Principal’s message

The talented and dedicated staff at Gymea Bay Public School continues to provide a wide and varied range of academic, social, and extra-curricular experiences for the students. Our school has an inclusive learning environment where students have the opportunity to reach their highest potential. Students in 2012 have continued to excel in academic, sporting and creative pursuits.

The school continues to focus on the development of the whole child. Strong and effective student wellbeing programs permeate all school programs and the newly developed values system underpins all teaching and learning programs.

This year, the successful submission for the engagement of a school chaplain provided further support for students and complements the work provided by our school counsellor, reading recovery and English second language teachers and learning and support teachers and officers.

The staff participated in professional development opportunities at the school and regional level and also with other local schools. The year commenced together with staff from five local schools with a whole-day focus on the moral purpose of education. This was followed up by training in Restorative Justice practices for the students, staff and parent community with these practices now forming the basis of our student welfare procedures at the school. Further professional learning focused on the Literacy Continuum K-2 and Focus on Reading 3-6.

2012 and early 2013 saw the completion of the playground upgrade that transformed the play area for our students. This project was funded through the DEC Joint Funding program where the department matches dollar for dollar with funds raised by the school community.

This grant improved resources at the school together with funds raised by an enthusiastic and committed Parents’ and Citizens’ Association (P&C), and support from the wider school community.

I am honoured and proud to lead and manage Gymea Bay Public School; a large and dynamic learning environment committed to improving student learning outcomes through high quality and innovative teaching and learning practices.

I would like to thank our hard working school community who supports the students and staff in a wide variety of ways through their participation in school programs and activities, P&C, fund-raising, canteen, uniform shop and various other committees and programs.

Details of many highlights are included in this report and I hope that you enjoy reading about your children’s and our school’s achievements. I thank everyone who contributed information to this report; to parents at P&C meetings and staff, students and parents who gave feedback on various programs, and responded to our surveys.

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.

Margaret Turner - Principal

P & C message

I will begin by thanking the P&C committee of 2012, the regulars at the meetings and the volunteers who always put their hands up to help. Last year we had a very successful year with fundraising that eclipsed the efforts of 2011. Again the fundraising team and volunteers outdid themselves. I’m not supposed to name individuals in my report but you, the P&C members, know who I’m referring to. For those of you who are reading this report and don’t attend P&C meetings, you really don’t know how much impact your P&C members contribute to GBPS. The relationship we have with the principal and teachers allows a working relationship that simply gets things done and allows parents an insight into what’s happening in and around the school.

We achieved some major works around the school in 2012. The P&C made a significant contribution to the upgrade of the playground. I said in my report last year that the P&C looked forward to working with Dr Turner to further enhance and improve the school. Well tick that one off. The playground looks great and the kids
love it. The P&C also spent $20,000 on purchasing books for the K-2 reading program. The feedback has been terrific. Many other enhancements are being discussed and I know the determination of the P&C members will make them happen.

My time as president has come to an end and it’s time to welcome the new president, Jenny Ware. It is always good to welcome new executive committee members and see new faces at our meetings. I wish the 2013 executive committee all the best for the year. Work commitments may see me miss meetings this year but when I can, I will certainly be there. I’ll also be putting up my hand to help out at the fete and other fundraising activities. Join me and put your hands up too.

My time as vice-president and president was very enjoyable. Thank you for the support.

Bill Harrigan - President

Student representatives’ message

On behalf of the captains, vice captains and prefects, we would like to acknowledge what an honour and a privilege it has been to hold these positions and to represent Gymea Bay Public School.

We have had many highlights this year including the Official Opening of the School Year, Young Leaders’ Day at the Sydney Entertainment Centre as well as representing our school at the ANZAC Day Service. We also enjoyed being involved in the Kindergarten Transition to School program.

Our duties as the young leaders of the school included helping out with assemblies, setting up the microphone and raising the flag each morning.

Throughout our years at primary school, we have grown in many different areas and we have learnt many different things from how to colour between the lines in kindergarten to multiplying triple digits and discovering how pendulums work in year 6.

Our journey through primary school is about to end and we have had a fantastic year. We are looking forward to the challenges that high school will bring us. We wish the new captains, vice captains and prefects a very happy and successful year in 2013.

Max White and Maddi Owen – School captains

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>371</td>
<td>376</td>
<td>384</td>
<td>408</td>
<td>428</td>
<td>445</td>
</tr>
<tr>
<td>Female</td>
<td>396</td>
<td>398</td>
<td>405</td>
<td>408</td>
<td>396</td>
<td>396</td>
</tr>
</tbody>
</table>

Student numbers continue to increase annually with more males than females enrolled in 2011 and 2012 reversing the trend of more females than males enrolled from 2007 - 2009. Males and females enrolled in 2010 were equal.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.3</td>
<td>96.6</td>
<td>96.2</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.4</td>
<td>95.5</td>
<td>96.0</td>
<td>94.6</td>
<td></td>
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<tr>
<td>2</td>
<td>96.7</td>
<td>95.5</td>
<td>94.6</td>
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<td></td>
</tr>
<tr>
<td>3</td>
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<td>96.8</td>
<td>95.5</td>
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<tr>
<td>4</td>
<td>96.2</td>
<td>95.9</td>
<td>95.6</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.4</td>
<td>96.4</td>
<td>95.1</td>
<td>95.3</td>
<td></td>
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<td>6</td>
<td>95.3</td>
<td>95.5</td>
<td>94.8</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.9</td>
<td>96.0</td>
<td>96.0</td>
<td>95.4</td>
<td>95.0</td>
</tr>
</tbody>
</table>

Overall attendance rates are the lowest since 2008 and show a steady decline since 2010.
Management of non-attendance

As the table above indicates non-attendance for full days is not a major concern however, especially as attendance continues to show a decline since 2010, it is constantly monitored throughout the year by the school and also by visits from the home school liaison officer (HSLO).

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>28</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.872</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>43.797</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. No staff at GBPS has an indigenous background.

Staff retention

Several teachers in 2012 were on maternity leave and these as well as other part-time leave positions were filled with temporary teachers.

Two teachers retired at the end of 2012 and another teacher accepted a transfer to another school. These positions have been filled for 2013 through the transfer system and the merit selection process. A vacant class teacher’s position because of increased enrolments was also filled through the merit selection process.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>182386.62</td>
</tr>
<tr>
<td>Global funds</td>
<td>426864.41</td>
</tr>
<tr>
<td>Tied funds</td>
<td>193252.89</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>608483.71</td>
</tr>
<tr>
<td>Interest</td>
<td>15237.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>48764.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1474988.88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>61811.82</td>
</tr>
<tr>
<td>Excursions</td>
<td>139526.18</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>297834.57</td>
</tr>
<tr>
<td>Library</td>
<td>11166.25</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>10083.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>117199.20</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>82904.42</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>144,374.32</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>56121.51</td>
</tr>
<tr>
<td>Maintenance</td>
<td>63934.88</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>47077.10</td>
</tr>
<tr>
<td>Capital programs</td>
<td>114222.12</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1146255.37</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>328733.51</td>
</tr>
</tbody>
</table>

The total amount received from the voluntary school contribution was $33146.50. This amount is included in ‘School & community sources’. All of the funds from the voluntary school contribution were used directly in classrooms to support teaching and learning programs. ‘School & community sources’ also includes payments for excursions, sport, band, dance, purchases for resale and all other extra-curricular activities.

‘Administration & office’ includes payments to suppliers of $73993.61 for GST. This amount is recouped from the ATO and is included in income in ‘Global Funds’.

The balance carried forward includes funds already committed to:

- unpaid salaries for teachers, ancillary staff and teachers’ aides (special);
- tied and trust accounts;
• unpaid accounts and orders, including maintenance costs;
• asset replacement;
• purchase of new equipment including a new Interactive White Board (IWB) for the additional classroom, a bank of NetBooks for use in senior classes, a bank of iPads for use in kindergarten classrooms and associated infrastructure costs; and
• playground upgrade.

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the Parents’ & Citizens’ Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

The school offers a wide range of extra-curricular activities. Several highlights in the arts, sport and public speaking are outlined in the following reports. Results from the National Assessment Plan (NAPLAN) in years 3 and 5 are also outlined.

Achievements

Arts

Band

In 2012, there was a junior band and a senior band. Each band catered for a different ability level and opportunities throughout the year were provided that used the skills learnt by students in live performances. Each band student attended a weekly tutorial and band practice.

Senior band won a gold medal at BandFest. One senior band member was successful in gaining a place in the Sydney Region Band. The senior band performed at the Gymea Village Fair and the Miranda Uniting Church Fete. These were great opportunities to showcase our talented musicians.

Students in the junior band attended the Junior Band Blow-in workshop at Caringbah North Public School. This was a great opportunity for the students to develop their skills further and to meet students from other schools. During the day the students participated in instrument workshops with experienced tutors and performed in a large ensemble.

Both bands performed at the Gymea Bay PS Fete and Open Day. The year culminated in a performance at the Sutherland Entertainment Centre in the school’s Performing Arts Night. The bands performed extremely well and the quality of songs was a credit to all the effort the students put in over the year.

String Ensemble

The combined String Ensemble consists of predominantly Gymea Bay students and a number of students from other public schools from around the Sutherland Shire. The group performed at special school functions including the fete, Open Day and at local nursing homes. During the year, the String Ensemble joined hundreds of other string players from around NSW to perform on stage at the Sydney Opera House as part of the Department of Education’s NSW Instrumental Festival of Music. During the course of the year the ensemble raised more than $600 through busking which was used to sponsor a child through World Vision.

Choir

The school has three choirs – Year 2, Stage 2 (32 students from years 3 and 4) and Stage 3 (Years 5 and 6). Each year, the year 2 and the stage 2 choirs are involved in the Sutherland Shire Schools Music Festival (SSSMF) that is a showcase of performing arts talent from schools in the Sutherland area.

The students also performed at various school events throughout the year, on Open Day and at the Performing Arts Night.

Dance

Students in the three dance ensembles have had many opportunities to improve their dance skills and to perform.
The Infants Dance Ensemble includes 30 students from years 1 and 2 and rehearses once a week before school. This year, they danced to ‘Cotton eye Jo’ and have had a lot of fun learning and performing at various events. They also learnt a new dance for the Performing Arts Night.

The Junior Dance Ensemble includes 30 students from years 3 and 4 (six boys and 24 girls). They also rehearsed each week before school.

The students learnt a dance using the music ‘Can you feel it?’ by Michael Jackson. The dance conveyed the excitement of the London 2012 Olympic Games.

The Senior Dance Ensemble consists of 30 girls from years 5 and 6 and they also rehearsed weekly before school. The girls enjoyed many opportunities to perform.

The dance ensembles performed at:

- Gymea Lily Festival;
- Sutherland Shire Schools Music Festival;
- Regional Dance Festival after a successful audition;
- Kurranulla Dance Eisteddfod;
- Westfield Miranda Education Week;
- Shire Youth on Parade;
- Open Day;
- Gymea Nursing Home; and
- Performing Arts Night.

They were also awarded 5th place in the NSW J Rock state competition.

24 Wakakirri students were also successful in their audition to showcase at the 29th Schools Spectacular ‘Our Time’.

Six school dance groups performed at the Kurrunulla Dance Eisteddfod and received gold and silver awards.

2012 has been a very successful year for our dance program.

Students performing at the Schools Spectacular

Students performing at J Rock

Girls in the Senior Dance Troupe

In the Wakakirri National Dance and Drama Eisteddfod, 110 students from years 1-6 participated and received numerous awards.

Surf awareness

During term 4, 70 senior students took part in a surf awareness program as a summer sport elective. The children travelled to South Cronulla beach each Friday afternoon and learnt about the ocean, rips, currents and ways to keep safe at the beach. The children swam in the surf and ocean pools, paddled surf rescue boards and learned body surfing and duck diving techniques. The lessons were run by qualified lifeguards and involved theory, beach activities, pool sessions
and time in the surf using rescue boards. For many children, it was the highlight of their week.

**Sport**

The school has a strong record of sporting achievements and continues to achieve outstanding results in zone carnivals coming 2nd in the swimming and athletics and 3rd in the cross country carnivals in 2012.

The school had strong representation at zone, regional and state competitions and also had students representing at national carnivals. Highlights included medal winners at the National Swimming and Athletics Carnivals.

The school offered a range of sporting opportunities to various grades including the Primary Schools’ Sports Association competition (PSSA), a surf awareness program, karate, gymnastics, the Sport in Schools Association (SISA) program focussing on fundamental movement skills, a swimming program, a kindergarten skills-based program and class and grade based sports activities.

The students also participated in a number of knockout competitions and a range of gala days.

**Public speaking**

Public speaking is a highly valued integrated program at Gymea Bay with students participating at the class level from year 1 to year 6. In classes, students present both prepared and impromptu speeches to their peers. Students are then selected by class teachers to present their speeches at the semi-finals.

Several students in each stage proceed to the finals. From the finals, one student in each stage is selected to proceed to the Northern Zone Competition of the Southern Sydney Public Speaking Competition held at our school.

One student in stage 1 won this competition and went on to win the district competition. He then competed at the Regional Public Speaking Competition. An outstanding achievement!
Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>449.6</td>
<td>448.9</td>
<td>419.6</td>
<td></td>
</tr>
<tr>
<td>Band 2</td>
<td>0.0</td>
<td>2.5</td>
<td>11.0</td>
<td></td>
</tr>
<tr>
<td>Band 3</td>
<td>35.0</td>
<td>13.0</td>
<td>29.7</td>
<td></td>
</tr>
<tr>
<td>Band 4</td>
<td>30.0</td>
<td>25.8</td>
<td>25.4</td>
<td></td>
</tr>
<tr>
<td>Band 5</td>
<td>37.0</td>
<td>18.6</td>
<td>31.4</td>
<td></td>
</tr>
<tr>
<td>Band 6</td>
<td>31.4</td>
<td>29.2</td>
<td>28.1</td>
<td></td>
</tr>
</tbody>
</table>

School Average 2008-2012: 0.4
SSG % in Bands 2012: 1.5
State DEC % in Bands 2012: 4.3

Spelling – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>436.1</td>
<td>446.7</td>
<td>422.9</td>
<td></td>
</tr>
<tr>
<td>Band 2</td>
<td>6.0</td>
<td>12.4</td>
<td>19.3</td>
<td></td>
</tr>
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<td>Band 3</td>
<td>11.9</td>
<td>21.2</td>
<td>25.2</td>
<td></td>
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<tr>
<td>Band 4</td>
<td>28.3</td>
<td>26.6</td>
<td>38.2</td>
<td></td>
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<td>Band 5</td>
<td>30.3</td>
<td>20.2</td>
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</tr>
<tr>
<td>Band 6</td>
<td>24.5</td>
<td>28.6</td>
<td>28.6</td>
<td></td>
</tr>
</tbody>
</table>

School Average 2008-2012: 0.2
SSG % in Bands 2012: 1.5
State DEC % in Bands 2012: 4.2

Writing – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>452.1</td>
<td>438.5</td>
<td>418.7</td>
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</tr>
<tr>
<td>Band 2</td>
<td>0.0</td>
<td>1.7</td>
<td>18.6</td>
<td></td>
</tr>
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<td>Band 4</td>
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<td>Band 5</td>
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<td>46.3</td>
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</tr>
<tr>
<td>Band 6</td>
<td>37.0</td>
<td>14.2</td>
<td>28.6</td>
<td></td>
</tr>
</tbody>
</table>

Number in Bands: 0 2 2 22 70 22
Percentage in Bands: 0.0 1.7 1.7 18.6 59.3 18.6
SSG % in Bands 2012: 1.2 2.7 8.9 21.4 46.3 19.4
State DEC % in Bands 2012: 2.2 6.0 15.4 22.9 39.2 14.2

Percentage in bands:
Year 3 Writing

Percentage in bands:
Year 3 Reading

Percentage in bands:
Year 3 Spelling
Grammar and Punctuation – NAPLAN Year 3

Average score, 2012

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>472.4</td>
<td>457.1</td>
<td>426.0</td>
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Skill Band Distribution

<table>
<thead>
<tr>
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<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>21</td>
<td>33</td>
<td>58</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.9</td>
<td>1.7</td>
<td>2.5</td>
<td>17.8</td>
<td>28.0</td>
<td>49.2</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>0.9</td>
<td>3.0</td>
<td>7.9</td>
<td>23.3</td>
<td>28.1</td>
<td>36.8</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>2.8</td>
<td>4.8</td>
<td>9.7</td>
<td>16.5</td>
<td>24.8</td>
<td>41.4</td>
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<tr>
<td>State DEC % in Bands 2012</td>
<td>6.4</td>
<td>8.7</td>
<td>13.7</td>
<td>19.3</td>
<td>20.9</td>
<td>31.0</td>
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</tbody>
</table>

Numeracy – NAPLAN Year 3

Average score, 2012

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
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Skill Band Distribution

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Reading – NAPLAN Year 5

Average score, 2012

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Skill Band Distribution

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Writing – NAPLAN Year 5

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Spelling – NAPLAN Year 5

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Grammar and Punctuation – NAPLAN Year 5

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Numeracy – NAPLAN Year 5

Skill Band Distribution

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Average score, 2012

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Progress in reading

Average progress in Reading between Year 3 and 5*

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Progress in spelling

Average progress in Spelling between Year 3 and 5*

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Progress in grammar and punctuation

Average progress in Grammar & Punctuation between Year 3 and 5*

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Progress in numeracy

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

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 the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

The school in 2012 had five students from Aboriginal or Torres Strait Islander backgrounds. Studies about Aboriginal culture and heritage were embedded into many units of work studied in classes especially in the curriculum area of Human Society and its Environment (HSIE).

One Aboriginal student in year 2 was recognised for her attitude and progress at school with a Deadly Kids Doing Well at School Award and a K-2 Writing Award in the Patrick White Short Story Competition at Sydney Region ceremonies to celebrate the achievements of indigenous students. Another Aboriginal student was chosen to write his autobiography that was published in Burbangana, a publication produced by Sydney Region to highlight outstanding Aboriginal students.

An Acknowledgement of Country was included in all assemblies and at special events.
The Koomurri Aboriginal group attended our school at the end of the year for a whole school performance and various workshops consisting of dance, painting, didgeridoo playing, boomerang throwing and an artifact discussion and display. This day recognised and celebrated the heritage of Australia and students learned about the crafts and music of our Aboriginal people.

All students participated in the artworks for the Aboriginal mural

Multicultural education

The English Second Language (ESL) allocation for 2012 was 0.2 which equates to one day a week. The New Arrivals Program (NAP) supplemented the one day a week with another day to support the learning needs of a newly-arrived student from Turkey. The ESL program was implemented with a combination of team teaching in classes and withdrawal of first-phase students from classes. At Gymea Bay school there was one first phase 22 second phase and 30 third phase students. Overall 19 languages were represented at Gymea Bay School in 2012.

Harmony Day was celebrated by the school on 21 March. Teachers and students planned curriculum based activities which focused on recognising cultural respect and celebrating Australia’s rich cultural and social diversity.

Support programs

Learning and Support Teachers (LaSTs) are allocated to schools through the Department of Education and Communities (DEC). GBPS has an allocation of three and a half days per week and the school has financed a further one and a half days to support students ‘at risk’ with their learning. The LaSTs main role is to assist students with high literacy needs with specific focus on year 3 and year 5 students who perform in the lowest bands and/or below the national benchmark in NAPLAN.

Students are also supported by a Reading Recovery teacher, English Second Language (ESL) teacher, school counsellor, school chaplain and Learning and Support Officers (LaSOs).

The LaSTs, school counsellor and chaplain and LaSOs are an integral part of the Learning Support Team (LST) that meets each week to identify, discuss, monitor and track students’ social, emotional, academic and special needs.

Members of the LST include the LST coordinators, school counsellor, school chaplain, LaSTs, LaSOs, grade coordinators, class teachers and the principal.

The identified students are assessed by the counsellor or LaSTs in consultation with the class teachers, parents and relevant support staff. These assessments included the SPAT, Neal Phonemic Skills Reading Test, curriculum based measures, PM Benchmark, CELF 4 Language Screener and Johnson sight words. Students with specific and ongoing learning needs are monitored regularly.

School chaplain

In semester 2, the school was successful in its submission for a school chaplain funded for two days a week by the Federal government. Support provided to the students by the school chaplain included:

- providing an active presence in the playground doing supervised play for students struggling with social issues;
- providing individual student sessions dealing with self-confidence, anxiety and social and emotional issues and reporting to their parents;
- organising a church to partner for 2013 with the ‘Kids Hope’ program;
- supporting year 6 staff and students on their three-day excursion to the snow and Canberra;
- assisting a family to receive support in the wider community providing food, resources and services to the home environment; and
connecting a child to a kids’ club that is close to his home to help with his language and social development.

Student development programs with school chaplain

Vision support centre

Gymea Bay Public School provides a supportive work environment for one of the Department of Education and Communities’ Vision Support Centres.

A team of itinerant support teachers – vision coordinate the educational programs for blind and low vision students enrolled in a range of school settings within the local area.

The vision support team based at Gymea Bay Public School is coordinated by an assistant principal - vision and is comprised of six qualified and experienced teachers who have specialised in the area of vision. They provide consultation and direct in-class support for students from kindergarten to year 12 who are blind or who have low vision. Causes may include conditions such as albinism, cataracts, glaucoma, cancer, accident or trauma, amongst many other factors. The vision team is responsible for the preparation of materials in Braille for a number of totally blind students, as well as maps, diagrams, graphs and picture books in a tactile format, which the team prepares on site to enable equivalent access for these students to all materials provided to their sighted peers. The vision team also provides professional development and consultation to staff at schools throughout the region to build their knowledge of appropriate strategies and resources to support their students.

In addition to their regular caseloads, the vision team frequently builds awareness of vision impairment in local schools through activity-based sessions and demonstrations in which students learn about Braille and complete activities while wearing simulation glasses to build their understanding of vision impairment.

Braille is used to support blind students

Student Representative Council (SRC)

The SRC consists of 62 representatives from years 1-6. The SRC met every second Tuesday morning throughout the year and students were involved in many school projects including the planning and implementation of an SRC Constitution, fund raising for the Orangutan project, Canteen Australia and the collection of donations for the ‘Toys and Tucker’ initiative. Students were also involved in the establishment of playground games, the planning and organisation of a whole school talent quest. Students from years 4-6 took part in an SRC leadership day. 2012 was another productive year for the Student Representative Council.

SRC raises funds for Canteen through the support of Bandanna Day
Climate Clever Energy Savers (CCES) project

Two year 6 classes, 6C and 6W were involved in the Climate Clever Energy Savers (CCES) program which helps schools identify ways in which they can become more sustainable. The purpose of the project was to support professional learning and student-directed energy saving and greenhouse gas reduction projects in NSW government schools.

As a group, the children learnt how to identify areas where energy is not being used efficiently within the school and develop energy saving and greenhouse gas reduction proposals and action plans which are linked to syllabus-based outcomes and content.

As a result of the findings from a school-wide energy audit, a proposal was made to replace two old inefficient refrigerators with two more efficient models. The proposals put forward by the students in 6C and 6W won a combined grant of $2508 to be used to purchase the new refrigerators.

With literature as the focus, the VCs incorporated many techniques from those engaging readers through images, analysing effective language, visual meaning, story mapping and creating multimodal text. Students met authors such as Katrina Nannested, Belinda Murrell, Jackie French, Susanne Gervay, Libbi Gorr and Terri Rose Baynton. They were engaged in conversations with the authors and connected with many schools stretching from Queensland to Hobart. During the sessions children were asked to respond in various ways from drawing to writing. This series of VCs culminated in the Festival of Children’s Books where many children shared work that was produced as a follow up to the individual books covered in the VCs.

Other opportunities were offered to selected students including VCs with TePapa museum in Wellington NZ covering the topic of Awesome Forces and a Soccer Strategy session run by a professional coach.

Library programs

Three new initiatives were implemented as part of raising the profile of the library and sourcing additional funds to add to the library collection.

The reintroduction in 2012 of Scholastic Book Club was managed by parent volunteers. A total of two issues per term were distributed to all classes with a percentage of orders being credited back to the library in the form of redeemable products. Total funds raised from Book Club were in excess of $6000 worth of reading materials for both students and teaching staff. These materials consisted of items such as digital media, environmental print, Sing Choir books, picture books, big books and teaching notes to support texts.

In term 2, a Book Parade was held where students and staff were encouraged to dress as their favourite book character. The parade was well-supported and highlighted the various books available within the school library collection. The fostering of discussions about what makes a book a favourite, be it genre, content, author, pictures or story was widely discussed during library lessons leading up to the parade. Book prizes were drawn from a class list pool, in order to eradicate the competitiveness of best costume. The prize draw gave all students the same advantage and opportunity through participation rather than the creation of elaborate costumes.
The library was turned into a portable book shop where parents, grandparents and friends could purchase books and book accessories as well as donating books to the library. The day was a huge success and raised $8000 of which $2872 was commissions by way of book products from Scholastic.

Class Dojo was a tool employed as part of a positive behaviour system. The smart board technology was used so that students self-managed their class name, points and rules. Points were awarded based on attributes the students decided were good practice during library lessons and included borrowing, returning on time, completing library tasks and general care of the library through personal responsibility.

Finally, the use of library monitors is now in its second year. The library monitors provide extra help in shelving, cleaning, sorting, collating and filing teacher resource requests. Having the responsibility of a library monitor is viewed as a position of importance and esteem.

Peer support

At the start of term 4, all year 6 students participated in a peer support training day. In the training sessions, they were given strategies to help them organise group activities, manage a range of students and to familiarise themselves with the content of the lessons in the program.

After initial training, the year 6 students taught a mixed-age group of students various skills and values each week in their peer support lessons. The younger children really looked forward to peer support each week and the year 6 students developed confidence and leadership skills.

High school transition program

Kirrawee and Port Hacking High Schools ran transition programs to help take the mystery out of going to high school. Port Hacking ran a weekly session for the children who would be attending their school in 2013. A group of approximately 20 students were bussed to the school for an afternoon each week where they experienced year 7 activities including music, dance, drama and cooking. They met their future classmates from other local schools as well as learning about the layout and routines of the school and also met their new high school teachers.

Kirrawee High School visited Gymea Bay PS with some of our past students and held an information and question session attended by the year 6 students. A science day was also organised by the high school where our students rotated through a series of science-based tasks. Towards the end of the year, the year 6 teachers met with Kirrawee HS staff to discuss how to best facilitate a smooth transition from primary school to high school. A familiarisation morning was held late in term 4 where the students were given a tour of the school and were introduced to their future teachers.
Progress on 2012 targets

Target 1

- To improve literacy outcomes for all K-2 students through coordinated professional learning in the Literacy Learning Continuum for K-2 staff and subsequent quality teaching and learning in literacy in K-2 classes; and
- To improve literacy outcomes for all 3-6 students through coordinated professional learning in the Focus on Reading project for 3-6 staff and subsequent quality teaching and learning in literacy in 3-6 classes.

Our achievements include:

- staff understanding of the Literacy Continuum K-2 and how to assess and place students on the continuum;
- staff understanding of the super six strategies to improve student comprehension skills 3-6 through participation in the Focus on Reading program; and
- an analysis of the NAPLAN results and an improved understanding of student needs areas and how to use the teaching strategies in the SMART data to provide individual support.

Target 2

- Through Reciprocal Numeracy strategies, to improve staff understanding of the teaching of mathematics;
- To improve numeracy outcomes for all students through Reciprocal Numeracy strategies; and
- To improve the teaching and learning of numeracy in all classes.

Our achievements include:

- students achieved a level of growth comparable to the state in numeracy;
- staff attended training led by numeracy consultant on the Numeracy Continuum with the emphasis on place value aspect leading to improved teaching of these concepts;
- NAPLAN data was analysed to highlight areas of strength and weakness; and
- participation in Leading Mathematics Learning in Schools project resulting in the up-skilling of staff to deliver quality numeracy lessons in classrooms.

Target 3

- To improve staff understanding of the Working Scientifically and the Working Technologically strands in the new Australian Curriculum;
- To develop a scope and sequence of units of work related to the Australian Curriculum;
- To further develop connected learning through improved ICT;
- To train staff in the management of the school’s ICT system; and
- To develop teaching and learning programs and implement whole school practices for improved sustainability.

Our achievements include:

- an analysis of the units of work in the current science syllabus;
- an introduction by the Sydney Region Science Consultant to the draft of the new Australian Science curriculum and investigating similarities and differences with the current syllabus;
- an audit of science resources;
- an analysis and survey of staff and student use of technological devices;
- an investigation of the use of iPads in Sydney Region; and
- increased staff and student understanding of environmental issues through involvement in the Climate Clever project.

Target 4

- To further improve practices to support the learning, wellbeing and engagement of students

Our achievements include:

- a review the student welfare policy including the school values. These new values were embedded into the award system;
- staff and students were trained in restorative justice practices, which were then embedded into the student welfare policy;
• continued implementation of the Bounce Back program to develop student resilience;
• a school chaplain was employed for two days a week to provide wellbeing support for students especially in the playground;
• the SRC was further developed with regular meetings, activities and classroom discussions. All SRC members were trained in a leadership program at school;
• staff was trained in using Sentral as an online tracking system for student attendance, behaviour, learning needs and wellbeing;
• the learning needs and wellbeing of Aboriginal and Torres Strait Islander students were addressed through the development of Personalised Learning Plans. All students participated in an Aboriginal day at school where Aboriginal culture was highlighted;
• all staff was trained in the Live Life Well @ School program; and
• the Bay Buddies program provided alternative playground options for specific students.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of School Management and the teaching of comprehension in the English syllabus.

School Management

Background
The DEC survey SchoolMap on school management was used to survey parents and teachers. Responding to the survey were 81 parents and 39 teachers. While the large majority of teachers responded to the survey, 81 parents only constitute about 14% of all families at the school.

Findings and conclusions
Parents responded most positively to:
• The school is continually looking at ways to improve its performance;
• The school cares about the students and the discipline is fair;

Teachers responded most positively to:
• The school is continually looking at ways to improve their classroom teaching;
• The staff at the school are valued and supported;
• The school is well organised; and
• The school communicates effectively with students and parents.

Future directions
Approximately 40% of parents and 30% of teachers indicated that the school only sometimes or rarely:
• Makes major changes from time to time to what it does.

Approximately 40% of parents also indicated that the school only sometimes or rarely:
• Regularly measures the success of its programs.

The above two areas will be addressed in 2013.

School teaching of comprehension in the English syllabus

Background
The school designed its own survey to collect data about the teaching of comprehension in classes. Responding to the survey were 12 teachers. This number, however represents fewer than a third of class teachers.
Findings and conclusions

More than half of the teachers indicated that they allocated more than two hours a week to the teaching of comprehension and during these two hours in the majority of classes, students were involved in talking about the texts they were reading and were discussing their understanding of the texts. All teachers responded that they felt confident about teaching comprehension in their classes and that they employed a wide variety of strategies to develop student understanding.

Future directions

Future directions include analyzing NAPLAN results and grade assessments to identify individual student needs areas.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents and students about the school.

Parents

Approximately 35 parents at a P&C meeting in December were randomly organized into focus groups of 3-5 parents lead by the executive team at the school who gathered data in the two areas below:

- What does the school do well?
- What could the school do better?

Their responses are presented below.

What does the school do well?

Parents indicated that the school:

- Supports student needs;
- Communicates very effectively with the school community;
- Provides a wide range of activities; and
- Makes important changes to the way it operates.

What could the school do better?

Parents indicated that there needed to be more consistency in classes with awards, homework and discipline.

Students

Students from three senior classes (no. 76) responded to the Quality of School Life Survey. Students responded most positively (agree and mostly agree) to ‘My school is a place where’:

- My teacher is fair to me (74);
- I know how to cope with the work (74);
- What I learn will be useful to me when I leave school (74);
- I learn to get along with other people (73);
- Things I learn will help me in secondary school (73);
- People trust me (73);
- What I learn will be useful (72);
- My teacher takes an interest in helping me with my work (71);
- I can learn what I need to know (71);
- I get on with the other students in my class (71);
- Other students are very friendly (71);
- My teacher helps me to do my best (70); and
- I achieve a satisfactory standard in my work (70).

Students responded most negatively (disagree and mostly disagree) to ‘My school is a place where’:

- I get excited about the work we do (26); and
- Learning is fun (25).

Future directions

Future directions include addressing consistency in classes with awards, homework and discipline and making student learning more fun and interesting.

Professional learning

Staff professional learning was related to the school’s three-year priority areas or student centred needs areas. Departmental funding of $28513 was supplemented by school funds of $10083. In total, $38605 was allocated to provide high quality teacher professional learning through regional projects and school-based initiatives. All staff also attended the School
Development Days on the first day of terms 1, 2 and 3, the last two days of term 4, and professional learning meetings before and after school.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy

Outcomes for 2013

1a. Continued staff understanding of the Literacy Learning Continuum
1b. Improved teaching of learning in literacy in all K-6 classes
1c. Staff understanding of the strands in the Australian Curriculum in English

2013 Targets to achieve this outcome include:

- To improve literacy outcomes for all K-6 students through coordinated professional learning in the Literacy Continuum for K-6 staff and subsequent quality teaching and learning in literacy in K-6 classes; and
- To plan literacy lessons related to the strands in the Australian Curriculum.

Strategies to achieve these targets include:

- Teachers engage in co-operative planning for balanced literacy lessons;
- Planning for the implementation of the Australian Curriculum in English;
- Continue the school focus of improving reading comprehension to ensure our students are exposed to a wide selection of reading materials used for different purposes – use of school magazines, poems, posters; and
- Employ an external consultant to work in classes with selected staff to focus on areas of need as indicated by NAPLAN results in literacy in 2012.

School priority 2

Numeracy

Outcomes for 2013

2a. Through the Reciprocal Numeracy strategies, all staff has an improved understanding of the teaching of problem solving and working mathematically
2b. Improved teaching and learning in numeracy in all classes
2c. Staff understanding of the strands in the Australian Curriculum in Mathematics

2013 Targets to achieve this outcome include:

- To improve numeracy outcomes for all students through Reciprocal Numeracy, Problem a Day, CMIT and Counting On; and
- To plan numeracy lessons related to the strands in the Australian Curriculum.

Strategies to achieve these targets include:

- Development of teaching strategies to improve the teaching of problem solving and place value;
- Allocated staff/grade meetings focusing on:
  - Learning Framework in number and place value and Numeracy Continuum
  - Problem solving each day/reciprocal numeracy
  - Effective ways to incorporate working mathematically into lessons and assessment tasks; and
- Planning for the implementation of the Australian Curriculum in Mathematics:
  - Whole school to look at philosophy and structure of new syllabus
  - Stage groups to unpack elements of new syllabus with a focus on problem solving and place value.

School priority 3

Science and Technology

Outcome for 2013

Increased teacher and student understanding of the scientific method, and the implementation of
rich scientific tasks in classes related to the outcomes in the Australian Curriculum 2013

Targets to achieve this outcome include:

- To improve staff understanding of the Working Scientifically and the Working Technologically strands in the new Australian Curriculum; and
- To develop a scope and sequence of units of work related to the Australian Curriculum.

Strategies to achieve these targets include:

- Consultation with Sydney Region science consultant/BOS/state office;
- Science consultant presentation to staff;
- Audit of science equipment in relation to implementation of Australian Curriculum;
- To develop staff understanding and familiarisation of the new NSW Science syllabus;
- To develop and deliver an enrichment science program for identified students Year 3-6 enabling students to participate in hands-on scientific activities and pursue inquiry-based exploration;
- To promote science through activities organised in Science Week, school design and make activity or student science experiment show and tell; and
- To promote science through participation in key DEC and CSIRO projects.

School priority 4

Information and Communication Technology (ICT)

Outcomes for 2013

4a. A wider understanding and use of ICT in class teaching

4b. Staff understanding and skills developed for ongoing management of ICT across the school

2013 Targets to achieve this outcome include:

- To further develop connected learning through improved ICT; and
- To train staff in the management of the school’s ICT system.

Strategies to achieve these targets include:

- Review and further development of scope and sequence of ICT skills across all stages;
- Integration of ICT into new English and Science syllabuses: Stage/grades. Where does ICT fit into new syllabus documents? What does it look like? What can/could it look like? ICT planned and written into programs;
- Consistent professional learning programs provided to address staff needs in ICT; and
- The school ICT model is refined and includes trials that enable technology to be enhanced and integrated into teaching and learning.

School priority 5

Sustainability

Outcomes for 2013

5a. Teaching and learning in classes for improved sustainability

5b. Implementation of whole school practices for improved sustainability

2013 Targets to achieve this outcome include:

- To develop teaching and learning programs and implement whole school practices for improved sustainability.

Strategies to achieve these targets include:

- The development of a School Environment Management Plan (SEMP);
- Links with the wider community
  - Gardening groups as part of Friday sport program. Parent helpers invited to assist
  - Community invited to donate Council plant vouchers
  - Community invited to participate in a gardening program twice a year to clean/weed/mulch gardens throughout the school
  - Part time casual GA employed on a weekly basis to assist with gardening;
- Monitoring
  - SRC/Environment Team responsible for wise use of electricity/gas/water
— Classes rostered weekly to control playground litter
— Paper monitors in younger grades;
• Further promotion of environmental activities
  — Raised garden beds
  — Recycling
  — Recycling film
  — Waste-free foods;
• Involvement in special environmental days throughout the year:
  — Clean-Up Australia Day
  — Earth Hour Day
  — Walk Safely to School Day
  — Schools Tree Day
  — Planet Ark Day;
• Attendance at SSEEN meetings;
• Stage 2/3 classes involved in Climate Clever project; and
• Environmental links identified in units of work.

School priority 6
Student and staff wellbeing and engagement
Outcomes for 2013
6a. A continuum of learning K-6 which supports students’ engagement
6b. Improved student social and emotional wellbeing, and skills for life
6c. New staff orientation to school
6d. Social club activities support staff wellbeing

2013 Targets to achieve this outcome include:
• To further improve practices to support the learning, wellbeing and engagement of students and staff.

Strategies to achieve these targets include:
• Develop peer mediation program;
• Refocus on Bounce Back program;
• Embed Restorative Justice practices into student welfare practices;
• Implement Kids’ Hope program;
• Improve student understanding of a healthy and safe lifestyle;
• Review and further develop SRC;
• Improve learning and well-being opportunities for Aboriginal and Torres Strait Islander students;
• Orientation for new staff; and
• Staff social club activities meet staff needs.

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.

• Mrs Robyn Beck: Deputy principal
• Mrs Michelle Michael: Deputy principal
• Mrs Julie Blyth: Rel. Assistant principal
• Mrs Noeline Larkins: Assistant principal
• Mrs Sandra Nakkan: Assistant principal
• Mrs Helen Reece: Assistant principal
• Mrs Leanne Starkey: Rel. Assistant principal
• Dr Margaret Turner: Principal

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr