Principal’s message

Gymea Bay Public School is an outstanding school with high expectations achieved for our motivated students through the strong partnership our school and teachers have with the parent and wider community. All stakeholders work collaboratively and harmoniously together ensuring the best possible outcomes for our students.

The school enjoys a well-deserved reputation for academic achievement. Students have continued to participate and excel in a wide range of learning programs, team and individual sports and curriculum enrichment activities. The school’s reputation for academic performance and delivery of a broad curriculum has been sustained and enhanced. Opportunities for students to enjoy and experience triumphs in cultural, artistic, environmental and sporting areas are many, and this report highlights a number of these achievements. The excellent academic achievement can be attributed to our dedicated and committed teaching staff. The teachers, in conjunction with a well-resourced learning environment, provide high quality teaching and learning for our students in a positive and enjoyable climate.

The Parents and Citizens Association (P&C) continues to work extremely hard. This year through a great deal of energy and creative fund-raising, the association has continued to enjoy some fantastic results, as highlighted in their report contained in this Annual School Report. Special thanks to Mrs Kylie Hewitt, and the Gymea Bay Lily Festival committee for an outstanding effort in coordinating this extremely successful major school fund-raising event.

As we move toward 2014, we are ready to meet the challenges and changes occurring in the broader educational context. We live in exciting times and need to prepare our students with the 21st century fluencies to enable them to become respectful, responsible, innovative, creative and successful learners. I thank the staff for its commitment to the delivery of quality programs and experiences for young people and its embracing of development priorities over the course of 2013.

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.

Michelle Michael
Acting Principal

P & C and/or School Council message

President’s annual report

It is with great pleasure that I present the president’s report for 2013. I was fortunate to have a very active, supportive and proactive committee and I thank them for their work throughout the year. The committee was a combination of experience and enthusiasm which enabled us to achieve a great deal throughout the year. Thank you Sarah Avis, Brownyn Murphy, Kath Hayward, Wayne Chambers, Belinda Shoebridge, Phil Webb, Inga Christodoulou, Erica Roach, Renae Giles, Kylie Hewitt and Natalie Blacker.

I also thank the parents who showed interest in attending meetings and contributed valued opinions to the running of the P&C. There were so many parent volunteers within the school who assisted with other activities such as book club (Rebecca Scott and Kathy Staples) and canteen treasurers (Karen Walmsley then Lisa Isemonger) as well as specific fundraising (Penny Hummerston, Sarah Avis and Lisa Milewski).

A massive thank you to the executive staff who attended P&C meetings; particularly to Michelle Michael who stepped up into the principal’s position in term 4 last year and was well supported by Robyn Beck and Noeline Larkins. Although she is no longer
with us, a thank you to Dr Margaret Turner for her hard work and dedication last year and over the 2 years she was our principal.

P&C Highlights of 2013

Strategic plan and expenditure decisions

Of importance in 2013, the P&C undertook strategic planning of expenditure based upon and tailored to our School Plan. Particularly we provided resourcing to support ICT throughout the school and purchased $20,000 worth of books across K to 6, for the new literacy curriculum which commenced this year. Further expenditure is ear-marked to increase the number of ipads within the school and to provide funding for resources to support staff with the introduction of the new mathematics curriculum in 2015 and science in 2016.

All decisions on expenditure last year were discussed at and voted on at P&C meetings.

Financial position & fundraising

We finished the year with a healthy bank balance of $101,000 and our fund raising efforts made over $59,000. It is unusual that a P&C would carry over a balance this large. However, we were awaiting the outcome of 2 grant applications before additional expenditure was incurred. For this reason income had to be “quarantined” until we knew the outcomes (both unsuccessful).

Canteen

Processes within the canteen (which is P&C run) were streamlined, healthier food options introduced and an on-line electronic ordering system researched and purchased for implementation this term.

Uniform shop

Within the uniform shop, the P&C not only made a healthy profit, thanks to the purchase of an EFTPOS machine but new uniforms were introduced.

Road safety

We now have school safety zone signs installed in June Place to improve the safety of our children around the school.

Corporate governance and accountability

Last year we adopted the model Constitution and By-Laws for P&C Associations. This replaced the former out-dated (1992) Constitution. Canteen sub-committee rules were also adopted. New processes, in line with P&C Federation guidelines have been brought in for better transparency and accountability of decisions. Agendas and minutes of meetings are detailed and circulated to the school community.

Grant applications

Two applications were made – one to the Federal Government for renovations to the library by Dr Turner in conjunction with the P&C and a second to the State Member for Miranda for improvements to the school hall. Unfortunately both were unsuccessful.

Additional achievements throughout 2013

• Presentation night 9 December 2013 – awards 50% sponsored by P&C. 1 additional award per class for academic achievement

• Funding for Darren Avery to continue in role of ICT support

• Portable EFTPOS for uniform shop

• On-line ordering for uniform shop

• On-line ordering for canteen in progress
• Point of Sale for canteen and uniform shop in progress
• Planned “days” for canteen in 2014
• Representation at P&C Federation Annual Conference
• Donation of $1,000 to Year 6 farewell
• Presentations on Year 1 maths tutoring program, Learning Support, School Chaplaincy
• Purchase of additional IPADs for use by children K-6 in the classroom

New principal

Obviously the biggest challenge last year was the resignation of our former principal, Dr Margaret Turner. I thank everyone who gave me the opportunity to sit on the merit selection panel to choose a new principal. It was a challenging yet rewarding experience and we were fortuitous that Mr Ray Pooley applied for the position. Ray brings a wealth of experience as a teacher and principal as well as other qualifications such as a degree in behavioural management and fluency in German! He is going to be tremendous for our school and will work closely with the P&C. Welcome, Ray!

Gymea Bay PS P&C President

Jenny Ware

Student representative’s message

This year it has been a great year honour to be the captains for 2013. It has certainly been a wonderful and very memorable last year of primary school. We have had many responsibilities and jobs to do as captains but we never could’ve done anything without the support of all our peers.

All year, we have participated in many events including the 2013 Young Leader’s Day and speaking at the ANZAC ceremony. As well as being captains we were also a part of the SRC committee, aiming to try and make our school a very fun place to learn and grow.

Over the years, we have all watched our fellow year 6’s, captains, prefects and SRC members help to improve our school. We went from a dull playground to a spectacularly colourful playground. This goes to show how long we have been here for and many changes there have been.

Moving into year 7 will be a very new experience and will challenge all of us.

But we will never forget all our great memories at Gymea Bay.

By Ivy Sweeny and Blake Lewis-School Captains

School context

Student information

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

Student enrolment profile
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 composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>28</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.872</td>
</tr>
<tr>
<td>Total</td>
<td>43.797</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. In 2012 there were no Indigenous members of staff at Gymea Bay Public School.

Teacher qualifications

The high level of professionalism, dedication and commitment by our staff members, combined with strong support from our parents, ensures that all students are provided with opportunities to maximise their potential.

All teaching staff meet the professional requirements for teaching in New South Wales public schools.

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>30/11/2013</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>328733.51</td>
</tr>
<tr>
<td>Global funds</td>
<td>417427.65</td>
</tr>
<tr>
<td>Tied funds</td>
<td>220266.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>634534.37</td>
</tr>
<tr>
<td>Interest</td>
<td>11633.50</td>
</tr>
</tbody>
</table>
The total amount received from the 2013 voluntary school contribution was $34557. 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 $92105.29 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), a bank of iPads for use in Stage 3 classrooms and associated infrastructure costs.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

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.

**Academic achievements**

**NAPLAN**

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)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

**NAPLAN Year 3 - Literacy**

**Naplan Reading**

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>447.0</td>
<td>445.3</td>
<td>418.7</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tr>
<td>Number in Bands</td>
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<td>6</td>
<td>13</td>
<td>35</td>
<td>39</td>
<td>48</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>4.3</td>
<td>9.2</td>
<td>24.8</td>
<td>27.7</td>
<td>34.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>0.3</td>
<td>3.3</td>
<td>11.9</td>
<td>25.7</td>
<td>27.5</td>
<td>31.3</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>1.4</td>
<td>5.3</td>
<td>11.2</td>
<td>24.8</td>
<td>22.2</td>
<td>35.1</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>11.2</td>
<td>17.3</td>
<td>24.3</td>
<td>17.7</td>
<td>26.0</td>
</tr>
</tbody>
</table>
Year 3 NAPLAN Spelling

**Average score, 2013**

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>446.1</td>
<td>439.8</td>
<td>418.1</td>
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</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Number in Bands</td>
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<td>1</td>
<td>12</td>
<td>19</td>
<td>29</td>
<td>80</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.7</td>
<td>0.7</td>
<td>12.8</td>
<td>19.9</td>
<td>35.5</td>
<td>30.5</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>0.3</td>
<td>3.6</td>
<td>11.5</td>
<td>27.3</td>
<td>28.8</td>
<td>28.5</td>
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<td>1.9</td>
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<td>21.8</td>
<td>29.0</td>
<td>30.6</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>5.4</td>
<td>6.4</td>
<td>18.4</td>
<td>22.7</td>
<td>23.3</td>
<td>23.9</td>
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Year 3 NAPLAN Grammar and Punctuation

**Average score, 2013**

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td>490.3</td>
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<td>430.3</td>
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**Skill Band Distribution**

<table>
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<th>1</th>
<th>2</th>
<th>3</th>
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<tr>
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<td>0</td>
<td>10</td>
<td>21</td>
<td>71</td>
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<tr>
<td>Percentage in Bands</td>
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<td>7.1</td>
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<td>50.4</td>
<td>26.2</td>
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<tr>
<td>School Average 2011-2013</td>
<td>0.8</td>
<td>1.1</td>
<td>4.6</td>
<td>15.5</td>
<td>53.2</td>
<td>24.9</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>0.9</td>
<td>2.6</td>
<td>12.2</td>
<td>21.4</td>
<td>41.6</td>
<td>21.4</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>2.6</td>
<td>6.7</td>
<td>16.9</td>
<td>23.6</td>
<td>34.9</td>
<td>15.3</td>
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</tbody>
</table>

Year 3 NAPLAN Writing

**Average score, 2013**

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>449.2</td>
<td>437.3</td>
<td>416.0</td>
</tr>
</tbody>
</table>
NAPLAN Year 3 - Numeracy

Year 3 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>428.5</td>
<td>423.6</td>
<td>399.7</td>
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Skill Band Distribution

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<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
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<td>1</td>
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<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4.2</td>
</tr>
<tr>
<td>3</td>
<td>23</td>
<td>18.6</td>
</tr>
<tr>
<td>4</td>
<td>39</td>
<td>39.0</td>
</tr>
<tr>
<td>5</td>
<td>49</td>
<td>21.2</td>
</tr>
<tr>
<td>6</td>
<td>28</td>
<td>16.9</td>
</tr>
</tbody>
</table>

School Average 2009-2013

- 2.2
- 4.2
- 20.3
- 28.8
- 26.9
- 17.5
- 24.4
- 18.7

SSG % in Bands 2013

- 0.8
- 5.6
- 20.8
- 29.5
- 29.5
- 24.4
- 18.7
- 13.3

State DEC % in Bands 2013

- 2.2
- 11.2
- 24.3
- 28.2
- 20.3
- 13.8

NAPLAN Year 5 - Literacy

Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>515.7</td>
<td>518.4</td>
<td>500.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>5.0</td>
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<tr>
<td>5</td>
<td>22</td>
<td>18.6</td>
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<tr>
<td>6</td>
<td>46</td>
<td>39.0</td>
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<tr>
<td>7</td>
<td>25</td>
<td>21.2</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>16.9</td>
</tr>
</tbody>
</table>

School Average 2009-2013

- 2.2
- 4.2
- 20.3
- 28.8
- 26.9
- 17.5
- 24.4
- 18.7

SSG % in Bands 2013

- 0.8
- 5.6
- 20.8
- 29.5
- 29.5
- 24.4
- 18.7
- 13.3

State DEC % in Bands 2013

- 2.2
- 11.2
- 24.3
- 28.2
- 20.3
- 13.8
Significant programs and initiatives

Aboriginal education

Aboriginal Education at Gymea Bay Public School continued to gain momentum in 2013. There remains a strong commitment across stages to the incorporation of Aboriginal themes into teaching programs through activities, stimulus material, authentic sources and texts. Teacher interest and engagement with Aboriginal issues remains strong.

Teachers were involved in planning and writing literacy sessions as part of the implementation of the new English curriculum. Many of these literacy sessions included Aboriginal picture books as the new English curriculum has a strong Aboriginal perspective.

In 2013, the school had 8 students from Aboriginal or Torres Strait Islander backgrounds. Studies about Aboriginal culture and heritage were embedded into several units of work across all grades, especially in the key learning areas of Human Society and its Environment (HSIE) and English.

Two Aboriginal students reached the regional final of the Premier’s State Spelling Bee. One year 3 student won the junior division and then progressed to the Premier’s Spelling Bee State Final and gained fourth place. The same Aboriginal student received a prestigious Writing Award in the Patrick White Short Story Competition.

Acknowledgement of Country was delivered by school leaders at every Monday assembly and major school events.

Aboriginal elders were invited to our school to work with students and teach them about Aboriginal culture. Mr Col Hardy (OAM), an Aboriginal musician and the first Aboriginal person to win a Golden Guitar addressed a whole school staff meeting and discussed his life and the struggle Aboriginal people are faced with both through history and present day. He also addressed to year 2 students, played music and showed them a variety of artefacts. Gymea Bay Public School has a clear vision of active commitment which is maintained through such initiatives.

Multicultural education

In 2013 the ESL allocation was for 0.2 days per week. Four hours of teaching time was used to withdraw children in groups from K to Year 5 during morning literacy time across two days. A total of 19 children received targeted assistance. Overall at Gymea Bay
School there is a total of 1 first phase, 15 second phase and 18 third phase students. Twenty two languages are represented in the school population.

Harmony Day was celebrated by the school on the 21st March with a special assembly involving the chaplain. Dances, songs and speeches were performed by students representing the various cultures at Gymea Bay Public School.

This year, year 5 students undertook study on a Global Connections unit of work. This unit explores various cultures of the world and the way that Australia links with these cultures through communication systems, trade and travel. As part of their study, year 5 students held an International Food Day as a way to celebrate the unique characteristics of the nations of the world. With help from family, students represented an individual country by preparing meals and wearing costumes synonymous with their chosen nation.

Further to this, year 5 were presented with the unique opportunity to link directly with students of another culture. Each year 5 class was paired with a Korean ‘buddy’ class for a series of videoconferences. 5C were paired with students of Sae Geum Primary School, 5M with students of Majang Primary School, 5F with students of Shingi Elementary and 5J with students of Unju Primary School.

Regular video conferencing allowed for students to develop cultural understanding of Korea’s customs, popular culture, language and food.

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 Learning and Support Teacher will, through the school’s learning and support team, provide direct and timely specialist assistance to students in classes with additional learning and support needs and their teachers.

Emphasis of the Learning and Support teacher role will reflect the needs of individual students and school priorities and programs that support students with additional learning needs. The role is underpinned by collaborative and consultative approach so that the student and/or their parents or carers are actively involved in the student’s education.

Students requiring support engaged in the following programs this year:
• 6 Kindergarten students participated weekly in explicit social skills instruction
• 6 Kindergarten and 8 year 1 students participated in the Jenny Whipp program for initial sounds for two sessions a week
• Fitzroy Reading Program (Year 1 & 2) – 45% of year 1 and 25% of year 2 students participated in this program this year. 98% of year 2 students completed the program and the year 1 students will continue the program next year
• 40 year 1 and 30 year 2 students participated weekly in a withdrawal group focusing on blending and phonemic awareness.
• 22 students from years 3-5 received intensive LASO (Learning and Support Officer) support in literacy skill development for 3 session a week
• Year 3 and 5 NAPLAN preparation - Year 3 and 5 Term 1 NAPLAN preparation and ongoing support throughout the year. Support included withdrawal of identified children for explicit persuasive writing, comprehension skills and numeracy skills
• Year 4 literacy support - Year 4 writing support was tailored for individual classes including team teaching and small group withdrawal
• 15 students from year 6 participated in literacy, numeracy support and explicit teaching of social skills - Year 6 support was tailored for individual classes including small group withdrawal.

Additional in class support was given by LASOs and 5 TAFE students working with individualised students to support reading fluency and comprehension skills.

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 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.

Vision Support Centre
Gymea Bay Public School provides a supportive work environment for one of the 23 Public Schools NSW Vision Support Centres across the State.

Coordinated by an Assistant Principal - Vision, six qualified and experienced teachers coordinate the educational programs for Blind and Low Vision students who are enrolled in a range of school settings within the local area. 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 our local Networks enabling them to build their knowledge of appropriate strategies and resources to support their students.

In 2013, assisted by the Vision Support Team, Gymea Bay PS teachers were forerunners in trialing a new ACARA unit of work across Stage 1, enabling students to develop an awareness of Braille as a valuable mode of communication. Through activity based sessions, demonstrations and instruction, students learnt about Braille and completed activities while wearing simulation glasses, to build their understanding of vision impairment. This is a mandatory unit of work across all Australian schools in 2014.

School chaplain
The school chaplain is funded for 10 hours a week through a Federal government initiative however community fund raising has enabled the school Chaplain to be funded 2 full days per week until February 2014. Support provided to students and the community by the school chaplain has included:

• Establishing programs within the school such as the Kids Hope mentoring program. Trained adult mentors visit one child for one hour every week and provide students
with a positive role model, leadership and tuition.

- The *Student Playground Post* program whereby year 6 students are trained by the chaplain in conflict resolution and mediation. Students are placed on a playground roster and assist other students in resolving social issues.

- The *Value Dancers and Singers* program where a group of selected singers and dancers learn a song which is related to school values. During Friday morning assembly dancers and singers demonstrate to the school the actions, words and accompanying song.

- Assisting and supporting families in the wider community by providing food, resources and services to the home environment.

- Providing parent requested individual student sessions to assist individual students with self-confidence, anxiety, social and emotional issues.

**Achievements**

**Arts**

**Band**

In 2013, Engadine Music took over the administration of both school bands. There was a training band, a senior band and a guitar ensemble. 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 silver medal at BandFest. One senior band member was successful in gaining a place in the Sydney Region Band. Students in the training 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 School 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 Gymea Bay String Ensemble consists of both infants and primary students. Due to further development and student interest, an additional violin ‘Stringles’ group was formed during 2013 for beginning string players. Both String Ensembles performed at various school functions including the Gymea Lily Fair, Performing Arts Night, various assemblies 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 ensembles collectively 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 (students from Years 3 and 4) and Stage 3 (Years 5 and 6). Each year, all three choirs are involved in the Sutherland Shire Schools Music Festival (SSSMF) which is a showcase of performing arts talent from schools in the local area.

The students performed at various school events throughout the year, on Open Day and at the Performing Arts Night. The Stage 2 choir also visited the Percy Miles Nursing Home to entertain the senior citizens.

Dance

Gymea Bay has a strong and proud history of producing exceptional dance ensembles with 2013 being no exception. 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 several songs and have enjoyed 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. They also rehearsed each week before school.

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

Based on the theme *Chitty Chitty Bang Bang* our school was successful in winning the NSW premier division.

The dance ensembles performed at:

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

24 Students were also successful in their audition to showcase at the 30th Schools Spectacular.

JOLT Drama

This has been the second year that the Jolt drama group has operated. This year, the focus shifted from theatre acting to on screen film acting and production. The Jolt group consisted of 25 students from grades 2-6. The program was run encouraged students’ talents, creativity, positive attitudes and cooperation. Students attended weekly, hands on sessions and were taught the fundamental skills of basic acting and film production. Initially, the emphasis was on
story development, creating characters and camera techniques. After this, students delegated roles and crew responsibilities, decided on costumes, props and location and began shooting their film. Finally, the editing team participated in post-production sessions using Adobe Premiere software. Three films were made and one was selected for the annual Film by the Sea students showcase matinee which premiered at the Sutherland Entertainment Centre in October.

**Surf awareness**

During term 4, 60 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 1st in swimming and 2nd in athletics.

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 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, a swimming program, a kindergarten skills-based program and class and grade based sports activities.

Students participated in a number of knockout competitions and a range of gala days.

A highlight of 2013 was the girls soccer team coming 2nd in state knockout competition. Over 400 teams were entered into this competition.

**Public Speaking**

This year, three students from Gymea Bay represented their school at the Northern Zone public speaking competition at Miranda Public School. The students presented informative and entertaining speeches on a range of subjects from social media and the importance of sleep to the possibility of receiving wages for good grades at school!

Two boys in in year 6 and the other in year 1 won the zone competition went on to compete in the district final at Bangor public school. Our stage 3 representative won the district final for the second time in his school career and then spoke at the regional competition.

All three students worked very hard and performed exceptionally well in public speaking.
Environment

The school has an active vision for environmental education. Stage 3 students 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 the inefficient lighting in outside areas of the school with energy efficient lighting. In addition, it was decided that a signage upgrade was warranted to remind both students and teachers to turn off appliances. The proposals submitted by the students in 5M and 4N won a combined grant of $2000.

Library

The school library is integral to the teaching and learning cycle at Gymea Bay PS. The school library facilitates the work of the classroom teacher and ensures students have equitable access to motivating, flexible physical and digital learning resources.

The Library teacher works with classroom teachers to plan, implement and evaluate inquiry-based programs which ensured students acquire skills to collect, critically analyse and organise information, problem-solve and communicate their findings.

The implementation of several new syllabus documents has seen the librarian provide teachers with access to relevant curriculum information and professional development materials within and outside the school; and opportunities to cooperatively plan implement and evaluate learning programs.

In 2013 the Library saw the introduction of new book borrowing categories. They include a Graphic Novel section which was created for those reluctant readers who enjoy reading in a comic style. Senior Picture Book section which was created for our senior student who benefit from deriving inferential meaning, illustrators intent and purpose. Transitional Fiction which established a stepping stone for students who find making the leap from Junior to Fiction a little more challenging.

The library held a Book Parade and Book Week Fair raising funds for new books which aligned to new curriculum syllabus documents. The Library Blog was visited by more children this year and housed information about the Reading Hour, The Premier’s Reading Challenge and National Simultaneous storytime online.

Bookclub has been equally beneficial with bonus funds still boosting our overall purchasing power.
Technology

Gymea Bay PS is recognised as a leader in embedding ICT throughout the school, and encouraging opportunities for staff and student ICT development.

The teaching of essential ICT skills is embedded in every KLA subject across all stages. Technology is now an underpinning tool for the art of teaching and learning. The school is well equipped to harness new technology to support teaching and learning.

The school has invested heavily in the provision of ICT, with each classroom being equipped with iPads, wireless internet access and interactive whiteboard. In Term 2 we undertook the next step in our technology journey and purchased an initial bank of 40 iPads to be used as an integrated learning tool within kindergarten classrooms. In Term 3 a further purchase of 150 iPads was undertaken. These iPads were integrated throughout years 1 to 4. The tablets are a step towards 21st century learning which embraces collaborative learning; project based learning; individualised learning; self-paced learning; games-based learning and promotes a shared platform for learning between teachers and students alike. Term 4 saw the community consultation of the Stage 3 Bring Your Own Device (BYOD) strategy.

Our video conference technologies continue to be utilised throughout the year. In particular, our Year 5 students were a part of the ‘Asia Connexions’ program coordinated by the University of New England. Each Year 5 class had several video conferences with their buddy class in South Korea. The students have been learning about South Korean culture and teaching the South Korean students about Australian culture.

2013 also saw 14 students in Years 5 and 6 compete in the NCIS computer programming competition. The program is coordinated by GROK learning and Sydney University and aims to teach children about computer coding.

We are most appreciative of the efforts of the P&C Fundraising Committee in raising the funds to support our technology programs.

School evaluation processes

In 2013 the school sought the opinions of parents, students and staff about the school.

Parents

Surveys were carried out using online survey collection software with 33 parents responding over a 3 week period. The results showed positive responses and overall satisfaction with school. The majority of parents surveyed responded that they either agree or strongly agree that they believe Gymea Bay PS is a good school (91%). The majority of parents surveyed responded that they either agree or strongly agree that Gymea Bay PS is a good school (85%). The majority of parents surveyed responded that they either agree or strongly agree that their child is receiving a good education at Gymea Bay PS (87%).

What could the school do better?

Parent survey results indicate that there needed to be clear consistency with whole
school and class discipline, communication and homework.

**Students**

Students from several year 3-6 classes (no. 85) responded to the Quality of School Life Survey. Students responded most positively (agree and mostly agree).

The results showed positive student responses and overall satisfaction with the school. The majority of students surveyed responded that they either all of the time or most of the time they felt happy at Gymea Bay PS (92%). All students responded that they felt Gymea Bay PS was a good school (100%). The majority of students surveyed responded that they either all of the time or most of the time felt their teacher listened to them in the classroom at Gymea Bay PS (95%).

Students responded most negatively (sometimes, rarely or never) to knowing when excursions, sports days etc. were scheduled at school (17%) and getting excited about learning (37%). Nearly half of students responded that they only knew some of the school values (45%). A sizable percentage of students felt the school did not have sufficient equipment including iPads, computers and sports equipment (23%).

**Staff**

Staff surveys were carried out using online survey collection software with 20 staff responding over a 3 week period. The survey focused on staff readiness for implementation of the new English Syllabus documents and ICT implementation. The majority of staff surveyed responded that they either agree or strongly agree that they received enough support in preparation for the implementation of new English syllabus (95%). The majority of staff responded that they felt confident in implementing the new NSW English syllabus in 2014 (90%). A sizable percentage of staff were looking forward to implementing iPads into teaching and learning programs (80%).

What could the school do better?

Staff survey results indicate that there needed to be major changes from time to time to improve what the school does and better focus on overall school communication.

**Professional learning**

Throughout 2013 we have used teacher professional learning funds to support our targets of numeracy, literacy, science and ICT. These investments ensure we implement quality programs and effective teaching and learning activities.

Departmental funding of $28243.80 was supplemented by school funds of $2557.26. In total, $30801.06 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.

The teaching and learning cycle has once again continued to provide the opportunity for our teaching staff to investigate effective and practical ways to implement quality classroom programs that cater for the needs of all students. The school has continued to achieve a consistent level of judgment between teachers which is an indicator of the success of this initiative.
School planning 2012—2014: progress in 2013

Progress on 2013 targets

Target 1: Literacy

- 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.

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 strategies to improve student literacy skills 3-6 through participation in reflective professional learning with literacy expert Wendy Bean focusing on classroom instruction during timetabled classroom guided reading;
- 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: Numeracy

- 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 and our achievements 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;

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 including participation in DEC Adobe Connect Mathematics sessions.

Target 3: Science and Technology

Targets to achieve this outcome include:

- 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.

Strategies to achieve these targets and our achievements include:

- Consultation with Sydney Region science consultant/BOS/state office;
- Audit of science equipment in relation to implementation of Australian Curriculum;
- To develop staff understanding and familiarisation of the new NSW Science syllabus;
- Developed and delivered during 2013 and 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 including CREAST science awards

**Target 4: Information and Communication Technology (ICT)**

- To further develop connected learning through improved ICT; and

- To train staff in the management of the school’s ICT system.

Our achievements include:

- BYOD strategy and consultation for Stage 3 students

- 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 including release of highly skilled member of staff trained in ICT pedagogy for team teaching to address staff needs in ICT;

- The school ICT model is refined and includes trials that enable technology to be enhanced and integrated into teaching and learning.

**Target 5: 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

- 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.

Targets for School Improvement 2014

Target 1. Literacy -
To improve the literacy outcomes of all students through coordinated teacher professional learning in the explicit teaching of guided reading and the implementation of a guided reading program in all classes K-6.

Strategies to achieve this target include:
• Examining current practice on guided reading across the school;
• Utilising current research and external expertise, identify a model of best practice that meets the needs of Gymea Bay Public School;
• Planning time allocated to all grades to examine a model of best practice;
• Staff professional learning aligned to improving pedagogy in teaching guided reading;
• Student literacy levels assessed via PLAN to facilitate the formation of ability based groupings, and
• Guided reading is timetabled 3-4 times per week in all classes.

Target 2. Numeracy-
To prepare all teachers for the implementation of the NSW mathematics syllabus for the Australian curriculum.

Strategies to achieve this target include:
• Teachers compare the existing syllabus to the new syllabus;
• Teachers work collaboratively in stage teams to raise further awareness of the content of within each strand;
• Each stage develops a lesson sequence based on the ‘number’ strand;
• Teachers work collaboratively to further develop their understanding of the numeracy continuum, and
• Teachers place all students on the numeracy continuum.

Target 3. Science and Technology-
To prepare all teachers for the implementation of the NSW science and technology syllabus for the Australian curriculum.

Strategies to achieve this target include:
• Teachers work collaboratively in stage teams to raise further awareness of the content of within each strand;
• Each stage develops a lesson sequence based on an agreed upon strand;
• An audit of resources is conducted to ensure adequate resources are available, and
• Teachers work collaboratively to design and implement rich tasks.
Target 4. Quality Teaching
To embed quality teaching practices across all Key Learning Areas K-6 through the implementation of the Quality Teaching Model.

Strategies to achieve this target include:
- Targeted teacher professional learning in QT utilising an external consultant with expertise in Quality Teaching;
- Develop and implement an internal model of teacher professional learning that supports all teachers throughout the year;
- A model of best practice in teaching guided reading is implemented K-6 (as outlined in Target 1);
- iPads are incorporated in learning programs from K-6, including Stage 3 – BYOD strategy, and
- Teachers demonstrate effective implementation of and / or sharing expertise in technology across all curriculum areas.

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 Noelene Larkins: Assistant principal
- Mrs Sandra Nakkan: Assistant principal
- Mrs Helen Reece: Assistant principal
- Mrs Leanne Starkey: Rel. Assistant principal
- Mrs Melissa Bird: Assistant principal
- Ms Allisse Rae: Rel. Assistant principal
- Mr Ray Pooley: 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: