2008 Annual School Report
Gulmarrad Public School

NSW Public Schools – Leading the way
Our school at a glance

Student achievement in 2008

Literacy / Numeracy – NAPLAN Year 3
2008 was an excellent year for achievements in Literacy and Numeracy at this level. Our school was above the state averages in all areas. A detailed analysis is on page 5.

Literacy / Numeracy – NAPLAN Year 5
Very sound achievements in year 5 with only the writing component being below state averages. Student growth between years 3 and 5 was very good and was recognised with a letter from our Regional Director.
Numeracy results were also above state averages and there were very good growth figures in this area. See detailed analysis on page 6.

Messages

Principal's message
It is with pleasure I take the opportunity to congratulate the students, staff, parents and community members of Gulmarrad PS on their achievements and endeavours throughout 2008.
The motto of our school is 'Look to the Future', which indicates our purpose of developing in students the skills, values and desires to succeed, which will see them progress to the next stage of their education adequately prepared.
We also believe that students should be proud of their school and what we are achieving. Through this belief also comes dedication, a sense of purpose, commitment and an understanding of the importance of education and supporting each other.
The P&C has played a great role in improving the school landscape in 2008. The results have been greatly appreciated by all. Their plans to continue this improvement in 2009 are in place and the children's sport and play areas will benefit.
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.
Gary Faulks

P&C message
Gulmarrad P & C has played an integral role in the school this year. We have worked together with the school staff and children to achieve greater things for our children and community.

Through discussion we have enhanced the physical look of the school through planned beautification projects. We have improved our school uniform by introducing new jackets and hats. We have supported the school curriculum with new sports equipment and uniforms and plan to join the school with computer and associated resources purchase.
A very successful fete was organised as our major fundraiser and the P&C would like to sincerely thank all those people and businesses that supported our fundraising venture. To the parents who gave up many hours in organising and manning stalls a big thankyou is needed for a job well done.
The P&C appreciates the support it receives from the whole school community and looks forward to a great 2009.
Craig Moran P & C President

Student representative's message
Gulmarrad Public School helps children to achieve what they strive for. Teachers listen to the students and help in whatever way they can.
Students participate in sports, debating, guitar and choir, which are all enjoyable activities.
We have buddy systems where older students help the young one settle in. Most of the older students have been here since kindergarten so they know how important it is to help.
The school grounds have had a lot of new things lately with plants a new shade sale and hand ball wall.
This school has given us lots of opportunities for the future and all of us in year 6 will miss it.
Kaitlin Townsend and Arram Allan - Davidian

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.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>114</td>
<td>112</td>
<td>107</td>
<td>103</td>
<td>100</td>
</tr>
<tr>
<td>Female</td>
<td>101</td>
<td>108</td>
<td>101</td>
<td>105</td>
<td>97</td>
</tr>
</tbody>
</table>

Our enrolments continue to be steady with an expectation that remain around the 200 figure. Kindergarten intake continues to be around the 25 – 27 students each year.
Attendance at school is important to a child’s academic progress. Illness especially during terms 2 and 3 had a great impact on attendance this year.

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.

<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>1-2M</td>
<td>1</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>1-2M</td>
<td>2</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>1-2T</td>
<td>1</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>1-2T</td>
<td>2</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>3-4C</td>
<td>4</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>3-4C</td>
<td>3</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>3-4M</td>
<td>4</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3-4M</td>
<td>3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5-6P</td>
<td>6</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>5-6P</td>
<td>5</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>5-6S</td>
<td>6</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>5-6S</td>
<td>5</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>K-1M</td>
<td>K</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>K-1M</td>
<td>1</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>KMU</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes

Classes at Gulmarrad are formed according to recommended department size limits.

This means our school consists of a number of across grade or composite classes as well as single grade classes. There are many factors taken into account when allocating children to classes. These can include academic performance, peer friendships, gender and welfare needs.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
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: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>245,453.20</td>
</tr>
<tr>
<td>Global funds</td>
<td>96,956.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>136,514.63</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>20,510.50</td>
</tr>
<tr>
<td>Interest</td>
<td>15,930.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17,323.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>532,691.41</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>12,421.82</td>
</tr>
<tr>
<td>Excursions</td>
<td>9,065.57</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>9,014.11</td>
</tr>
<tr>
<td>Library</td>
<td>3,024.93</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,070.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>179,554.41</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>19,318.51</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>16,817.02</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>13,942.76</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10,514.41</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>17,261.75</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5,880.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>298,885.59</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>233,805.82</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 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 2008

The school continues to provide opportunities for children to be involved in all areas across the school, academic, cultural, sporting and artistic.

These opportunities are provided by class teachers, visiting tutors, competition entry and workshops.

Achievements

Arts

Highlights include:
- Successful participation in the Lower Clarence dance Eisteddfod with class groups K – 6.
- Dance, guitar and choir groups successfully participating in the Lismore Music Festival.
- Many students gained success in Art and Craft sections of the Maclean Show
- Our disabled students involved in a music program with Sister Anne.

Sport

Highlights include:
- Selected sports teams in PSSA knockouts were competitive reaching second and third rounds.
- Many junior and senior teams involved in Gala Days for cricket, touch football, soccer and rugby union. These days promote skills and sportsmanship, not competition.
- A large number of individual athletes proceeded to North Coast competition in swimming, athletics and cross country.

Other

Highlights include:
- Senior classes involved in writing a school newspaper as of a Daily Examiner initiative. They received an award for their work.
- A team entered into the Premier’s Debating Challenge was successful in reaching the Northern Zone Final
- The school continues to take part in the Premier’s Reading Challenge

Academic

The school utilizes all curriculum statements and online resources to ensure we have consistency

In the National Assessment Program (NAPLAN), 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 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).

NAPLAN results for 2008 strengthened our academic position of the previous year. Students in both years 3 & 5 achieved results that were above state averages overall, with many areas well above. Our school needs to celebrate these achievements and continue to build on them in the coming years.
Progress in literacy
Excellent results in Literacy overall, our comparisons with both state and like school groups that our school averages were significantly higher for 2008.
Areas to celebrate in literacy are:
- continued spelling improvement on 2007
- an excellent representation of children in the top 2 bands. This has been a school target
- outstanding number of children in highest band for both Reading and Grammar

Areas to target in literacy are:
- a continuing emphasis on spelling with a strong focus on identifying misspelt words in a written context
- a continuing emphasis on complex vocabulary and sentence structure in narrative writing tasks
- to provide independent and challenging literacy activities as extension in each classroom 3-6

Progress in numeracy
Numeracy results were very good and continue an upward trend. Results are significantly above state like school averages.
Areas to celebrate in numeracy are:
- 90% of students in the top 3 bands, equally spread across these bands
- a significantly higher representation in the top band
- an analysis of data showed no weakness in year 3 results
Areas to target in numeracy are:
- sustaining the results achieved
- expand our mentals strategy across grades 2-6

Targets for both literacy and numeracy become embedded in classroom programs for 2009. Some are continuations of previous planning.

For all targets please see pages 9 and 10.
Literacy – NAPLAN Year 5

Reading

<table>
<thead>
<tr>
<th>Average mark, 2008</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>417.3</td>
<td>410.2</td>
<td>394.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 3 4 5 6 7 8</td>
</tr>
<tr>
<td>Number in band</td>
</tr>
<tr>
<td>School average 2005 - 2007</td>
</tr>
<tr>
<td>LSG average 2008</td>
</tr>
<tr>
<td>State average 2008</td>
</tr>
</tbody>
</table>

Writing

<table>
<thead>
<tr>
<th>Average mark, 2008</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>402.9</td>
<td>446.2</td>
<td>465.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 3 4 5 6 7 8</td>
</tr>
<tr>
<td>Number in band</td>
</tr>
<tr>
<td>School average 2005 - 2007</td>
</tr>
<tr>
<td>LSG average 2008</td>
</tr>
<tr>
<td>State average 2008</td>
</tr>
</tbody>
</table>

Grammar

<table>
<thead>
<tr>
<th>Average mark, 2008</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>359.3</td>
<td>419.0</td>
<td>504.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 3 4 5 6 7 8</td>
</tr>
<tr>
<td>Number in band</td>
</tr>
<tr>
<td>School average 2005 - 2007</td>
</tr>
<tr>
<td>LSG average 2008</td>
</tr>
<tr>
<td>State average 2008</td>
</tr>
</tbody>
</table>

Progress in literacy

The continuation of an upward trend in results, compares us favourably with both state and like school comparisons. Our average marks across all areas except Writing are favourably above those of the state and significantly above our like school group.

Areas to celebrate in literacy are:
- averages above those of state and like groups in reading, spelling and grammar
- an increasing representation in the top band
- significant growth of children between years 3 to 5. This growth was recognised regionally with a letter of congratulations being received from the Regional Director

Areas to target in literacy are:
- continuing emphasis on spelling with a focus on correction in context
- continuing focus on complex vocabulary and sentence structure in writing tasks
- we still need to further increase our representation in the top band

Progress in numeracy

Numeracy results are similar to those of 2007, with the school receiving good results. All areas of numeracy ie number, space and measurement scored similarly.

Areas to celebrate in numeracy are:
- averages above those of state and like school groups
- excellent growth of students from years 3 to 5 (see comment in literacy)

Areas to target in numeracy are:
- continuing emphasis to gain a higher representation in the top bands
- to expand our mentals strategy program to include all classes 2 - 6
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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

| Percentage of Year 3 students achieving at and above minimum standard |
|-----------------------------|---|
| Reading                    | 91 |
| Writing                    | 94 |
| Spelling                   | 94 |
| Punctuation and grammar    | 94 |
| Numeracy                   | 98 |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

| Percentage of Year 5 students achieving at and above minimum standard |
|-----------------------------|---|
| Reading                    | 94 |
| Writing                    | 90 |
| Spelling                   | 94 |
| Punctuation and grammar    | 97 |
| Numeracy                   | 97 |

Aboriginal education
The school recognises the significant contributions of indigenous culture to Australian life and history through school curriculum and classroom programs.

The school is involved in a range of activities that promote and recognise this culture. These include but are not limited to, specific class activities related to cultural themes, involvement in national and local special days and visiting speakers and performers. The school is a member of the local aboriginal education network.

Individual programs are in place for each of our aboriginal students. These programs are monitored as part of the classroom assessment. Students at Gulmarrad perform at expected stage levels.

Multicultural education
The school has very few children from non English speaking background. Classroom and school programs are developed to include studies of other cultures. These programs highlight the acceptance of people and ideas from differing cultures and background. Activities include the study of language, arts, history, music and food.

Respect and responsibility
During 2008 the students have been involved in the following activities that promote respect and responsibility:

- student council meetings and reports
- Clean Up Australia Day
- ANZAC Day involvement at school and in local march
- Supporting a child through World Vision

There are programs operating at school that promote student values. These are 'It's Never Too Early' in Early Stage 1 and Stage 1 and a school formatted program in Stages 2 & 3. These programs promote tolerance and resilience.

Students with Disabilities
Twelve students with physical, intellectual, language, mental health and autistic spectrum disabilities are included in the mainstream classes across the school.

Members of the school’s learning support team manage State ‘Funding Support’ applications and the employment of six experienced Student Learning Support Officers to assist classroom teachers in implementing programs.

These students work on individual programs formulated by teachers and other personnel with specific expertise that assist the classroom teacher. Mandatory State curriculum provide the framework for these programs.

Other programs
The following programs are run either by the school or on a cost basis by visiting tutors.

- Music, involving choir and guitar tuition
- Dance
- SMASH – Gross Motor Program
- Learn to Swim

Classroom programming focuses on all Key Learning Areas. Teachers use a variety of resources and class groupings to help cater for the needs of each student.
Progress on 2008 targets

Target 1
To improve the standard of student narrative writing in the school.

Our achievements include:
• NAPLAN testing shows excellent results in Grammar
• NAPLAN writing assessment indicated small upward growth compared to previous years. But still not meeting targeted achievements
• In school assessments show students using more appropriate language style in tasks set
• Teacher programs show emphasis placed on vocabulary development through spelling and poetry.

Target 2
To increase the school’s representation of students in the top bands on NAPLAN in both years 3 & 5.

Our achievements include:
• In year 3, outstanding results with over 50% of children on average being in the top two bands for all areas of literacy and numeracy – see NAPLAN results.
• In year 5, excellent results with 30% for of children on average being in the top two bands for literacy and slightly lower for numeracy – see NAPLAN results.
• Growth of children from year 3 to 5 was also regarded as outstanding

Target 3
To improve the level of ICT use and access to all classrooms in the school.

Our achievements include:
• Regional TAFE computer unit completed audit
• School cabling upgraded to meet NSW DET standards
• The target for minimum numbers in each room has been met
• Teacher/student use of computers has increased – a need to make the use more diverse

Target 4
To increase student understanding and outcomes in the mental computation area of Mathematics.

Our achievements include:
• NAPLAN results for both years 3 & 5 continue to show an upward trend in results
• Resources purchased to support the program
• Program to be expanded to include later Stage 1 children

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 Reading and.

Educational and management practice

Background
As part of our cyclical review process, surveys and group discussions were undertaken to provide advice about the effectiveness of school management at Gulmarrad Public School and to provide recommendations for the future.

A random selection of students and staff were surveyed and group discussions held with staff and P & C.

Findings and conclusions
• All groups strongly feel that the school cares about it’s students and that all undertakings are done in a fair and equitable manner.
• There was strong agreement that the staff are valued and supported.
• A strong acknowledgement that the school is continually trying to improve it’s performance
• Parents and teachers feel that the allocation of money and resources are managed effectively.

Future directions
• The school needs to strongly communicate its efforts to the community through newsletters and local media.
• Staff need to be better informed of the direction and structure of professional learning
• The school needs to continue, in joint cooperation with the P&C improving the physical environment of Gulmarrad P. S.

Curriculum

Background
As part of the cyclical process of evaluations reading became our focus. Several strategies including program observation, result analysis and student survey were used to evaluate this area.

Findings and conclusions
Students generally have a positive outlook to reading and saw it as being important and perceived themselves as good readers.
Teacher programs and student response indicated that a wide range of activities and teaching strategies were used. Students gave a highly positive response to activities that involved them in using reading to solve problems across all KLA’s.

NAPLAN results confirmed observation and survey data with outstanding results. Classroom assessments in other stages also indicated a high standard.

Future directions
We must strive to keep up this high standard within all stages at school. This will be done by:

- Continuing our current good practice
- Ensuring children at risk are helped early through our support teacher learning program
- Train peer tutors to work with early stage 1 and stage 1 children on basic sight words

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students
- Believe is a safe and happy place to be.
- Believe they are shown respect and tolerance.
- Are proud of what they and others do at school and their achievements.

Parents
- Are pleased that they can raise issues in many forums and have these heard fairly.
- Support the school and the learning of their children.
- Believe the school strives to cater for the needs each individual in a large organisation.

Teachers
- Feel supported and valued by all members of the school community.
- Feel they are well resourced to do their job.

School development 2009 – 2011
This year sees the beginning of a new three year cycle of planning for the school.

This planning needs to focus on maintaining our good academic record as well as striving for continued improvement.

Together with the P&C there is a combined emphasis on improving our school’s physical environment.

Teacher professional learning will be aligned to new targets with an emphasis on ICT. Quality teaching practice will still underpin this learning so our students benefit from more engaging classrooms and growth in their learning.

Targets for 2009

Target 1
In conjunction with writing, to raise the spelling level of 15% of students by one achievement level in the 2009 NAPLAN Writing Assessment

Strategies to achieve this target include:

- Teacher professional learning, incorporating North Coast Spelling program and a wider choice of spelling activities per class.
- Encouraging more children to undertake the Premier’s Spelling Challenge.
- To strive for change in children’s attitude to spelling.
- Implement varying assessment activities, not just word lists.

Our success will be measured by:

- Analysis of results, showing 15% improvement.
- At least 15 children in each stage 2 & 3 enter the Spelling Challenge.
- Survey results show a positive attitude towards spelling by the children.
- Teacher programs display a wider variety of activities and assessment techniques.

Target 2
To improve the results in writing by having 20% of the children move into the next highest band.

Strategies to achieve this target include:

- Expand the use of ICT in each room to include vocabulary building activities eg. find a word, crosswords
• Expand the use of poetry within each room – to build on vocabulary and language use.
• Continued use of common assessments across stages.
• Teacher programs and teaching display emphasis on teaching editing skills to students.

Our success will be measured by:
• NAPLAN result analysis indicates 20% of the children have moved higher.
• Teacher programs display wider use of ICT, poetry and editing skills.
• Analysis of common assessments across stages indicate children using more complex sentences and vocabulary.

Target 3

To have operative two interactive whiteboards in the stage 3 classrooms. Teachers and students are using this equipment to enhance their teaching and learning.

Strategies to achieve this target include:
• Whiteboards purchased and installed into classrooms during semester 1.
• Professional learning of all staff in using ICT in their classrooms. Both in teaching children and personal use.
• Stage 3 teachers include activities in their program that involve the technology. Teacher assessments indicate student involvement and enhanced learning outcomes.

Our success will be measured by:
• Whiteboards installed and operating.
• Stage 3 teachers using the boards at every available opportunity to enhance classroom learning.
• Children using whiteboards as a normal part of the teaching / learning process.
• Evidence gathered by teachers of increased student engagement. This has lead to improved outcomes for students.

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.

Gary Faulks  Principal
Greg Spiers  Assistant Principal
Doc Munro Assistant Principal
Lyn Faulks

School contact information

Gulmarrad Public School
466 Broomeshead Rd  Maclean
Ph: 66542587
Fax: 66453220
Email: gulmarrad-p.school@det.nsw.edu.au
Web: gulmarrad-p.schools.nsw.edu.au
School Code: 2099

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: