2009 Annual School Report
Gralee School

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

Students

Gralee School provides for the learning needs of students from Kindergarten to year 12, with intellectual and physical disabilities. During 2009 we had an enrolment of fourteen students. The students were organised into three classes according to their age and individual learning requirements.

Staff

Gralee School employs a dedicated team of staff who each have a unique role in ensuring our students achieve the best possible outcomes during their enrolment as well as in their future. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

In 2009 Gralee School came on to the Priority School Program (PSP). PSP aims to improve the learning outcomes of students from a lower socio-economic background. PSP allocates funds to targeted schools to improve performance in the areas of literacy and numeracy.

This year we continued to support our Indigenous students educational needs through the provision of Individual Learning Plans.

Our other initiatives included Multicultural Education, Integration, Respect and Responsibility and Work Experience.

Student achievement in 2009

This year one student completed the School Certificate in Life Skills. This student is now completing preliminary study for his Higher School Certificate.

We had no participants in NAPLAN or the HSC this year.

Messages

Principal's message

In 2009 there was a dramatic shift in the representation amongst our student body. With the enrolment of four students into kindergarten and the departure of our large HSC group in 2008 our school is now predominantly primary based.

Our school focus changed dramatically to accommodate the changing needs of our students. This is reflected through the many new resources we have purchased in the area of phonics and early literacy and numeracy; the employment by our P&C of a speech pathologist to assist our younger students with their speech development and augmentative communication strategies and the purchase of new playground equipment that focus on motor development.

2009 was also a year of structural change at Gralee. Both our girls and boys toilets were renovated through regional funds, funds provided by the owners of our premises; Kurrajong Waratah and the National Schools Pride funding. These new facilities were long over due and are a great asset to the school.

It is wonderful to see so many changes taking place at Gralee.

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.

Fiona Wylie

P&C Message

It was wonderful to see four kindergarten enrolments this year. Three parents of these students have now joined the P&C bringing with them lots of new ideas.

This year the P&C employed a much needed Speech Pathologist. Five students attended speech therapy at the school and are making great progress. In 2010 we plan to increase this program.

Once again we had a great year for fund raising. Our major events were the Celair Golf day and the Country Music Round-up in all we raised over $14,000.00.

We are looking forward to another busy and exciting year in 2010.

Maria Woods – P&C President

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

A regional placement panel places the students in attendance at Gralee. Eligible students are then enrolled in the school and placed into one of our classes.

Over recent years we have seen a decline in our numbers as we have predominantly senior students enrolled in the school and they had completed their HSC and moved on to post school settings.
This year we had a large kindergarten intake and we aim to continue with our school promotion endeavours to encourage a further increase in student numbers.

Structure of classes
As Gralee is a small school that caters to students with a wide range of age groups and disabilities, there are many factors to consider when forming classes. We tend to structure our classes around students abilities rather than age grouping them. Within each class we endeavour to provide age appropriate learning activities for each student. This structure works well as each student has an Individual learning plan.

Staff information
As a special school we employ a teacher and a school learning support officer for each classroom as well as additional staff to further meet the complex needs of our students. Listed below is our 2009 staffing formula.

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>3</td>
</tr>
<tr>
<td>Teacher Release from Face to Face</td>
<td>0.252</td>
</tr>
<tr>
<td>Teacher Priority School Funding</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher Part Time</td>
<td>0.168</td>
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<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td><strong>4.688</strong></td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>0.976</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4.176</strong></td>
</tr>
</tbody>
</table>

There are currently no Aboriginal employees at Gralee School.

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

During 2009 Gralee School employed a principal, two permanent and two temporary teachers. The school principal and both permanent teachers hold post graduate qualifications in Special Education.

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>123,529.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>49,082.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>24,895.84</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>4,738.52</td>
</tr>
<tr>
<td>Interest</td>
<td>4,687.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>762.50</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>207,696.66</strong></td>
</tr>
</tbody>
</table>

| **Expenditure**             |          |
| Teaching & learning         |          |
| Key learning areas          | 3,644.86  |
| Excursions                  | 0.00      |
| Extracurricular dissections | 4,184.26  |
| Library                     | 2,132.63  |
| Training & development      | 852.45    |
| Tied funds                  | 44,940.78 |
| Casual relief teachers      | 13,465.17 |
| Administration & office     | 17,724.30 |
| School-operated canteen     | 0.00      |
| Utilities                   | 11,068.01 |
| Maintenance                 | 7,078.49  |
| Trust accounts              | 914.94    |
| Capital programs            | 0.00      |
| **Total expenditure**       | **106,005.89** |
| **Balance carried forward** | **101,690.77** |
A large portion of our tied funds were used to employ an additional School Learning Support Officer to assist with literacy and numeracy programs as well as to support students during work experience and integration.

A full copy of the school’s 2009 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

**School performance 2009**

At Gralee School we encourage our students to promote their many talents within the community. Sports and the Arts are areas we are particularly proud of.

**Achievements**

**Arts**

Performance Art is an ongoing focus at Gralee School. We had great success in the Leeton Eistedfodd taking out first prize in the Special Schools Section for our vocal performance of “Somewhere Over The Rainbow”. We also were awarded a Highly Commended for our dance to Michael Jackson’s “ABC” in the primary section.

![“As easy as ABC”](image)

One of our year 5 students, Luke Hevern was also included in the Leeton Public School’s dance “Strip the Willow” as part of his integration program.

The students proudly displayed a large variety of their artwork at the Leeton Show this year. Our display was around the theme of “Jolly Phonics” and students from each class submitted art work to represent the various sounds.

**Sport**

This year five students attended the regional Special Schools swimming Carnival. One of our intermediate students, Lydia Makepeace performed very well in Freestyle, and Breast stroke and she went on to compete in the Riverina Combined High Schools carnival. Following her success Lydia qualified to represent the Riverina in the state carnival at Homebush however she chose not to attend.

Seven of our students attended the regional Small School Athletics Carnival this year. The students each participated in a variety of events including shot put, discus, relay and other running events. Each of the students had an enjoyable day and represented Gralee in an exemplary manner.

![Darcy throwing the Shot Put](image)

**Innovative Teachers Award**

In 2008 our Principal Fiona Wylie was awarded the “Innovative Teachers Award” through Caltex and the Rotary Club of Sydney. This provided Fiona with a grant of $7000.00 to visit schools within the United Kingdom.

During term 2 2009 Fiona travelled to the UK and visited five special schools across the country. She spent two days within each setting and had the opportunity to work with administrators and within a variety of classes within the schools.

Fiona gained many innovative ideas as a result of this study tour. She is now working with the teaching staff of Gralee in developing an assessment data base that caters to the individual needs of our students.
Academic

At Gralee school students work towards individual outcomes as set out in the K-6 curriculum and in the 7-12 Life Skills curriculum.

Planning for individual student achievement involves a collaborative approach by teaching staff, parents, individual students and regional personnel where appropriate.

Although our students do not participate in standardised testing, the students are regularly assessed using a number of tools. Each student’s success is measured individually and reported to their parents in their individual school report. Comparisons to other students within the school or externally is not appropriate in this setting.

Significant programs and initiatives

Promoting respect and responsibility and valuing the contribution of students and staff from all cultures continue to be a focus at Gralee. In 2009 we also became part of the Priority School Program which is assisting us to further achieve our educational goals.

Aboriginal education

Students of Aboriginal descent at Gralee School are provided with individual learning programs that address their unique learning needs and styles. Their program aims to cater to their individual needs specific to their disability with respect to their cultural beliefs and values.

The culture of our indigenous community is highly valued and celebrated at Gralee School. In 2009 we celebrated the Aboriginal Culture during NAIDOC week. The students participated in a variety of art activities including painting some goannas and having their faces painted using dot painting techniques.

Multicultural education

During term 1 we celebrated Harmony Day. Harmony day is a great opportunity to show an appreciation and respect for the many cultures represented within our society. Each of our classes chose a different culture to celebrate.

The Emeralds celebrated the Chinese Culture they dressed in Karate outfits and traditional dress and they danced into the common room to the tune of “Kung Fu Fighting” they also prepared some fried rice to share with everyone. The Opals took on a Spanish theme with each of the boys dressing up as Zorro and dancing to the Pasa Doble. The Pearls dressed Italian style with Pieper dressed in a villager style outfit, and the boys dressed gangster style.

The staff dressed in a variety of costumes including Indian, Masai, Chinese, Spanish and Italian. We all shared some tasty Spanish meatballs, macaroni, garlic bread, fried rice, yum cha and ice cream with mango. It was lovely to have five parents come along and join in the festivities.

Respect and responsibility

Respect and Responsibility are highly regarded at Gralee School and they are embedded within our school rules. Each student is encouraged to respect themselves and others and to take responsibility for their own actions.

These principles are reinforced daily during our Gold meetings where students are explicitly taught social skills and are rewarded through our Gold Award System for following the rules.

Priority Schools Programs (PSP)

PSP funding has been a valuable asset in 2009. As a school for specific purposes, we cater for students K-12 with a wide range of ability levels. Outcomes are selected for students based on the Board of Studies curriculum, the student’s ability level and priorities determined by the classroom teacher and parents. Some students may spend a significant amount of time working towards an outcome, in order to keep the students motivated a large variety of resources are required to support each student in the achievement of their outcomes. PSP funding has assisted Gralee in providing this variety to our students.

PSP has also provided Gralee School with an additional teacher 1 day per fortnight. In 2009 we employed a highly qualified and experienced teacher to support our three classroom teachers in the development of augmentative communication systems. These systems are used for the student’s general communication, to schedule the student’s literacy and numeracy sessions, to schedule their day/week, to support the students in managing their
own behaviour and for a variety of other purposes. As each of our classroom teachers in 2009 were New Scheme teachers, this additional support was a great asset.

Integration Programs

Each year at Gralee we operate an integration program for a number of our students. This program develops within our students a sense of confidence as well as providing them with great opportunities to practise their communication and social skills. This program also provides mainstream students with an opportunity to see what valuable contributions our students can make.

During 2009 two of our primary students participated in the PALS program at Leeton PS. Through this program they were given the opportunity to join in a range of art, craft, dance and theatre experiences. One of our students participated in the Leeton Public School Eisteddfod Dance “Strip the Willow”. He also attended their school camp to Dubbo.

During 2009 we also conducted a reverse integration program for one student from Yanco Public School. This student is considering enrolling in year 7 in 2011. This valuable program is allowing this student to experience the opportunities offered both in a mainstream and special needs setting.

Our Reverse integration also extended to Leeton High School. One of their students who has a disability joined Gralee each week during our swimming lessons.

As well as individual integration programs we participated in large group programs. A group of five students attended a Kite Making workshop at Parkview PS during term two. In term three St Josephs School sent a group of students to our school over three consecutive weeks as part of their HSIE unit to investigate ways of communication. This was a rewarding experience for all involved.

Work Experience

Work experience and preparation for post school life is highly valued at Gralee. In 2009 we had one year 10 student, Chris Lodding. Chris was afforded many opportunities throughout the year.

Work placement was offered at the Golden Apple Super Store, where with the assistance of a School Learning Support Officer Chris assisted at the store by stacking shelves. He also was given the opportunity to assist our school bus driver to wash the school bus and gain experience at his carpet cleaning business, Bidgee Carpet Cleaning. Chris also completes some school based work experience such as gardening and office assistant duties.

Chris watering the garden as part of his school based work experience program.

Progress on 2009 targets

At Gralee School we endeavour to constantly review and develop our programs, policies and structures. In 2009 we reviewed our system of assessment and commenced development of an assessment database. We also continued to promote positive student interactions through our Gold Award program with the students achieving great success in this area. Staff development is an ongoing focus at Gralee this year training in the area of technology was our priority. School promotion remained high on the agenda to encourage growth in student numbers.

Target 1

80% of students will move up one level or more on the schools literacy assessment scale

Literacy skills are perhaps the highest priority at Gralee School. Literacy covers not only the areas of reading and writing but more importantly for our students it covers receptive and expressive communication skills. This year we aimed to refine our method of assessment in the area of literacy so that we could clearly identify individual student progress.

The students of Gralee School have varying levels of disability and range in age from 5 to 17 years of age; as such it is not appropriate to compare their progress with other students. Individual results are made available to parents. The assessment tools used to monitor student progress in literacy, varies for each student. In 2009 we used a variety of tools including but not limited to: Pre-Best Start Assessment, Best Start Kindergarten Assessment, Waddington Reading test, Burt Reading Test and communication assessments.
Our achievements include:

100% of our students made progress in one or more areas of literacy.

Reading at Gralee may include a range of skills. It may involve following a pictorial schedule or time-table, recognising their own name, reading a book or a variety of other skills. Students are assessed based on their own personal targets. 64% of students made progress in the area of reading.

Speaking and listening at Gralee may include a range of skills. It may involve relaying a message to another person using speech, sign language, pictorial communication systems or gestures. It can include following directions, listening and responding to others and a variety of other skills. Students are assessed based on their own personal targets. 71% of students made progress in the area of speaking and listening.

Writing at Gralee constitutes a variety of skills it may involve a child writing their own name, placing a symbol on an “I Want” card to communicate with an adult, writing an entry in a journal or a range of other skills. Students are assessed based on their own personal targets. 71% of students made progress in the area of writing.

Overall our students have continued to make steady progress in our key area of communication. 36% of our students accessed Speech Pathology Services provided by our P&C. Our Speech Pathologist works closely with the students, parents and staff and as such we are seeing great results.

An assessment database was developed for the whole school. This will provide a great tool to measure student progress over their years of schooling.

The development of literacy skills in our students continues to be a high priority. In 2010 we will continue to support our students in reading and other areas of literacy through providing additional staffing to the classrooms to assist in this program.

**Target 2**

*80% of students will move up one level or more on the schools numeracy assessment scale*

Numeracy skills take a high priority at Gralee School. Our aim is to equip our students with functional skills that will assist them in their everyday lives. This year we aimed to refine our method of assessment in the area of numeracy so that we could clearly identify individual student progress.

As with our literacy results it is not appropriate to compare our student’s results in numeracy. Individual progress is provided to parents.

During 2009 a variety of assessment tools were used to identify student progress, these include but are not limited to: The Best Start Kindergarten Assessment, SENA 1, Gralee Space Assessment and Gralee Measurement Assessment.

Our achievements include:

We commenced development of the Gralee Assessment database. An assessment tool was developed and utilised for Space and Measurement with great results. We commenced the development of the numeracy and time assessment tool.

100% of students made progress in one or more area of numeracy.

50% of students undertook an assessment in the area of measurement. Of these students 100% of students made significant progress.

86% of students undertook an assessment in the area of space. Of these students 100% of students made significant progress.

Assessments were also undertaken in the area of numeracy, addition, money and time. There is not an adequate cohort of students in this group to publish these results, however all students either maintained their skill level or progressed in these areas.

The Jolly Phonics program was also introduced to the school in 2009 and the students are responding very well to it.
Target 3

90% of our students will maintain Gold Level for 80% of the school Year

Our achievements include:

- 50% of students maintained Gold level for 100% of the school year
- 89.5% of students maintained Gold level for at least 80% of the school year.

Our daily Gold Award assemblies proved successful in continuing to develop the students understanding of the school rules.

Our Gold Award activities at the end of each term were highly motivating for the students, thus encouraging them to adhere to the school rules.

The purchase of the program “Switch It Maker” provided an additional tool for staff to create audio visual social stories that directly related to each student.

Target 4

All teachers can confidently use interactive whiteboards as a teaching and learning tool

Our achievements include:

- Three of our teachers completed a two day training course in the use of SMART software.
- One additional teacher will complete this training in semester one 2010.
- All teachers integrated the use of the interactive whiteboard into their lessons.
- Our weekly assemblies are coordinated through the use of the Interactive Whiteboard, with a student leading the assembly each week.
- A wide variety of software has been installed onto the Smart board including; Jolly Phonics, Switch it Maker, Choose it Maker, Rainforest Maths and Comic Life.
- All teaching and support staff were delivered a training module in the use of this software on staff development day in term 4.

Target 5

Promotional materials will be developed and used to promote the school

Our achievements include:

- Our school brochure was updated and a more professional template was used compliments of the Riverina Regions training course on school promotion.
- Gralee School signed up for the School Website Service. Our site went live in June 2009. This is a great avenue to promote our school to our parent body as well as potential future enrolments.
- Our school information booklet was updated and coloured photographs of students and staff were introduced to the booklet to give parents of potential students an opportunity to talk to their child about Gralee and the people here.
- Our 2008 Annual School Report was utilised as a great tool for Promoting Gralee. With the new design of the booklet this document gave us a fantastic vehicle for promoting our most recent achievements.
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 2009 our school carried out evaluations of Planning and English.

Educational and management practice
The school self-evaluation committee targeted Planning as an area for review in 2009.

Background
Planning is an essential component of all programs and initiatives. The most effective plans consider the requirements of all stakeholders. At Gralee we aim to gain insight into the wants and needs of the whole school community; students, staff, parents and community members.

Findings and conclusions
The parents and teachers of Gralee were surveyed for their thoughts in regard to how well we plan as a school. 43% of parents and 80% of teachers returned their survey. The surveys were analysed and data collated. Where respondents rated our performance higher than 80% for ‘almost always’ and ‘usually’ this was deemed acceptable. Our areas of greatest success are as follows:
- The school has involved staff and parents in planning for school improvement
- The school plan reflects the needs of our students.
- The schools programs and activities are reflected in the school plan.
- The Annual School Report identifies the reasons for our school targets.
- The focus of our school targets is to improve student outcomes.
- School planning documents are developed with the support of staff and parents.
- The school implements a comprehensive management plan.
- The schools planning processes are responsive to emerging needs.
- The process for purchasing and allocating resources are open and understood.

Future directions
Involve parents and staff in whole school planning processes through regular staff meetings, P & C meetings and through surveys.

Curriculum
The school self-evaluation committee targeted English as an area for review in 2009.

Background
The Key Learning Area of English is arguably the most important area of learning for the students at Gralee. It is through the English Curriculum we support our students in developing their receptive and expressive communication as well as teaching them the skills associated with reading and writing.

A considerable amount of school and P&C funding was allocated to the area of English in 2009. Our P&C kindly funded the cost of a speech pathologist to support five of our students and their parents each fortnight. Through school funding we allocated an additional School Learning Support Officer to support students during literacy lessons. Through our staffing allocation we provided a resource support teacher to assist each of our teachers in establishing effective communication systems within their classrooms. We also purchased a range of literacy resources through the Priority School Program.

Findings and conclusions
The parents of Gralee were surveyed to assist us in determining how successful we are in program delivery in the area of English. 64% of parents returned the survey. The surveys were analysed and data collated. Where respondents rated our performance higher than 80% for ‘strongly agree’ and ‘agree’ this was deemed acceptable. Our areas of greatest success are as follows:
- Our student’s expressive communication skills have improved.
- Our student’s receptive communication skills have improved.
- Our students writing skills have improved.
- Parents are involved in planning for their child in the area of English through Individual Education Planning meetings.
- Parents receive good feedback regarding their child’s progress in the area of English.

The school is equipped with adequate resources to support students in the area of English

The teachers of Gralee were surveyed to assist us in determining how successful we are in program delivery in the area of English. 100% of teachers returned the survey. The surveys were analysed and data collated. Where respondents rated our performance higher than 80% for ‘strongly agree’ and ‘agree’ this was deemed acceptable. Our areas of greatest success are as follows:
- Teachers have enjoyed delivering the English curriculum to students.
Teachers are confident in their understanding of the English Syllabus.

Teachers have received Training and Development in the area of English within the past two years. This training has assisted the teachers with the delivery of their English program.

Teachers feel encouraged by the school to undertake in-service training.

Teachers feel comfortable sharing their professional concerns within the area of English with other staff within the school.

The school is equipped with adequate resources for student learning in the area of English.

Teachers are given input into the resources that are purchased in the area of English.

Future directions

78% of parents expressed that their child had improved in their reading ability or in the use of visual communication aids for non-readers. This falls short of our 80% target. Gralee School is committed to improving the learning outcomes of each of our students in this area. We endeavour to continue to support each student in their learning through the provision of suitable resources and learning materials as well as adequate staffing to cater to each child’s individual needs.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

A survey was sent home to parents to determine their general satisfaction and their child’s satisfaction with Gralee School, 57% of parents responded with overwhelmingly positive responses. Our findings are listed in the table below:

Overall parent, student and staff satisfaction is quite high. 70% of staff indicated that Gralee is usually a safe and friendly work environment. This is an area we endeavour to continue to work on. As a staff we will continue to address Occupational Health and Safety issues at every staff meeting so that all staff have input into school safety and addressing risks. We will also continue to promote a harmonious environment through team building and open communication. Staff members will continue to have the opportunity to provide input during school decision-making processes.

Professional learning

At Gralee School we firmly believe that learning is life long and all staff can learn new and innovative strategies for working with students with disabilities. We are committed to developing the skills of all staff.

As a school we provide many opportunities for staff to develop their skills across a number of areas. As well as this we take advantage of many professional learning opportunities provided by the region.

In 2009 all staff at Gralee were trained or retrained in Resuscitation, Child Protection Procedures, strategies for teaching Autistic students and the use of a variety of software.

Individual staff also received training in the areas of medication administration, Boardmaker Software, teaching the hearing impaired, Priority School Funding, Count Me in Too, supervising and supporting early career teachers, The Four Blocks approach to literacy, and Filemaker Pro.

Through the Focus Schools program teachers had regular consultations with the regional mathematics consultant. They were given support and ideas within the classroom and held regular planning meetings with the consultant.
Our Principal, Fiona Wylie travelled over to Britain and visited five special schools throughout England. She gained insight into a number of different strategies that are employed within their educational system. Fiona then passed on some of the key ideas she gained to the staff at Gralee and other schools in the region.

**School development 2009 – 2011**

2010 marks the middle of our three year planning cycle. In 2010 we plan to build on the achievements we made this year.

**Targets for 2010**

In 2010 improving outcomes in the areas of Literacy and Numeracy will remain a major focus at Gralee. Increasing student engagement will play a vital role in achieving these targets, as well as this increased engagement in all areas of the curriculum will be a focus.

**Target 1**

**School-based diagnostic assessment shows student improvement in Literacy.**

There are a wide variety of diagnostic assessment tools available to schools, however these tools rarely meet the complex needs of our students. As such Gralee has developed its own set of assessment tools and we will use these as well as some commercially available tools to adequately assess our students.

Strategies to achieve this target include:
- Continue to research literacy assessment tools appropriate for students with disabilities and add to the Gralee Assessment Database.
- Principal to take an active role in the Special Education Principals Network, Best Start project, steering committee and assist this state committee in adapting the Best Start tools in the area of literacy to suit the needs of our students.

The students will receive additional support in literacy through the employment of an additional School Learning Support Officer, ten hours per week, to assist with literacy programs.

<table>
<thead>
<tr>
<th>Strategies to achieve this target include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to build upon our resource base in literacy through the provision of PSP funds</td>
</tr>
<tr>
<td>Individual teachers to receive training in the area of literacy through a variety of means including the PSP network</td>
</tr>
<tr>
<td>Individual students to access speech therapy at the school to further develop their communication skills.</td>
</tr>
</tbody>
</table>

Our success will be measured by:

- Teachers will have a clear indication of how their students are progressing.
- Principal will extend her knowledge of Assessment processes for pre-kindergarten students and will give input into an assessment system for the whole of NSW.
- Students will receive additional 1:1 support during literacy lessons.

**Target 2**

**School-based diagnostic assessment shows student improvement in numeracy.**

There are a wide variety of diagnostic assessment tools available to schools, however these tools rarely meet the complex needs of our students. As such Gralee has developed its own set of assessment tools and we will use these as well as some commercially available tools to adequately assess our students.

Strategies to achieve this target include:
- Continue to research numeracy assessment tools appropriate for students with disabilities and add to the Gralee Assessment Database.
- Principal to take an active role in the Special Education Principals Network, Best Start project, steering committee and assist this state committee in adapting the Best Start tools in the area of numeracy to suit the needs of our students.

One teacher will be trained in the Count Me in Too program and the administration of the SENA assessment.

The students will receive additional support in numeracy through the employment of an additional School Learning Support Officer, ten hours per week, to assist with numeracy programs.

<table>
<thead>
<tr>
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</tr>
</thead>
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</tr>
</tbody>
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11
Students will have access to a wider range of learning materials to assist them in their skill development in numeracy.

Teachers will further develop their skills in delivering quality teaching in the area of numeracy.

Target 3
Increased Student Engagement in literacy and numeracy

The ability to focus on tasks can be a challenge for students with disabilities. At Gralee we aim to make our lessons interesting and provide extrinsic motivation to our students to increase engagement.

Strategies to achieve this target include:

- Teachers will deliver an interesting and engaging curriculum
- Teachers will utilise positive reinforcement strategies to reward on-task behaviour
- School and class rules will regularly be reinforced during Gold Meetings and Morning Circle
- Students will be regularly rewarded for good behaviour through the Gold Award System

Our success will be measured by:

- Improved student outcomes in literacy and numeracy
- Reduced misbehaviour during Literacy and Numeracy lessons
- Increased Merit awards in the areas of literacy and numeracy.

Target 4
All teaching staff to participate in Aboriginal Cultural Awareness training

Research shows that students from an indigenous background often have different learning styles than their non-indigenous peers. At Gralee school we aim to cater to the learning styles of each of our students. Participation in Aboriginal Cultural Awareness training will assist our teaching staff to better meet the learning needs of our Aboriginal students.

Strategies to achieve this target include:

- All staff will participate in school based training on the new Aboriginal Education and Training Policy.
- Teaching staff will attend external training in Aboriginal cultural awareness and catering to the individual learning needs of our indigenous students.

All staff will better cater to the learning needs of our indigenous students.

Our success will be measured by:

- All staff will be able to articulate and adopt some of the strategies that promote learning for Aboriginal students.
- School based diagnostic assessment will show improvement in literacy and numeracy for Aboriginal 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.

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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: