School context statement

Gymea Bay Public School (enrolment 869) is a dynamic learning environment.

There are currently 34 classes with the executive team including a principal, two deputy principals (an allocation of five non-teaching days), four school based assistant principals, and an assistant principal (vision). The itinerant vision team for the Port Hacking and Woronora River networks is based at Gymea Bay Public School.

The dedicated staff of new scheme and experienced teachers, including many temporary staff is committed to improving quality teaching and learning, incorporating information and technology skills across the curriculum, and providing effective student wellbeing programs.

There is a strong emphasis on literacy and numeracy development with a focus on the learning needs of individual students. A very dedicated Learning Support Team (LST), Reading Recovery (RR) teacher, Support Teacher Learning (STL) and School Learning Support Officers (SLSOs) ensure early identification and relevant support for a large number of ‘at risk’ students. Through class based and small group support, the 10% of students from non-English Speaking Backgrounds are assisted by an EALD teacher (English as an Additional Language or dialect).

The school enjoys a proud tradition of sporting and performing arts programs and offers an extensive range of extra-curricular activities.

An active and enthusiastic parent community supports the school and provides much needed funds to improve facilities and the school environment, and to provide resources in classrooms that enhance teaching and learning.

Principal’s message

Reflecting on my first full year as principal of Gymea Bay Public School I have to say that it certainly is an amazing learning environment. The opportunities for students to achieve across a wide range of activities are outstanding. The students are incredibly lucky to have such a talented staff with diverse skills that provide opportunities for all to excel.

A very significant feature of Gymea Bay Public School is the fantastic support given by parents either; by volunteering their time to attend P&C meetings and getting involved in fundraising, visiting the school each week to assist in learning activities or just by quietly supporting their children at school on an everyday basis. Gymea Bay definitely is a community that works together to achieve the best for its students and that is really evident with the results achieved throughout the year.

NSW DEC schools are moving into a very significant period in education as they develop a new plan for the next three years. Consultation with staff, parents and students has led to the development of a new vision for the school and the focus will be on school improvement in three key strategic directions which are outlined in detail later in this report.

As we transition into this exciting phase I feel that our school is well equipped to meet the challenges and changes occurring in the broader educational context and our focus will be on preparing all students with the skills to enable them to become respectful, responsible, innovative, creative and successful learners. I would like to thank the staff for its commitment to the delivery of quality programs and experiences for all students and look forward to a great year in 2015.

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.

Message from the P&C Association

It has been a pleasure to lead our P&C again this year. I have been extremely fortunate with the hard working executive team – vice presidents Belinda Shoebridge and Jeanene Hill, secretary Kath Hayward and treasurer Phil Webb together
with the committee chairs – Erica Roach, Inga Christodoulou, Kylie Hewitt, Natalie Blacker and Kathy Staples. It has been a cohesive team with robust voices, intelligent ideas and each has the overwhelming desire to assist the school and our children to the best of their ability.

I also thank Mr Pooley who took over as principal at the beginning of the year. He has been found to be firm but fair, an excellent listener with very high ideals around equity, fairness, respect for others, collaboration and kindness. He is also determined to lift the educational standards at our school and to assist teachers to become the best that they can. Thank you, Mr Pooley and the entire staff Gymea Bay staff of 2014.

The P&C has finished this year with a very healthy bank balance. We again ran a very successful Gymea Lily Festival and received great support from our parents. This places the P&C association in a great position to look at expenditure on larger projects next year.

Throughout the year, the P&C has spent money on curriculum items such as resources for the literacy and mathematics syllabus, ICT support, sporting equipment, renovations to the library, professional development for the teaching staff, learning support (CISP program), awards for Presentation Day and kindergarten developmental play. The money has been spread to ensure that children from K-6 are all beneficiaries.

On the advice of our auditors, processes have been computerised and streamlined in the canteen and uniform shop. On-line ordering was introduced into the canteen with over half our families now utilising this system. A review into the canteen will continue to ascertain how we can best improve the canteen.

Thank you to everyone who has supported our P&C this year.

Jenny Ware
President 2014

Student enrolment profile

In 2014 the total enrolment from Kindergarten to year 6 was 869 students. The school operated 34 classes which included: 6 Kindergarten classes, 6 Year 1 classes, 5 Year 2 classes, 4 Year 3 classes, 5 year 4 classes, 4 Year 5 classes and 4 Year 6 classes.

Student attendance 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).

Workforce information

Workforce composition

The Australian Education Regulation, 2013, requires schools to report on Aboriginal composition of their workforce. In 2014 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.

<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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>10</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
Throughout 2014 professional learning funds have been utilized to support our school targets of numeracy, literacy, science and ICT. This process ensured the implementation quality programs and effective teaching and learning activities.

Funding from global grants of $28243.80 was supplemented by school funds of $1491.40. 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.

In 2014 Professional Learning was focused on the following key initiatives:

• the implementation of the Quality Teaching Framework with James Ladwig from the University of New England;
• the implementation of Guided Reading programs across all classes utilizing literacy consultant Wendy Bean;
• on-going Integration of Technology;
• preparation for the implementation of the new Mathematics and Science syllabuses, and
• continued implementation of the new English syllabus for the Australian curriculum.

All staff participated effectively in the above-mentioned programs throughout the year.

Beginning Teachers
At Gymea Bay in 2014 the workforce consisted of three new scheme teachers. All New Scheme teachers were involved in a mentoring and appraisal program. This involved meetings between teachers and his/her mentor, class visits to watch each other teach and provide feedback on goals and standards, the production of a portfolio of evidence that professional standards are being addressed and a meeting with the Principal to discuss their professional learning.

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>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>317,953.53</td>
</tr>
<tr>
<td>Global funds</td>
<td>456,657.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>216,451.76</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>569,738.17</td>
</tr>
<tr>
<td>Interest</td>
<td>12,594.76</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>37,499.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>1,948,395.41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>94,101.15</td>
</tr>
<tr>
<td>Excursions</td>
<td>158,125.95</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>259,904.82</td>
</tr>
<tr>
<td>Library</td>
<td>7,834.44</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,491.40</td>
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<tr>
<td>Tied funds</td>
<td>182,780.33</td>
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<tr>
<td>Casual relief teachers</td>
<td>141,814.78</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>153,292.56</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>64,501.53</td>
</tr>
<tr>
<td>Maintenance</td>
<td>133,678.11</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>33,654.52</td>
</tr>
<tr>
<td>Capital programs</td>
<td>31,497.30</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1,262,676.89</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>685,718.52</td>
</tr>
</tbody>
</table>

The total amount received from the 2014 voluntary school contribution was $43144.10. 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 $75884.95 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, and
- 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 2014 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 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results
across the Years 3, 5, 7 and 9 literacy and
numeracy assessments are reported on a scale
from Band 1 to Band 10.

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

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

Year 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).

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 to access the school data.

NAPLAN Year 3 - Literacy (including Reading,
Writing, Spelling and Grammar and Punctuation)

Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>457.0</td>
<td>445.2</td>
<td>416.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
</tr>
</tbody>
</table>

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School performance 2014

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from Band 1 to Band 10.

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

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

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

Skill Band Distribution

Band 1 2 3 4 5 6
Number in Bands 2 0 11 18 67 17
Percentage in Bands 1.7 0.0 9.6 15.7 58.3 14.8
School Average 2011-2014 1.0 0.8 5.7 15.5 54.4 22.5
SSG % in Bands 2014 1.4 3.3 15.7 22.0 41.3 16.2
State DEC % in Bands 2014 4.1 8.3 21.3 22.8 33.3 10.1

Year 3 NAPLAN Grammar and Punctuation

Skill Band Distribution

Band 1 2 3 4 5 6
Number in Bands 1 2 6 22 26 58
Percentage in Bands 0.9 1.7 5.2 19.1 22.6 50.4
School Average 2010-2014 0.3 2.3 6.1 19.2 24.3 47.8
SSG % in Bands 2014 1.3 3.7 10.3 19.5 23.8 41.5
State DEC % in Bands 2014 4.7 8.3 15.3 21.1 20.9 29.7

Year 3 NAPLAN Writing

Skill Band Distribution

Band 1 2 3 4 5 6
Number in Bands 4 2 17 27 38 26
Percentage in Bands 3.5 1.8 14.9 23.7 33.3 22.8
School Average 2011-2014 1.2 3.2 13.8 28.8 31.0 22.1
SSG % in Bands 2014 1.1 5.6 15.8 26.2 28.4 22.9
State DEC % in Bands 2014 4.1 12.6 20.7 23.2 23.0 16.4

Year 3 NAPLAN Numeracy

Skill Band Distribution

Band 1 2 3 4 5 6
Number in Bands 5 8 4 26 22 32
Percentage in Bands 4.9 7.6 18.3 27.4 33.3 21.2
School Average 2010-2014 3.9 2.4 5.2 12.7 17.8 22.6
SSG % in Bands 2014 3.1 5.6 14.2 22.8 28.1 26.4
State DEC % in Bands 2014 4.2 12.6 21.5 23.2 22.9 16.4
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>523.2</td>
<td>526.3</td>
<td>497.3</td>
</tr>
</tbody>
</table>

Percentage in bands:

Year 3 Numeracy

Percentage of students

Year 5 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>518.7</td>
<td>527.1</td>
<td>502.7</td>
</tr>
</tbody>
</table>

Percentage in bands:

Year 5 Spelling

Percentage of students

Year 5 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>532.8</td>
<td>538.1</td>
<td>504.7</td>
</tr>
</tbody>
</table>

Percentage in bands:

Year 5 Reading

Percentage of students

Bands

- Percentage in Bands
- School Average 2010-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014
Students across grades 3-6 elected to take part in the International Competitions and Assessments for Schools (ICAS) in the following Key Learning Areas: Science, English, Writing and Mathematics.

Some key results included:

- in Science, 22 students across grades 3-6 completed the paper, 1 student was awarded a high distinction, 7 students awarded distinctions, with 9 credits and 2 merits also awarded;
- in English 5 students were awarded distinctions whilst credits were awarded to 12 students.
• in Writing across grades 4-6 one student was awarded a high distinction, one student awarded a distinction and 7 students awarded credits, and
• in Mathematics students performed very well across all grades 3-6. Five students were awarded distinction, 27 gained credits and 4 were awarded merits.

Significant programs and initiatives –
Policy and equity funding

Aboriginal education

Aboriginal Education at Gymea Bay Public School continued to gain momentum in 2014. 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 is at a significantly high level across the school.

All 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 perspective.

The English curriculum has a strong Aboriginal component. In 2014, 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. A 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 weekly assemblies 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 artifacts. Gymea Bay Public School is committed to improving the educational outcomes of all its aboriginal students.

Multicultural education and anti-racism

In 2014 the EAL/D allocation was 0.2 days per week. Four hours of teaching time was used to either withdraw children in groups from K to Year 6 or provide in class support across two days during literacy time. Extra funding from the New Arrivals Program was used to support newly arrived students to Australia. A total of 19 children were supported in this program, with phases including; 5 BLL, 6 Emerging, 5 developing and 3 consolidating. 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.

Year 5 students 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.

Aboriginal background

In 2014 Gymea Bay School received a Specific Purpose Grant for students from an Aboriginal
background. This level of funding is based on the number of Aboriginal students attending the school as a percentage of the school population. In 2014 10 students attended the school from an Aboriginal/Torres Strait Island background. These funds are used to support the learning needs of these students.

### Socio-economic background

In 2014 Gymea Bay School received a grant for the specific purpose to support families due to socio-economic background. The school has used these resources to support students with additional learning needs associated with their socio-economic background.

### Learning and Support

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.

The Learning and Support Teachers, 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 reflects 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 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 individual students to support reading fluency and comprehension skills, and
- students are also supported by a Reading Recovery teacher, EALD teacher, school counselor, school chaplain and Learning and Support Officers (LaSOs).

Students identified for support are assessed by the counselor 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.

### Other significant initiatives

#### 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, seven 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 both consultation and direct in-class support for students from Preschool 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 prepares class materials in Braille, as well as maps, diagrams, graphs and picture books in a tactile format, to enable these students to have equivalent access 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 2014, Gymea Bay PS teachers worked collaboratively with the Vision Support Team to deliver an Australian Curriculum unit of work across Stage 1, enabling Gymea Bay PS 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 Engadine Music continued to administer both school bands - a training band consisting of 16 students and a performing band of 27 students. Each band catered for a different ability level with all students attending weekly tutorial sessions and band practices. Highlights of the band program include:

- 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;
- 8 Students from the Performing band attended a 2 day Band camp at Stanwell Tops conference Centre, participating in intensive tutorials, a combined band practice and outdoor activities. The Camp
ended with a combined band of 90 students performing a variety of pieces they had learnt over the 2 days;

- both bands performed 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, and

- the year culminated in a showcase evening performance for both bands. Students also had the opportunity to show their skills by playing in duets, or in an ensemble, as well as the combined band item.

**String Ensemble**

Two fantastic string ensembles programs provided performance opportunities for all ages and abilities. Features of the program include:

- the Gymea Bay String Ensemble (both infants and primary students) performed at an intermediate to advanced level - performing at various school functions including Performing Arts Night, numerous assemblies and the Department of Education’s Instrumental Festival of Music at the Sydney Opera House.

- Stringles beginner violin ensemble program, teaching students the basics of their instrument and how to read music. During the course of the year both ensembles collectively raised more than $1000 through busking which was used to sponsor a child through World Vision.

**Choir**

In 2014 all three choirs were 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**

In 2014 students in the three dance ensembles performed at a number of events. Highlights of this exceptionally successful program include:

- the Infants Dance Ensemble (involving 30 students from years 1 and 2) danced to several songs and enjoyed learning and performing at various events. They also learnt a new dance for the Performing Arts Night;

- the Junior Dance Ensemble included 30 students from years 3 and 4. They also rehearsed each week before school;

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

- 110 students participated in Wakakirri which is the leading national story and dance competition for primary aged students. Based on the theme Tales of the Magic Lamp our school was successful in selection to perform at the State Grand Final.
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 31st Schools Spectacular.

**JOLT Drama**

This year the focus of the JOLT drama program shifted from theatre acting to on screen film acting and production. Features of the program included:

- twenty five students from grades 2-6 developed their talents, creativity, positive attitudes and cooperation skills;
- 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, and
- three films were produced with one being selected for the annual Film by the Sea program. This included a matinee performance and a premier at the Sutherland Entertainment Centre in October.

**Surf awareness**

During term 4, 70 students from years five and six took part in an intensive surf awareness program. Features of the program included:

- it was conducted by instructors from Surf Educate Australia (SEA) who are qualified lifesavers or surf coaches;
- The lessons were held at South Cronulla beach each Friday afternoon and the children 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 and soft foam boards and learnt body surfing and duck diving techniques, and
- lessons involved theory, beach activities, pool sessions and time in the surf. 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 gaining first place in swimming, cross country and athletics.

Many students represented our school at zone, regional and state competitions as well as 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),
- karate, gymnastics, a swimming program, a kindergarten skills-based program and class and grade based sports activities.

Students also participated in a number of knockout competitions and a range of gala days in various sports. The following results were achieved:

- the combined boys and girls Hockey teams competed in the Knockout Championships held throughout Sydney and across the state. The team was successful in being awarded; Sydney East Champions, Sydney North champions and were placed 4th in the State;
- summer Hockey was introduced in Term Four. Six teams from across grades K-stage 3 competed in this after school competition for eight weeks;

Public Speaking

In 2014, three students from Gymea Bay represented their school at the Northern Zone public speaking competition at Kirrawee Public School. The students presented informative and entertaining speeches on a range of subjects from the importance of recycling to the importance of saving native animals.

Two students won the zone competition and went on to compete in the district final at Sans Souci Public School. Our stage 1 representative was runner up at the district final 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. Features of the program included:

- Stage 3 students 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 establish student-directed energy saving and greenhouse gas reduction projects in NSW government schools, and
- all students 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.

Library

The school library facilitates the work of the classroom teacher and ensures students have equitable access to motivating, flexible physical and digital learning resources. Features of the library program include:

- the Library teacher working 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;
- providing support to teachers in the form of relevant curriculum information and professional development materials within and outside the school; and opportunities to cooperatively plan implement and evaluate learning programs;
- in 2014 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;
a Senior Picture Book section was created for our senior student who benefit from deriving inferential meaning, illustrators intent and purpose. Transitional Fiction was established with those students in mind who find making the leap from Junior Fiction 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, and

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

Technology

Gymea Bay Public School 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. Key new developments include:

- each classroom is equipped with iPads, wireless internet access and interactive whiteboard;
- In Term 2 the next step in our technology plan was activated with the purchased of 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;
- Video conference technology was utilized during the year with Year 5 students being 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;
- 2014 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, and
- The P&C raised much needed funds to support our technology programs.

School planning 2012-2014:
School priority 1

Literacy

Outcomes from 2012–2014
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.

Improvement in NAPLAN Growth in reading indicating a higher percentage of students achieving equal to and/or above the expected growth for the state

NAPLAN in reading year 3 and 5 indicate a higher percentage of students achieving in the top two bands

To plan literacy lessons related to the strands in the Australian Curriculum

Evidence of achievement of outcomes in 2014:

• all staff involved in an analysis of the NAPLAN results and an improved understanding of student need areas and how to use the teaching strategies in the SMART data to provide individual support;

• staff understanding of the Literacy Continuum K-2 and how to assess and place students on the continuum;

• staff understanding and implementation of the strands in the Australian Curriculum in English;

• all staff involved in a coordinated professional learning program focusing on the explicit teaching of Guided reading;

• the implementation of a guided reading program in all classes K-6;

• all student literacy levels recorded on PLAN

School priority 2

Numeracy

Outcomes from 2012–2014

• through the Reciprocal Numeracy strategies, all K-2 staff has an understanding the teaching of mathematics;

• through the Taking Off With Numeracy project, all 3-6 staff has an understanding of the teaching of mathematics with specific focus on problem solving;

• improved teaching and learning in numeracy in all classes;

• to improve numeracy outcomes for all students through Reciprocal Numeracy, Problem a Day, CMIT and Counting On;

• to prepare all teachers for the implementation of the NSW mathematics syllabus for the Australian Curriculum;

• to plan numeracy lessons related to the strands in the Australian Curriculum, and

• improvement in NAPLAN growth in Numeracy indicating a higher percentage of students achieving equal to and/or above expected growth for the state NAPLAN in numeracy in year 3 and 5 indicate a higher percentage of students achieving in the top two bands

Evidence of achievement of outcomes in 2014:

• all staff involved in an analysis of the NAPLAN results and an improved understanding of student need areas and how to use the teaching strategies in the SMART data to provide individual support;

• staff discuss and implement ‘between session tasks’ in classes;

• all staff utilise teaching strategies as detailed in Reciprocal Numeracy and Taking Off With Numeracy to challenge individual students;

• staff are aware of the key changes in the new syllabus and develop an understanding of the strands in the new Mathematics syllabus;

• Stage groups unpack elements of new syllabus with a focus on problem solving and place value including participation in DEC Adobe Connect Mathematics sessions;

• teaching programs include the specific content area of the new syllabus such as a lesson sequence based on the ‘number’ strand;
• Numeracy continuum is utilised as tool to inform programming;
• students engaged in appropriate learning activities for their ability, and
• lessons on ‘number’ implemented and evaluated.

School priority 3
Science and Technology
Outcomes from 2012–2014
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 plan Science and Technology lessons related to the strands in the Australian Curriculum
Increased teacher and student understanding of the scientific method, and the implementation of rich scientific tasks in classes related
To prepare all teachers for the implementation of the NSW science and technology syllabus for the Australian curriculum
Evidence of achievement of outcomes in 2014:
• increased staff understanding of scientific process and content in Australian Curriculum with all teaching programs including a rich task in Term 3;
• science equipment audited and equipment / resources identified as needed was purchased;
• all Staff trained on how to implement new units in Primary Connections and a coordinated approach to the teaching of science implemented across the school;
• a planned approach to skill development and the use of technology across stages/grades is implemented;
• students demonstrate a consistent use of ICT in the classroom;
• stage/grade teams cooperatively plan and implement rich tasks in ICT for each term’s units;
• workshops with a specific skill focus are held and attended by staff on a regular basis after school;
• staff demonstrate an understanding of management of school’s ICT system through participation in regular training sessions.

School priority 4
Information and Communication Technology (ICT)
Outcomes for 2012–2014
To further develop connected learning through improved ICT
To train staff in the management of the school’s ICT system.
Wider understanding and use of ICT in class teaching.
To implement a BYOD strategy for all Stage 3 students.
Staff understanding and skills developed for ongoing management of ICT across the school
To further develop connected learning through improved ICT
To train staff in the management of the school’s ICT system
Evidence of achievement of outcomes in 2014:
• stage/grade groups decide skills to be addressed each term (focus on rich tasks)
• students demonstrate a consistent use of ICT in the classroom
• stage/grade teams cooperatively plan rich tasks in ICT for each term’s units
• staff understanding of management of school’s ICT system
• 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 implemented. This included releasing highly skilled members of staff trained in ICT pedagogy for team teaching to address staff needs in ICT;
• the school ICT model was refined and included trials that enable technology to
be enhanced and integrated into teaching and learning;
• the integration of ICT into KLAs, and
• consistent professional learning programs provided to address staff needs in ICT

School priority 5

Sustainability.

Outcomes for 2012-2014:
To develop teaching and learning programs and implement whole school practices for improved sustainability
Teaching and learning in classes for improved sustainability
Implementation of whole school practices for improved sustainability
Evidence of achievement of outcomes in 2014:
• School Environmental Management Plan completed and uploaded on regional website and school’s website;
• grades/stages access environmental projects in the wider community;
• staff and students more aware of sustainable practices with teaching programs and whole school activities reflecting these practices;
• information relating to improved practice is presented to students at assemblies and information included in the newsletter;
• staff and students demonstrating understanding of ways to improve sustainability;
• environmental links identified in units of work, and
• SRC/Environment Team responsible for wise use of electricity/gas/water.

School Priority 6

Student Welfare

Outcomes for 2012-2014
To further improve practices to support the learning, wellbeing and engagement of students.

A continuum of learning K-6 which supports students’ engagement
Improved social and emotional wellbeing, and skills for life
Evidence of achievement of outcomes in 2012-2014:
• Student Welfare Policy reflects DEC related policies and meets the needs of the school with improve strategies for rewarding students, and dealing with unacceptable behavior;
• increased understanding and demonstration of school’s values by students;
• values displayed in playground and classrooms and linked to special days eg. ‘Respect’ – Harmony Day;
• on-going staff training in Restorative Practices;
• the process of revising the current anti-bullying plan is undertaken, involving consultation with the whole school community;
• students demonstrate strategies learnt through Bounce Back program;
• decrease in number of playground incidences recorded;
• ‘at risk’ students identified and matched to volunteers who are trained tutors through the ‘Kids Hope’ program;
• improved self-esteem and engagement for students involved in the above program, and
• increased staff understanding of healthy eating and implications for student wellbeing.

School Priority 7

Quality Teaching

Outcomes for 2012-2014
To improve student learning outcomes across all KLAs as a result of more effective pedagogy.
To embed quality teaching practices across all Key Learning Areas K-6 through the implementation of the Quality Teaching Model.
Evidence of achievements of outcomes in 2012-2014

- Quality Teaching consultant worked with teachers to implement elements of QT framework into lessons;
- all staff accessing internal professional learning on Quality Teaching as required;
- guided reading is taught K-6 according to school developed model;
- all classes utilising iPads in daily teaching and learning, and
- teachers involved in professional learning activities with colleagues which demonstrates integration of technology in various forms.

School evaluation processes

Parent/caregiver, student, and teacher satisfaction

NSW public schools conduct evaluations to support the effective implementation of the school plan.

In 2014, the school sought the opinions of parents, students and teachers about the school in relation to BYOD, Bullying, White Ribbon and the School Chaplaincy program.

Surveys were carried out using online survey collection software with many parents, students and teachers responding. The results showed positive responses and overall satisfaction with school.

BYOD Bring Your Own Device.

As of February 2014 Gymea Bay Public School adopted a Bring Your Own Device (BYOD) strategy for year 5 and 6 students. This strategy has allowed students to bring in their own iPad tablets for use on school related activities. If required, school supplied devices were made available to stage 3 classroom. As part of the BYOD self-evaluation program the school seeks feedback annually from the school community, teachers and students on the effectiveness and appropriateness of the Stage 3 BYOD program.

Summary of key points from the survey include:

- student responses were largely positive. Of the 97 student responses 3 students indicated the BYOD had not impacted positively on their learning, and
- many students’ responses focused on the ease and accessibility of information available to them using iPads and the sense of engagement the iPads create.
- Parent comments were largely positive and indicated student level of engagement, immediate access to resources and researching skills had all improved under the BYOD strategy;
- some parents commented they were unsure of the impact (if any) BYOD had on their child’s learning;
- one parent commented they wanted a return to more traditional ‘old fashioned’ teaching methods;
- Some of the parent comments focused on concern around use of iPads for online gaming both at home and at school.
- Other concerns related to managing the time students use the iPad at home, equity and cost and ongoing concerns regarding breakage and theft of device.
- several individual parent comments focused on the belief that the BYOD strategy reflects the essential learning skills students will require in a modern world, the changing nature of education and the workforce, and
- comments were also made that parents were grateful that the school was attempting to meet these challenges.

Chaplaincy

The school conducted a survey from parents, students and teachers in regards to many aspects of the Chaplain program which has run since 2012 at Gymea Bay.

- 174 parent or community members completed the survey
- 92 students selected randomly completed the survey
- 34 staff members completed the survey

The results from the survey assisted the school in deciding to continue the chaplaincy program in 2015 and review the way the program operated.
Summary of key points from the survey:

Do you believe Gymea Bay Public School should have a School Chaplain? (Parent written responses)

- 69 (40%) written parent responses were against the continuation of the chaplain program
- 57 (33%) written parent responses were supportive of the continuation of the chaplain program
- 30 (17%) written parent responses wanted clarification or had little knowledge in some form on the chaplain program
- 28 (16%) written parents responses made no comment (NA)

(please note that some parent comments were categorised into more than one area for example parents were supportive of the program however they wanted more information on the program)

Staff comments were generally supportive of the chaplain program with 71% of comments in favour of the chaplain program and 21% of staff against the continuation of the Chaplain program.

Do you believe Gymea Bay Public School should have a School Chaplain? (75 student written responses). Student comments were generally supportive of the chaplain program with 46% of comments were in favour of the chaplain program. Interestingly, 38% of students commented they either did not know what the Chaplain did, who the Chaplain was or what role they played.

White Ribbon

Students were surveyed to determine how effective the school White Ribbon programs were in developing ‘respectful relationships’. Of the 140 students surveyed, 133 (95%) of students responded that they had heard of the White Ribbon program.

All 142 students surveyed made written response to what they think the white ribbon program is about. A selection of responses includes:

- It is about no violence against women
- Violence against women and kids
- About stopping and talking about domestic violence against women

Students completed survey questions asking them to reflect on what they think respect is and what being respectful looks like in everyday situations. Survey answers included:

- If someone is alone you could ask them if they are ok.
- To treat someone how you would like be treated
- Respect is to be kind and helpful and not to be violent.
- I believe respect is being kind and nice to others, showing present to elderly even if they can be slow, respect others that may not be as good as you.
- I learn about being respectful when someone is speaking and I listen.
- Listening when being spoke to, helping someone who needs help

Bullying

Parents and students were surveyed on the topic of bullying behaviour. The aim of the survey was to enable the school to utilise the results to inform the review of the current anti-bullying plan and implement a revised plan early in 2015.

The survey asked parents questions relating to the parents perceived level of verbal bullying, physically bullying, social bullying and cyberbullying that occur in the school. Just over 45% of the 166 parents who responded to the survey indicated that in class lessons focusing on understanding and managing bullying behaviour are used by the school to resolve issues around bullying behaviour while parent written responses believed that education, ongoing communication and setting good role models were part of the roles and responsibilities of parents and carers in supporting the school to manage and prevent bullying behaviour.


In 2014 Gymea Bay Public School surveyed parents regarding what they believe the role of Gymea Bay Public School will be over the next 3-5 years. The survey was well received with 66 parents responding to the survey. Information from this survey was used to develop a vision and key strategic directions for the school.

This information will be used as the foundation for the new 3 year plan and provide the school
with a clear direction in; student learning, staff learning and school performance.

Parents were asked to comment on what they understood the role of Gymea Bay PS was. Responses varied however most answers largely focused around creating a quality learning environment, creation of well individuals and allowing students to reach their individual potential. Responses included but are not limited to:

- To set the foundations for our children’s future learning by focussing on the basics (English, Maths) in the early stages and once these concepts have been mastered, broadening the scope of learning to other areas.
- Creating the groundwork for a wonderful stepping stone from primary school into high school by supplying excellent education with great teachers.
- To provide an environment where optimal learning can occur for each and every child.
- Providing quality education with extra curricular activities for the children of the school. Where children, families and teachers feel supported and excited about learning.
- Part of the community. The school should ideally be educating our children to achieve great things, be resilient, and to have a sense of community.
- Support and educate young children to be able to develop in a rapidly changing world, although also remembering the basics and natural development of the children.
- The role of Gymea Bay Public School is to provide a comprehensive education that caters to the needs of all children in a happy, supportive and safe environment. Every child is recognised and valued as an individual with different abilities, strengths and needs. A professional and highly motivated staff, in partnership and collaboration with parents, will encourage each child to achieve to his or her maximum learning potential in an engaging, inspiring and ethical learning environment. Each child has a right to succeed. We work, learn and achieve together.
- Quality Education to develop each individual child to achieve their maximum potential. To help children form solid social relationships & to connect with children and adults in a caring & empathetic manner learn about compassion, respect, empathy & integrity to help develop children's interests & self esteem.
- To provide a high quality education which ultimately prepares students for high school; to meet the academic needs of all students (including those with assessed additional needs and giftedness); to provide a safe, socially inclusive environment and to develop the extracurricular interests and skills of ALL students and not only the most talented.
- Education provider for local children from Kindergarten to 6th grade.
- Providing opportunities for all students, regardless of ability in the performing arts. Providing a consistent learning environment through good human resources management.
- To teach and foster the children of Gymea bay and allow them to excel their abilities and develop any attributes to allow the children to prosper.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015. The following strategic directions have been developed in consultation with the school community:

Strategic Direction 1

At Gymea Bay Public School students will be confident, responsible and successful 21st Century learners who are engaged, motivated and challenged whilst continually improving.

Purpose:

The purpose of developing students as 21st century learners is to create an environment at
GBPS that provides every student with relevant opportunities to develop a wide range of skills. These skills will allow students to make informed decisions and enable them to be productive, responsible citizens.

**Strategic Direction 2**

At Gymea Bay Public School we foster staff learning and leadership with a focus on quality teaching.

**Purpose:**

The purpose of quality teaching and leadership development is for staff to be reflective on their practice and expectations of themselves and their students.

Focussing on continual improved outcomes for all students, staff will share practice and expertise in an environment of professional respect and cooperation.

**Strategic Direction 3**

At Gymea bay Public School we are a high performing school committed to excellence and setting high expectations. We are consultative, collaborative and professional.

**Purpose:**

The purpose of developing a high performing school is to set a clear and shared whole school focus. This focus is based on high standards and expectations for students, effective school leadership, curriculum and instruction that is aligned to state based syllabus, focused professional development, on-going monitoring of learning and teaching set within a supportive learning environment with deliberate family and community involvement.

**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.

Mr Ray Pooley: Principal
Mrs Robyn Beck: Deputy Principal
Mrs Michelle Michael: Deputy Principal

Mr Julie Blyth: Rel. Assistant Principal
Mrs Noeline Larkins: Assistant Principal
Mrs Sandra Nakkan: Assistant Principal
Mrs Helen Reece: Assistant Principal
Mrs Melissa Bird: Assistant Principal
Ms Allisse Rae: Rel. Assistant Principal

**School contact information**

Gymea Bay Public School
205a Gymea Bay Road
Gymea Bay 2227
Ph: 9524 6852; 9524 4995
Fax: 9540 2150
Email: gymeabay-p.school@det.nsw.edu.au
Web: www.gymeabayps.nsw.edu.au
School Code: 2116

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: