33%</td>
<td>50%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>20%</td>
<td>20%</td>
<td>60%</td>
</tr>
</tbody>
</table>
Mathematics

<table>
<thead>
<tr>
<th>Year</th>
<th>Below Expected Level</th>
<th>At Expected Level</th>
<th>Above Expected Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six</td>
<td>0%</td>
<td>37.5%</td>
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</tr>
<tr>
<td>Four</td>
<td>0%</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>Two</td>
<td>43%</td>
<td>28.5%</td>
<td>28.5%</td>
</tr>
<tr>
<td>One</td>
<td>17%</td>
<td>33%</td>
<td>50%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>20%</td>
<td>20%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Aboriginal Education

Aboriginal perspectives have been integrated into each grades’ learning throughout the year with a specific unit of work focusing on Aboriginal studies. The Year ¾ class enjoyed an excursion to Glenrock Reserve to culminate their studies in Aboriginal Australia. Aboriginal students have had priority learning plans designed in collaboration with parents. Staff has made links with the Aboriginal Education Consultative Group (AECG), through a school visit and the school is a signatory to the AECG Partnership Agreement. The school is also a member school of the Dare To Lead initiative.

Significant programs and initiatives

Science has again been a high profile program with the input of our science mentor, Dr. Lesley Wright. As part of the Scientists in Schools Program, Dr. Wright visits the school weekly presenting engaging lessons based on scientific method. Topics of study are drawn from the syllabus and are co-planned with teachers. Dr. Wright was the recipient of the NSW Government Science and Engineering Award for innovation in science and mathematics education, recognizing her wonderful work at the school. This prestigious award came with a $5000 prize to further science and mathematics education at the school.

Multicultural Education

Teaching programs across the grades are designed to include a multicultural perspective. A staff member is trained and attends network meetings of the anti racism regional group. Senior students participate each year in the local CWA International Day and complete and present research on a designated country. This year a student won the regional prize for the quality of research presented. The school’s Values Program fosters anti racism ethics.
Other programs
This year the learning support program has had a focus on the Gifted and Talented students in mathematics and students have attended Gifted and Talented workshops in creative arts, visual arts, drama, movie making, science and mathematics. A movie making program has been run at the school and senior students participated in a robotics program with the high school.

Progress on 2011 targets
Our targets from the 3 Year Plan and their evaluations to date are following.

Target 1
To improve student learning outcomes in literacy, with a focus on deep knowledge of the writing process.
Our achievements include:

- an increase in student confidence in independent writing;
- an improvement in students’ ability to edit their own writing using the school’s editing code;
- providing planning days for teachers to determine areas of need in writing through careful analysis and to plan a program based on those needs;
- class newsletters each term and homework are keeping parents informed of class writing focuses;
- the learning support program has allowed for rotational small group instruction in writing;
- a whole school plan for writing has been developed based on grouping texts for purpose;
- teacher knowledge of text types and their moderation has improved;
- NAPLAN results for writing for Year 3 have shown improvement. Results across all grades as determined from data gathered from Term 1 and Term 4 assessment tasks have demonstrated growth;
- technology is being used effectively to support the teaching of writing;
- student writing has been published in the Gresford News; and
- strong links with the high school have been forged through the Middle Years Writing Initiative.

Target 2
To improve student learning outcomes in numeracy, with a focus on deep understanding of mathematical literacy and the problem solving process.
Our achievements include:

- the use of the learning support teacher for small group instruction has proved valuable;
- Newman’s Analysis is being used effectively in problem solving;
- NAPLAN results in numeracy show the majority of students in upper bands in Year 3. Teacher benchmarking of students’ progress from Term 1 to Term 4 in the problem solving strand, shows clear improvements in percentage scores;
- the Mathletics online resource has been helpful in increasing knowledge of basic number facts and their quick recall. Parent involvement in this program has been high; and
- integration of technology into mathematics lessons has been strong leading to greater student engagement.
Target 3
To raise an awareness of and commitment to caring for the environment by students, teachers and the wider school community; and to develop a School Environmental Management Plan (SEMP).

Our achievements include:

- a high level of engagement of most students with environmental initiatives. Student self esteem and sense of responsibility have grown through involvement in such initiatives;
- the ratification of the SEMP;
- programs such as Waterwatch and the school vegetable garden have increased environmental understanding;
- the program has linked well with the school science program;
- the Nude Food Program is well established;
- recycling opportunities are being well used; and
- video conferencing has been a useful way to see how other schools are implementing environmental awareness.

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 2011 our school carried out evaluations in the areas of leadership and science education.

Educational and management practice
Leadership
Background
Data collection was done in the form of surveys to students, parents and staff.

Findings and conclusions
An analysis of surveys revealed:

- a strong response from parents surveyed that school leadership is meeting student curricular and extra-curricular needs through the selection, organisation and delivery of programs. Parents also commented on the caring and dedication exhibited by staff including the principal and for the need for the student leadership program to continue;
- teachers indicated consistently that leadership of the school reflected an understanding of the needs of the school, a willingness to share the leadership roles and a leadership style that was built on trust, respect and collegiality; and
- student surveys indicated a valuing of the range of leadership roles offered and the motivation provided for students by school leaders. Students acknowledged the role of school leaders in encouraging improvement in learning and fairness in dealing with problems.
Future directions

The school leadership program will continue with peer mediation training to be integrated into the program. Opportunities will continue to be sought for leadership roles for staff both teaching and non teaching.

Curriculum

Science was the curriculum area selected for evaluation.

Background

Data collection was done in the form of surveys to staff, students and parents; and student discussion groups.

Findings and conclusions

An analysis of surveys and summaries of student meetings revealed:

- science is a highly valued program in the school especially under the mentorship of Dr. Wright;
- parents were strongly in favour of the science program continuing with the support of the Scientists in Schools Program;
- students overwhelmingly supported the program especially the opportunities provided through experiments and research; and
- teachers valued the input and syllabus interpretations of Dr. Wright as well as the networking she is able to provide through her contacts in the scientific world.

Future directions

The science program will continue with Dr. Wright’s mentorship and resources will be purchased to support the program with the prize money won through the NSW Government Science and Engineering Award. Links with the high school will be continued through a National Science Week initiative, ‘Taking Science to the Streets.’ Teachers, along with Dr. Wright will critique the new national science syllabus and trial units in the classroom.

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.

The opinions of parents, students and teachers revealed a high degree of support for the work of the school. Parents overwhelmingly supported the science program and were very pleased with the extra-curricular programs provided. Students likewise were positive about the school in general, also identifying rich task time and the science program as highly valuable.

Parent, student, and teacher satisfaction

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The opinions of parents, students and teachers revealed a high degree of support for the work of the school. Parents overwhelmingly supported the science program and were very pleased with the extra-curricular programs provided. Students likewise were positive about the school in general, also identifying rich task time and the science program as highly valuable.

Professional learning

Professional learning funds provided by the Department of Education and Communities as well as school funded professional learning has been provided throughout the year for staff members. Teachers have undergone professional learning in the school target areas of writing, mathematical problem solving and environmental education. In addition, teachers have had professional learning provided in the areas of leadership, student welfare, learning support and technology. Especially valuable have been the opportunities to work with teachers in other schools as provided by the Middle Years Writing Initiative. Administrative and support staff have also been provided with professional learning opportunities in the areas of office management, finance and behaviour management.

Dr. Wright assists with Science learning
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. The following priorities have been determined collaboratively for the next three years.

School priority 1

Outcome for 2012–2014

The improvement in student learning outcomes in literacy, with a focus on building deep knowledge of the writing process at the sentence and word level.

2012 Targets to achieve this outcome include:

- all students K-6, will recognize the importance of correct spelling, punctuation and grammar in the presentation of published work;
- levels of competencies in spelling, grammar and punctuation will be elevated for the majority of students as demonstrated by twice yearly benchmarking data; and
- having the majority of students in both Years 3 and 5 above the national average for writing particularly in the sub strands of spelling and language conventions; that is, in or above Band 4 for Year 3 and in or above Band 6 for Year 5.

Strategies to achieve these targets include:

- the reworking of the whole school policy for spelling;
- increased teacher professional learning in strategies to teach spelling, particularly in the use of the four spelling sources;
- term testing across the grades to determine retention and application of spelling knowledge;
- introduction of awards, competitions and interaction with other schools to increase student pride;
- a focus on proof reading and editing using the school editing code;
- familiarisation of teachers with the National English Curriculum and its reference to spelling, grammar and punctuation;
- building parent knowledge through class newsletters, homework and a Spelling Fun Day;
- the use and purchase of resources such as TaLE and Spellodrome; and
- the continued explicit teaching of spelling, punctuation and grammar using strategies linked to NAPLAN data.

Literacy is integrated across the curriculum
School priority 2

Outcome for 2012–2014
The development of deep knowledge and quick recall of basic number facts and processes and the application of these to problem solving situations.

2012 Targets to achieve this outcome include:

- the development of quick recall of basic number facts enabling all students, K-6 to improve mental computation and problem solving skills;
- levels of competencies in using basic number facts will be elevated for the majority of students as demonstrated by twice yearly benchmarking data; and
- having the majority of students in both Years 3 and 5 above the national average for overall numeracy with a focus on number, patterns and algebra; that is, in or above Band 4 for Year 3 and in or above Band 6 for Year 5.

Strategies to achieve these targets include:

- the trial of the HCC Mathematics Learning Sequence Program K-6 as a resource to support the syllabus;
- the continued development and utilisation of interactive technology to support student learning;
- accessing regional consultancy support through the Towards Early Numeracy Program;
- continuing the use of small group and stage instruction for mathematics;
- making links through teacher professional learning between current policy and the National Curriculum;
- disseminating parent information through class newsletters;
- the continued monitoring of the Mathletics Online Program;
- the continued use of Newman’s analysis and real life numeracy skills to support the explicit teaching of problem solving;
- establishing assessment strategies that are recorded electronically and tracked over time;
- placing a greater emphasis on recording mathematical learning by students rather than textbook work; and
- students’ participation in a ‘Mathathon’.
School Priority 3

Outcome for 2012-2014

The improvement in student learning across all KLA’s through the progressive use of a range of available technologies.

2012 Targets to achieve this outcome include:

- students and teachers will be using a wider range of technologies across key learning areas.

Strategies to achieve these targets include:

- consolidation of student skills in the use of PowerPoint, Word, Publisher and Excel;

- building student expertise in the use of movie maker, robotics and claymation;

- the introduction of regular touch typing exercises;

- continuing to develop student information skills using the internet to authenticate, research, and summarise topics of learning;

- continuing to raise awareness of the dangers of cyber bullying, identity theft and online security;

- establishing a wireless classroom with laptop use for senior students;

- continuing to use DEC resources such as TaLE and online programs such as Mathletics and Spelldrome to support classroom programs;

- ensuring that all classrooms have up-to-date hardware; and

- continuing to build staff knowledge in new technologies.

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.

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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

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