Celebrating our school values of Integrity, Excellence Respect, Fair Go, Care & Compassion

Gladesville Public School Annual School Report 2013
School context

Our enrolment continues to grow with an additional class formed in 2013 and a record high Kindergarten enrolment of 90 students. The students at Gladesville Public School (GPS) continue to report a high level of satisfaction and happiness in their learning environment and pride in their school. Emphasis on the demonstration of our core values by all members of the school community promotes strong mutual respect and harmony.

In 2013, 19 classroom teachers were joined by 4 teachers in support roles, 4 School Administrative and Support Staff (SASS) and two part-time School Learning and Support Officers (SLSO) who together provided quality educational programs to cater for the needs of all students.

Programs in Literacy - Best Start, Multilit and Learning, Language, Literacy (L3) and in Numeracy - Quicksmart, supported our school management plan for all students. These highly successful programs all have strong parent involvement and support.

In 2013 all staff members undertook intensive professional learning in identifying and assisting students with receptive and expressive language delay, working closely with speech pathology professionals.

Our performing arts programs and activities continue to produce outstanding results. Our 100 strong cast and crew for the Wakakirri performance, celebrating 40 years since the release of the well-known children’s book Possum Magic, placed third nationally in their division.

Sport activities and achievements are strongly supported by the school community, with maximum participation rates being achieved in 2013 along with many outstanding team and individual performances at school, zone, regional, state and at national level.

Academically, Year 3 students performed above state average with 78% placed in the top two skill bands for Reading and 64% placed in the top two skill bands for Numeracy. Year 5 students performed above state average in all aspects of literacy with 69% placed in the top two skill bands for Reading and 52% placed in the top two skill bands for Numeracy.

Principal’s message

GPS is a collaborative and supportive community. Academic, sporting and cultural achievements, individual and team, are all recognised and celebrated.

We are committed to providing rich and relevant teaching and learning experiences in a safe and caring environment.

During 2013, the professionalism, hard work and dedication shown by staff members exposed students to an ever-increasing variety of opportunities and experiences.

Parent participation is strong, with an active Parents and Citizens Association (P&C) led by Jen Blaylock. They assisted the school to upgrade and enhance school facilities and resources and supported staff in classroom and school activities.

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.

Judi Partland

P & C and/or School Council message

In 2013 the P&C continued to provide a high level of support to Gladesville Public School and its students, including:

The co-ordination of the Country Fair and Bush Dance whole school function; the successful management of the Uniform Shop; arranging four working bees to enhance the school grounds; organising the delivery of Triple P Parenting sessions to GPS parents; the maintenance of a healthy balance sheet and proper accounting records; representation on a local community committee formed to work on submissions to the City of Ryde and Hunters Hill Councils regarding the numerous developments proposed for the area and disbursement of funds to the school for a variety of projects.

The P&C was able to support the school financially through the generosity of parents with parent contributions, uniform shop sales, stall and food fund-raisers at the Country Fair and Bush Dance, and local business support. They raised over $36k in 2013. These funds helped support school projects such as the purchase of new books for our literacy program, assistance
with Wakakiri 2013, funding for the Peace Garden and contributions toward the music program.

As well as a fundraising role, the P&C provided an important link between the parents and the school, which included working on a joint local committee and participation on selection panels for the appointment of teachers within the school.

There is a high level of cooperation between the P&C, GPS staff, GOOSH and students. We would like to thank all of these individuals and groups for their positive engagement with the P&C in 2013.

On behalf of the P&C, I would like to say thanks to our Principal Judi Partland, for her commitment to the school and her ongoing support of the P&C.

Jen Blaylock

Student representative’s message

2013 proved to be another busy year for the Student Representative Council (SRC). We started the year with our annual ‘Crazy Hair Day’, which raised $650 for the Leukaemia Foundation. To assist in promoting the event, Mr Little had his hair shaved off in front of a very large crowd of excited students.

In Term 2, the SRC hosted its annual school disco, with students eagerly embracing the ‘Famous Characters’ theme. $600 from the sale of tickets was donated to Stewart House. The SRC was kept busy, promoting the ‘Walk to School Day’ in May.

In Term 3, the SRC held a ‘sportie’ mufti-day to support Mrs Pedersen who participated in the ‘Ride to Conquer Cancer’, raising $600 for the Chris O’Brien Lifehouse.

The SRC and the wider school community were saddened by the destruction and devastation caused by the October bushfires in the Blue Mountains. The SRC held a mufti-day, resulting in $950 being donated to the Salvation Army’s Bushfire Appeal.

This year, ‘Wombat’, our mascot for primary assemblies was retired due to old age. The SRC enjoyed discussing what toy animal should become the new mascot. Finally, after much debate, a fluffy toy koala was purchased, now affectionately known as ‘Blinky’. 2013 also saw the SRC purchase a set of twelve school blazers. These blazers will be worn by student executives at formal occasions and by students representing the school at various events.

It has certainly been a busy year for us all. We have greatly enjoyed our time here at Gladesville Public School and leading the school in 2013.

Jackson Bursill & Yusriya Amin (School Captains)

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>174</td>
<td>168</td>
<td>169</td>
<td>176</td>
<td>196</td>
<td>221</td>
<td>218</td>
</tr>
<tr>
<td>Female</td>
<td>186</td>
<td>209</td>
<td>215</td>
<td>215</td>
<td>224</td>
<td>228</td>
<td>251</td>
</tr>
</tbody>
</table>
Management of non-attendance

When a student is absent due to illness, an explanatory note is provided by parents or carers. Where non-attendance is due to extended leave for emergency or family reasons, the student has sought an exemption from school. Students with 100% attendance receive a special certificate each semester.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.282</td>
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<tr>
<td><strong>Total</strong></td>
<td>25.382</td>
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</table>

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

At the time of writing this report, GPS had no indigenous staff members.

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>
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<tr>
<td>Postgraduate</td>
<td>55</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>28</td>
</tr>
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</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 30/11/2013

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>233411.89</td>
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<tr>
<td>Tied funds</td>
<td>90116.83</td>
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<tr>
<td>School &amp; community sources</td>
<td>209522.44</td>
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<tr>
<td>Interest</td>
<td>8278.37</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>30289.40</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>814106.81</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>83958.51</td>
</tr>
<tr>
<td>Excursions</td>
<td>48263.32</td>
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<td>Extracurricular dissections</td>
<td>116088.46</td>
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<tr>
<td>Library</td>
<td>786.86</td>
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<tr>
<td>Training &amp; development</td>
<td>6752.85</td>
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<tr>
<td>Tied funds</td>
<td>86531.29</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>63831.36</td>
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<tr>
<td>Administration &amp; office</td>
<td>55977.87</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>52295.85</td>
</tr>
<tr>
<td>Maintenance</td>
<td>37622.97</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>30645.42</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>582754.76</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward** 231352.05

The school operates a separate Library Fund that is generously supported by the school community. The school also operates a Building Fund.

Funds from the balance carried forward were used to equip an additional classroom with an Interactive Whiteboard, computers and associated infrastructure. A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

### School performance 2013

#### Academic achievements

##### NAPLAN

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](http://www.myschool.edu.au) and enter our school name in the *Find a school* and select *GO* to access the school data.

#### Arts

This year, 45 Year 2 students participated in weekly Choir lessons. The students worked hard to learn a number of new songs and enjoyed working together as a group. The Year 2 Choir performed at school assemblies and at the whole school Musical Soiree, where they sang in conjunction with the Junior and Senior Primary Choirs. These performances were very enjoyable and well received by the audience.

The junior & senior choirs learnt and performed about 30 songs and grew to a massive 86 (junior) and 75 (senior) students last year. They performed at infants and primary assemblies, including flash mob performances, for the local pre-school children, at Gladesville shopping centre and at the Musical Soiree with the strings and band.

In Year 2, all 69 students attended weekly recorder lessons. Students learnt to play a number of pieces and performed as a group at the end of year Presentation Day.

100 students from Years 3-6 took part in the National Story Dance Festival Wakakirri. Through dance, music and narrative the team portrayed Mem Fox’s "Possum Magic" to celebrate its 30th anniversary. A group of eight staff members coordinated the entire Wakakirri process taking on responsibilities of costuming, make-up, props, music, story and presentation speeches. To prepare for this event the team attended weekly morning rehearsals as well as two weekend rehearsals. The weekend rehearsals also included a large parent and teacher working bee to sew costumes and make props. Every student had a least one parent representing them at the working bees. The heats were held at the Riverside Theatre in Parramatta and the finals were held at the State Sports Centre, Homebush.

![Koomurri Art Work](image)
At the heats our school was given the award of "Best School in Public" and at the finals we received 3rd place. In recognition of the performance, the school received a personal card and book from Mem Fox, congratulating the group on their wonderful achievement and thanking them for acknowledging her work.

The GPS Training Band and Concert Band, led by band director Gav Darby, as well as the Pizzicatos (beginners) and Arpeggios (proficient) Strings groups led by Myee Clohessey, continued to grow and expand their repertoire. Both the Concert Band the Arpeggios performed at the Ryde Eisteddfod and performed for family and friends at the Annual Spring Soiree. Several students from the band participated in a combined primary schools band workshop day at Hunters Hill High School which was highly successful.

Both the band and strings groups participated in respective music camps held at the school, the latter combining with two other local primary schools for the day.

37 students from Year 6 performed in the Year 6 Variety Night where students wrote, performed and sourced their own dramatic and musical items. The evening was a huge success to a sell-out crowd.

Individual students and classes entered the Hunters Hill Council ‘Young in Art’ competition.

**Sport**

Our students have many opportunities to participate in a wide variety of sporting activities. Students participate in regular lessons in order to develop their fundamental movement skills. They also have access to specialised coaching sessions conducted by Development Officers and receive coaching from enthusiastic, committed staff who coach teams. Our students benefit from support offered by parents who provide transportation to and from venues and fulfil roles as team managers and officials at carnivals.

In 2013 our school performed exceptionally well in many sports. Our Junior Cricket, Senior Boys Softball, Senior Girls Softball, Girls Soccer and Senior Boys Soccer teams all won their respective competitions. Furthermore, our Boys’ Cricket Team won the final of the Ryde Zone ‘Milo Super Eights’ Gala Day Competition. We fielded eight teams in the Year 3 & 4 Milo Super Sixers Cricket Gala Day, participated in a Gala Day conducted by Gordon Rugby Club while Years 3-4 also performed extremely well at the Ryde AFL Gala Day. Members of our school cricket teams were also asked to participate in the on-ground entertainment at the SCG for one of the Sydney Sixers Big Bash Matches in January.
Our school again successfully conducted Swimming and Cross Country Carnivals during the year, with the primary goal being to maximise levels of student participation. Unfortunately, inclement weather washed out our Athletics Carnival on several occasions. Still, the school performed exceptionally well at the Ryde Zone Carnival, finishing as Overall Champion School. The school also won the Handicap Trophy at the Zone Cross Country, that is determined by student enrolments. In 2013 our students in Years K-2 participated in a highly successful Athletics Gala Day.

This year there have been a number of outstanding individual performances. Connor Blaxall-Hill captained the Sydney North Cricket team that won the State Carnival. Subsequently, Connor was selected as Vice-Captain of the NSW team that played the Australian Championships in early January. Connor also competed at the NSW Swimming Championships. Hannah Morgan competed at the Australian Schools Athletics Championships in two events, finishing second in the Junior Discus. Maxine Franz and Jordan Hill competed at the State Athletics Championships. Jordan was the captain of the Sydney North Team, which was a remarkable achievement. Jordan also competed at the State Touch Championships and was subsequently selected as a shadow player for the state team. Jack O’Brien and Lilly Dummett also represented Sydney North at State Cricket Carnivals.

At school we have strived to provide students with increased opportunities in a variety of sports. Our students in Years K-4 participated in lessons conducted by specialised teachers, focused on developing fundamental movement skills. Our Year 5 & 6 students received weekly tennis lessons, as part of the Hotshots program, conducted by professional coaches.

Students in Years 3-6 also had the opportunity to participate in tennis and swimming lessons.

Once again our classes participated in the Premier’s Sporting Challenge, which aims to promote the benefits of a healthy active lifestyle. Students are required to monitor the time spent each week, over a ten-week period, in physical activity. Our school performed extremely well, and was awarded a Gold Certificate for its effort. Through participation in the Sporting Challenge our students were provided with a rare and unique opportunity. We were selected to host a visit by three Socceroos players prior to their final World Cup Qualifying match against Iraq. The players attended a special assembly fielding questions asked by students and signing autographs. The day attracted significant media attention and was enjoyed by all students. Following on from this, 30 students were selected to participate in a March Past at ANZ Stadium before kick-off in the game that ultimately saw Australia progress to the World Cup finals.
Gifted & talented

This year GPS again entered a team in the Premier’s Debating Challenge. There was great interest from many students, particularly Year 5. Sierra Camden-Bermingham, Emma Brown, Amy Coward, James Jackson, Yusriya Amin and Deepthi Dajie competed as the competition team and the training team was Imogen Kuah, Lara Coward, Jasper Parker, Monique Aquaro and Connor Latham. The students showed enthusiasm and dedication by attending training each week, where topics related to education, the media, health and fitness and Australian society were discussed. Students learnt to construct arguments and support a point of view, as well as learning to rebut the arguments of others.

Our competitive team won two debates out of four. All students made great improvements in debating skills and self-confidence, representing their school with pride during the competition, and also when hosting the three home debates.

In Years 3-6 interested students tried out for the Multicultural Perspectives Public Speaking Competition. Maea Applegarth, Sophie Roberts, Matthew Young and Ruby Cheng performed their prepared speech on a multicultural topic. On the competition day, the students had to prepare a short impromptu speech and then speak for one or two minutes which was a very challenging activity. Congratulations to all our fine public speakers. In the Junior section, Maea received a highly commended award.

Students in Year 3-6 had the opportunity to participate in the University of New South Wales external assessment program in English, Mathematics, Computer, Science, Spelling and Writing. Student achievement was strong with 4 High Distinctions, 34 Distinctions and 109 Credits awarded across subject areas.

Technology

2013 saw the installation of an additional interactive whiteboard (IWB) in the new Year 2 classroom, as well as 5 new iMac computers. The Department of Education & Communities supplied 3 Lenovo desktop computers for the office. We currently have 19 IWBs at Gladesville and one of those is equipped with video conferencing capabilities. With the use of interactive whiteboards, teachers and students are able to integrate technology within the classroom. 2013 also saw the upgrading of all mac computers to the 10.8.5 Lion operating system and a switch was purchased to accommodate the increase in PC numbers. New colourful headphones were also purchased for the lab computers and mini-hard drives purchased for all teachers.

At Gladesville Public School students attend computer skills lessons for one hour per week. During these lessons students are exposed to a variety of software. Creativity and problem solving are encouraged as well as development of basic computer skills.

Kindergarten students were first taught how to access the GPS system. This included, logging in, opening applications, quitting applications, logging out and shutting down. During the course of the year they expanded upon their mouse, keyboard, drawing and formatting skills. They also learned to save in a specific location with an appropriate file name and access various saved files. Kindergarten students worked with Kid Pix, and the Safari web browser to access the Internet.

In 2013, Stage 1 further increased their skills in all areas. Students created slide shows on KidPix and were introduced to Microsoft Word, Comic Life and Notebook software. They also began to develop their touch-typing ability with the use of free online ‘typing tutor’ web sites. Year 2 advanced their computer skills through the spreadsheet software, Microsoft Excel, and were introduced to email on the student DEC portal, Edmodo (student blog site) and cyber safety lessons.

Stage 2 continued to improve their computer skills in the areas of information access, word processing, spreadsheets, databases, graphics, and multimedia. A wide range of software was utilised to advance skills and provide a means for students to communicate their ideas and learned concepts. All Stage 2 students created multimedia presentations that included text, graphics, sound, animation and video. They also had lessons on cyber safety with the use of free online cybersmart games.

The majority of Stage 2 work was project based, in which students drew on a variety of skills and software in order to produce a final result that highlighted their knowledge on a particular learned concept. Stage 2 students also participated in the Digi-Ed program where they...
learned about and created stop-motion animation projects.

Stage 3 further advanced their skills in information access and email, word processing, spreadsheets, databases, graphics, and multimedia. They used a range of software including Kid Pix, Microsoft Word, Google Chrome, Excel, PowerPoint, Notebook, Comic Life, GarageBand, iMovie, iWeb and the iLife suite. They were also introduced to coding this year through free online software such as ‘Scratch’.

In 2013, the students produced documentaries on Antarctica and environmental biodiversity. Students were introduced to Ipads this year on an incursion to Glades Bay with the Field of Mars Environmental Education Centre team. Students also used green screen technology to produce their Antarctica documentaries. Videos contained music, video footage (shot by the students), titles, video effects, still photos, transitions and animation. It was an intense and lengthy process but produced amazing results. Year 5 & 6 students were also involved in an online Cybersmart challenge project called ‘Cybersmart Detectives.’ This challenge addressed the issue of online safety and was designed to meet the needs of students in their final stages of primary school.

Gladesville students submitted four films to the KidzFlicks International Film Festival last year with a stunning outcome this year. ‘Life of Albert’ was awarded the Ian MacNeil Award for Best Script and ‘Curse of the 12’ won the Bardic Studio Cup for Best Film submitted by a school. Representatives from the films went to the festival’s after party to receive the two most prestigious awards. This was a truly commendable result for all the students and teachers involved in the Film Group program.

**Significant programs and initiatives**

**Aboriginal education**

Teaching and learning programs for indigenous students at GPS are underpinned by a personal learning plan (PLP), which is formulated in consultation with the teacher, student and parent.

As part of NAIDOC week we again participated in the KOORI kids colouring and story competition based around the theme – Yirrkala Bark petitions 1963. Literature focus for the week was on stories that included art and its importance in the Aboriginal culture. Grade 6 students sold ‘Koori kids’ wristbands in the playground before school. The Indigenous collection in the Aboriginal fiction and non-fiction areas continues to grow with the purchase of *FIRST AUSTRALIANS Plenty Stories* and *Aboriginal Peoples Then and Now* which included a focus on aboriginal art, and the *Waarda series for young readers* which consists of ten titles by well-known Aboriginal authors.

**Koomurri face painting**

In July 2013, the ‘Koomurri’ group of educators and performers delivered an inspiring Aboriginal education program covering many aspects of the Australian indigenous culture. Students across all classes, K-6, were taught about Aboriginal songs, dances, traditional customs and languages. This program embraced cultural awareness and supported student learning of curriculum content. Feedback from students, parents and teachers was very positive.

**Multicultural education**

GPS has an English as a Second Language (ESL) teaching allocation of 0.4, that equates to two days a week. GPS did not receive any new arrivals supplementation. The annual ESL survey for 2013
found that 35.7%, or 168 students, were from an ESL background. There are currently no refugee students enrolled in the school. New students are assessed using the ESL scales and allocated additional tuition time accordingly.

The school culture promotes harmony and inclusiveness and new students are given a tour of the school, allocated a buddy and placed in classes where there can be a cultural bond formed with other students or the class teacher.

The role of Anti-Racism Contact Person (ARCO) is promoted at the beginning of the year during a formal school assembly and then as, and if, required at later in the year.

All staff have undertaken professional learning in the ‘Teaching English Language Learners’ (TELL) program. The ESL teacher has had additional professional learning in teaching English learners across the curriculum, refugee support programs, intercultural understanding, anti-racism education and English as an additional dialect programs. All staff members make contact personally with parents of ESL students in their class via a three-way interview in Term 1.

As a trial program, 30 students undertook weekly classes in Mandarin language via the Connected Classrooms program during Semester 2. This was a highly successful initiative which will be expanded in 2014.

**Library**

All students in Years 3-6 were encouraged to participate in the Premier’s Reading Challenge and many in Stage 1 entered independently. As in previous years, Kindergarten participated as a class with the Teacher Librarian reading the stories to them. 193 students completed the challenge.

Our growing collection meant that we were again able to donate books for pick up by Rotary and Marist College for distribution to needy schools in Fiji and Cambodia. These books were culled from the school library collection. Others were donated by students.

The Book Week theme this year was ‘Read Across the Universe’. Some of our main events such as the Central Books Annual Book Fair and ‘Archiglades Art Exhibition’ were brought forward to Education Week. Participation and support was excellent. We sold over $3700 worth of books (up on the previous year’s by around $1700). This enabled the school library to purchase over $900 worth of high quality commission books.

Students in Year 6 wrote, illustrated and published their own picture books in library sessions. During Book Week they visited Kindergarten classes to share these books with the Kindergarten students. This provided a positive learning experience for all students.

At the end of Term 3, students in Years K-2 were entertained by the children’s author Aleesah Darlison and students in Years 3-6 enjoyed an afternoon with the poet/author Steven Herrick.

**Excursions**

Stage 1 students enthusiastically explored Bicentennial Park with magnifying glasses, supporting their Science unit on ‘Minibeasts’ (see cover photo).

*A day at the farm*

Kindergarten students enjoyed their first excursion travelling on a bus, visiting a working farm where they learnt about different farm animals and what they eat and drink.

*Preparing for the ‘flying fox’ Myuna Bay Camp*
Stage 3 students enjoyed a 3 day trip to Myuna Bay Sport and Recreation Camp where the emphasis was on water sports and challenge activities.

In a ‘first’ for GPS, 132 Stage 2 students, teachers and parent helpers attended an overnight excursion to ‘Zoo Snooze’ at Taronga Zoo in Sydney. Students went on a night walk to see the animals after dark, slept overnight in the education centre and in the early hours of the morning they were taken on a behind the scenes tour to see how the zoo operates on a daily basis. Students were also given the opportunity to have an up close encounter with the mammals and reptiles. Students, teachers and parents had very little ‘snoozing’, but this was a great learning experience that will be long-remembered.

Stage 2 ‘Zoo Snooze’

Programs for Students with Additional Needs

Support for students with additional needs is coordinated by the Learning Support Team (LST). This team meets every week to determine the appropriate course of action to take in response to teacher and parent referrals for support. In 2013 this included developing individual plans to cater for several students’ learning, health care and behaviour needs. The LST is also responsible for liaising with regional personnel for itinerant support, special class placements and funding applications to provide SLSO assistance in the classroom and playground.

2013 was the first full year that the school operated with a 5 day per fortnight Learning and Support Teacher (LaST).

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

99% of students responded that they were proud of their school and that the school was well-resourced with Interactive Whiteboards, adequate books and materials and great playground spaces. 98% of students thought that the school and staff encouraged students to do their best.

97% of parents responded that they were proud of their school with 93% believing that the teachers at GPS encourage students to do their best. 94% also felt that the students were the school’s prime concern and that the contribution of parents in programs and events was respected and valued.

100% of staff responded that the students were the school’s prime concern and that they encouraged students to do their best. All staff responses indicated that GPS was a respectful environment in which to work.

Professional learning

Professional Learning undertaken by all staff at staff meetings and on Staff Development days at the beginning of each term, supports the school targets as indicated in the School Management Plan. In 2013 emphasis was on Literacy and Numeracy, specifically the introduction of the new English curriculum. Both the English and Mathematics Committees attended several regionally based courses and then delivered modules to staff back at school.

The school was part of two joint submissions for funding grants under the Every School Every Student (ESES) program. One submission with Boronia Park P.S. included funding for in-class support by a speech pathologist, extensive professional development for teachers and information sessions for parents of students entering Kindergarten in 2014. The second submission with Lane Cove West Public School and Hunters Hill High School focused on the transition to high school from Year 6 to Year 7 and how students and their parents could successfully navigate their way through this process. The program, called Stepping Stones, culminated in a highly successful forum attended
by 100 parents with keynote speaker Angie Wilcock delivering an informative presentation and Principals, Year Advisors and support staff providing Q & A feedback and advice.

Whole staff training included compliance training – child protection and mandatory reporting procedures, cardio-pulmonary resuscitation, Code of Conduct and anaphylaxis training. All staff undertook training in the ESES Module 2.

Additionally, as part of the school’s first prize in the “Kidzflicks” competition, all staff were provided with professional learning over Term 3 in film-making delivered by personnel from Bardic Studios.

Over $25000 was spent on teacher professional learning in the areas of beginning teachers, literacy and numeracy, implementation of the new curriculum, quality teaching, leadership and career development, welfare and equity.

There are 6 new scheme teachers working towards accreditation and 5 new scheme teachers maintaining accreditation at professional competence.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. An evaluation of how spelling is taught at the school was undertaken using the Survey Monkey tool to collect data from students, parents and staff. This will be used to prepare extensive professional learning in line with the management Plan during 2014.

The majority of respondents in all three groups agreed that being a good speller was important. Whilst all teachers and the majority of students agreed that technology was used to enhance the spelling program and engage students in class, parents responded that they would like to learn more about how spelling is taught at school and how they could better assist their child at home with spelling homework. All staff felt confident teaching spelling but feedback via the teacher Assessment and Review Schedule (TARS) indicated a desire to undertake professional learning about a more uniform approach in teaching spelling on a whole school basis.

The school also sought opinions from students, staff and parents on the aspect of giving students feedback. The majority of students agreed that teachers plan interesting activities that help them to learn. Students also agreed that the teacher tells them what they are learning and why and that feedback was given in a variety of ways. All staff responded that they tried to provide authentic learning tasks that were interesting. All staff agreed that their teaching and learning programs responded to students’ learning interests and needs and that they gave students feedback in a variety of ways. Parents also agreed that teachers made a great effort to ensure teaching programs responded to students’ interests and needs. Whilst the majority of parents agreed that teachers give students feedback in a variety of ways, they see a rubric style evaluation method with additional verbal and written feedback more relevant than just marks.

School planning 2012—2014: progress in 2013

School priority 1 - Literacy

Outcomes from 2012–2014

Students will develop greater proficiency and growth in literacy, as measured by internal and external assessment, through quality teaching strategies that support a differentiated learning environment.

Evidence of progress towards outcomes in 2013:

- 86% of students exited Kindergarten on a Reading Recovery Level (RRL) benchmark 10+
- As part of the L3 program, 87% students exited Year 1 on a RRL benchmark of 18+ with 58% placed in clusters 5-6 for reading, 55% in clusters 5-6 for writing and 70% placed in clusters 5-6 for comprehension.
- 91% of students in Years 1-6 demonstrated sound or above in school based assessments for reading
- 57% of students achieving equal to or greater than expected growth in literacy
Strategies to achieve these outcomes in 2014

- Reinforce 1 hour literacy blocks for all classes in the first teaching and learning session of the day
- Facilitate time to analyse and discuss internal and external data, introducing PLAN data collection to Years 1-6 matching student progress to the literacy continuum
- Use the Executive release position to provide in-class support and mentoring for new scheme teachers and TPL in the new English syllabus.
- TPL for all staff ‘Spelling does matter’ facilitated by Ants in the Apple founder Lin Meeks, with follow-up in school support

School priority 2 - Numeracy

Outcomes from 2012–2014

Students will develop greater proficiency and growth in numeracy, as measured by internal and external assessment, through quality teaching strategies that support a differentiated learning environment.

Evidence of progress towards outcomes in 2013:

- 91% of students exited Kindergarten at Figurative level with 89% achieving a forward number sequence of 50+ and 82% achieving a backward number sequence of 30+
- 89% of students in Years 1-6 demonstrated sound or above in school based assessments for number
- 67% of students achieving equal to or greater than expected growth in numeracy

Strategies to achieve these outcomes in 2014

- Reinforce 1 hour numeracy blocks for all classes in the first teaching and learning session of the day
- Facilitate time to analyse and discuss internal and external data, introducing PLAN data collection to Years 1-6 matching student progress to the numeracy continuum
- Use the Executive release position to provide in-class support and mentoring for new scheme teachers and TPL in the new Mathematics syllabus
- Provide additional support to those students in Stage 3 needing consolidation of basic number skills through the ‘Quicksmart’ program

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.

Judi Partland – Principal
David Roberts – Assistant Principal
Alicia Elsinga – Assistant Principal
Alana Morris – Assistant Principal
Maria Kotouc – Technology Teacher
Inez Goodfellow – Teacher Librarian
Deidre Pigram – Classroom Teacher
Nadia Smith – Classroom Teacher
Jen Blaylock – P&C President
Jackson Bursill & Yusriya Amin – School Captains

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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: