Gerringong Public School
Annual School Report 2014
School context statement
Gerringong Primary School is the only school in the township of Gerringong and takes enrolments from both the town, Gerroa and surrounding rural areas. The school has strong links with the community and is supported through a very active P&C. The school is well resourced and has a very pleasant physical environment for both students and staff.

The school has continued to focus on explicit teaching. In Literacy, this has been through the continuation and strengthening of the L3 program and the introduction of Focus on Reading. In Numeracy, the introduction of “The 6 Principles of an Effective Mathematics Lesson” has provided teachers with a consistent structure when programming Numeracy lessons. Although, data indicates positive student outcomes, our professional development focus for the next three years is to ensure our students are actively engaged in their learning, especially as they progress into middle schooling and that differentiated learning programs are being provided in all classes K-6.

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>176</td>
<td>193</td>
<td>199</td>
<td>203</td>
<td>195</td>
<td>216</td>
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<tr>
<td>Female</td>
<td>192</td>
<td>189</td>
<td>186</td>
<td>205</td>
<td>203</td>
<td>217</td>
<td>202</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.5</td>
<td>94.4</td>
<td>95.3</td>
<td>94.4</td>
<td>96.5</td>
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<tr>
<td>1</td>
<td>93.5</td>
<td>93.5</td>
<td>92.6</td>
<td>93.7</td>
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<td>95.8</td>
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<tr>
<td>2</td>
<td>93.3</td>
<td>94.1</td>
<td>94.0</td>
<td>94.2</td>
<td>94.6</td>
<td>94.6</td>
</tr>
<tr>
<td>3</td>
<td>93.1</td>
<td>94.2</td>
<td>93.6</td>
<td>92.5</td>
<td>93.8</td>
<td>95.0</td>
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<tr>
<td>4</td>
<td>93.5</td>
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<td>5</td>
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<td>94.4</td>
<td>92.3</td>
<td>93.1</td>
<td>94.4</td>
<td>94.3</td>
</tr>
<tr>
<td>6</td>
<td>94.2</td>
<td>94.4</td>
<td>94.3</td>
<td>90.0</td>
<td>92.9</td>
<td>94.1</td>
</tr>
<tr>
<td>Total</td>
<td>94.3</td>
<td>94.2</td>
<td>94.0</td>
<td>93.2</td>
<td>94.4</td>
<td>94.8</td>
</tr>
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</table>

The school follows DEC guidelines in relation to the management of non-attendance at school. Student attendance is closely monitored through daily data entry of absences, reason for absences and by regular communication with parents. The school, with the on-going support of the Home School Liaison Officer, aims to support students and their families in relation to regular attendance at school.

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

In 2014, the Aboriginal composition of our school workforce increased through the appointment of a teacher through the Aboriginal Employment Program.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>12.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Part – time teachers</td>
<td>0.7</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.672</td>
</tr>
<tr>
<td>Itinerant Teacher Visual Disabilities</td>
<td>0.8</td>
</tr>
<tr>
<td>Itinerant AP Visual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Student Support Executive Release</td>
<td>0.336</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.122</td>
</tr>
<tr>
<td>Total</td>
<td>25.450</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
In 2014, teachers at Gerringong Public School were actively involved in a variety of professional learning experiences. Staff undertook compliance training, which included revisiting Anaphylaxis and Epipen safety procedures and catering for the needs of students with diabetes.

This year professional development focused on new syllabuses, reading and inquiry based learning. Gerringong Public School continued to work with the Kiama Learning Community of
Public Schools (KLCOPS) to build teacher capacity in new syllabus, specifically the new NSW K-10 Mathematics Syllabus. At Gerringong Public School we reinforced this learning with targeted teacher professional learning sessions as well as learning about the new NSW K-10 Science Syllabus. Both the Science and Mathematics Syllabuses will be implemented in 2015.

Teachers from Years 2-6 have been actively engaged in the first module of Focus on Reading. This professional learning has supported teachers in their teaching of comprehension strategies and provided the school community with a common language when discussing comprehension.

Teachers and students have continued to embark on the journey of inquiry based learning. Four members of the Gerringong Public School Executive Team attended professional learning in Sydney. Further professional learning around ‘Being an Effective Inquiry Teacher’ was facilitated by Ms Adams.

Early Stage One teachers have continued their professional development in L3. These teachers have received feedback on their teaching practice as well as attending regular training sessions. Six teachers received Pirozzo training. This training directly benefited classroom practice as the matrix used enabled staff to plot a wide range of quality learning activities.

Professional development provided by the Reading Evaluation Team (RIT), focussed on building teacher capacity around best practice in the teaching of Reading.

Professional learning in the AITSL Teaching Standards provided the teachers at Gerringong Public School with further opportunity to reflect on their practice, identify goals and gave points for discussion during the TARS and EARS process.

The majority of the Gerringong Public School Leadership Team were trained in Growth Coaching. This professional learning ran over 3 days and gave practical strategies to support the professional development of staff.

**Beginning Teachers**

The school has implemented strategies for two staff who were permanently appointed in 2014 to the school.

The following strategies were resourced by Beginning Teacher funds:

- Provision of a mentor
- Classroom observations and feedback
- Additional release time
- Co-operative planning
- Identification of professional goals and the provision of professional development to support the goals identified

**Financial summary**

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

**Funds Received Through the Resource Allocation Model**

<table>
<thead>
<tr>
<th>Component</th>
<th>RAM</th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(2,809,625)</td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>(311,282)</td>
<td></td>
</tr>
<tr>
<td>Appropriation</td>
<td>(2,937,128)</td>
<td></td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>(39,558)</td>
<td></td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>(137,681)</td>
<td></td>
</tr>
<tr>
<td>Investment Income</td>
<td>(4,852)</td>
<td></td>
</tr>
<tr>
<td>Gain and loss</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td>3,120,907</td>
<td></td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>3,120,907</td>
<td></td>
</tr>
<tr>
<td>Employee Related</td>
<td>2,809,625</td>
<td></td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>311,282</td>
<td></td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Surplus/Deficit for the Year</td>
<td>1,688</td>
<td></td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(146,181)</td>
<td></td>
</tr>
</tbody>
</table>

*The information provided in the Financial summary is current at the date shown. This summary includes reporting from 1 January 2014 to 31 December 2014.*
Summary includes reporting from 1 January 2014 to 31 December 2014.

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 and enter the school name in the Find a school and select GO to access the school data.

A summary of our results are as follows:

In Literacy, Year 3 students performed well in the areas of Grammar and Punctuation, Reading and Writing. In Reading, 59.3% of our Year 3 students performed in the top 2 bands. In Grammar and Punctuation, 71.9% of our students in Year 3 performed in the top 2 bands. In Writing, 48.5% of our students performed in the top 2 bands.

Spelling will continue to be a Stage 2 focus area in the future.

In Mathematics, Year 3 performed strongly in the area of Numeracy with 29.7% of Year 3 students being placed in the top two bands. Data, Measurement, Number, Patterns and Algebra will continue to be areas of focus for Stage 2 in the future.

In Year 5 students performed well in the areas of Grammar and Punctuation, Spelling and Reading. In Reading 34.6% of our Year 5 students performed in the top 2 bands. In Grammar and Punctuation 38.7% of our students in Year 5 performed in the top 2 bands. In Spelling, 34.7% of our students performed in the top 2 bands. Writing and Spelling will continue to be Stage 3 Literacy areas of focus in the future.

In Mathematics, Year 5 performed strongly in the area of Number, Patterns and Algebra with 26.6% of Year 5 students being placed in the top two bands. Data and Measurement will continue to be focus areas in the future.

Other achievements

Sport

The staff at Gerringong Public School are proud of the outstanding commitment and behaviour our students display during any sporting activity that they undertake, 2014 was no exception. Through our ongoing PDHPE lessons, skills clinics and with the assistance of an active parent body, Gerringong Public School has continued to achieve solid results in both individual and team sports.

Athletics

Gerringong were crowned Tongarra Athletics Champions with Dylan Egan, Kal Whyte and Noah Wood runners up age champion and Mackenzie Ford as age champion. Our success at Regional level saw Kal Whyte, our Senior Girls Relay, Senior Boys Relay and Junior Boys Relay progress to NSWPSSA carnival where they performed well.
Swimming

After a successful school carnival we sent 40 students to the Tongarra Carnival. We had 5 students progress to the South Coast Carnival.

Cross Country

Once again Gerringong were crowned as Tongarra Cross Country Champions. We had 9 students represent Tongarra at regional level and Taj Ford progressed to NSWPSSA.

AFL

Gerringong continued its dominance in AFL, they were undefeated in their pool games but lost in the Semi Final of the Paul Kelly Cup.

South Coast Representatives

We had a strong contingent of students represent at State Carnivals.

U/11 Rugby League - Kal Whyte
Hockey - Mackenzie Ford and Brigette Sharpe
Rugby - Ernie McCarthy and Kal Whyte

Soccer - Bailey Morphett
Touch - Mackenzie Ford, Cooper Roberts, Kynan Ward, Noah Wood and Tom Wade.

Netball - Carla O’Meley

State Representatives

Noah Wood was selected in the NSWPSSA Touch Football side and was an integral part of this side that won the Championship.

PSSA Knockout Competitions

Gerringong fielded teams in Rugby League, Boys and Girls Soccer, Cricket, Boys and Girls Touch, Netball and Hockey. Our teams were incredibly competitive, particularly in Netball and Boys Touch where both teams progressed to the State Championships and were placed in the top 8 teams. The Netball side also progressed to the NSW Netball All Schools Cup top 8 in NSW.

Rod Wishart and Paul McGregor Shield Rugby League

Our Rugby League results were outstanding this year, in particular our Under 11’s side. They were undefeated at both District and Regional level and progressed to State. Our Senior Boys team progressed to the Regional final.

Blues Award

Congratulations to Noah Wood for an outstanding year in all aspects of sport. Noah was successful in gaining a South Coast Blues Award for his continued outstanding results in AFL, Touch and Athletics.

Chess

Chess continues to thrive at Gerringong Public School, where students have had the opportunity to learn chess and participate in social and competitive chess games. Chess Club, open to all students Year 2-6, was held Monday lunchtimes for the duration of the year. The social games provided students with the opportunity to develop skills such as problem solving, forward planning, lateral, logical and sequential thinking in addition to building social skills and self-confidence. The students participate in the Annual School Chess Knockout, the Chess Ladder competition and inter-school chess competitions. After an in-school selection tournament Ryan Harper, Kynan Ward, Beau Hallett, Dylan Crowley and Jai Parker were selected and achieved fourth position in the
Illawarra New South Wales Junior Chess League’s Primary Schools’ Chess Competition, Illawarra Zone, Championship Grade. Well done to our players and thank you to the parents who provided transport and support.

Art
This year the school was fortunate to receive a donation from the Lloyd Rees Art Foundation to develop the talents of identified students within the school. The students spent a day working with Mark Svensson and enjoyed creating landscapes that reflected the local area.

Choir
Gerringong School Choir has delighted in entertaining both the school and community in 2014. The choir performed at the Mayflower Retirement Village and Grandparent’s Day and Reconciliation Week.

The Kiama Community of Schools united for an amazing day in the park to celebrate Education Week. The concert was a great success, beautiful weather, excited students and some wonderful young people performing and sharing their talents.

The Southern Illawarra Music Festival (SIMF) was once again an amazing experience for our choir. The chance to sing together with other choirs and experience the combined excellence which is SIMF is priceless for our students. Several students had the opportunity to perform solo and instrumental roles.

Our last performance was for the Kindergarten Open Night. Prospective parents expressed their delight and their aspirations for their children to one day enjoy such enriching experiences.

Southern Stars
Gerringong PS participated in the regional performing arts spectacular, Southern Stars “#webelieve 2014”. Ms Adams and Ms Peters accompanied the 30 Stage 2 students, who participated in the dance section of the event, with Year 6 student Danni Cook dancing in the Southern Stars Performing Company. Involvement in an event such as this requires the support of the whole school community and is something that our school takes great pride in. Our students certainly had the opportunity to shine.

Debating
Students from Years 5 and 6 participated in the Premier’s Debating Challenge in 2014. Our students attended rounds against Kiama Public School and Kangaroo Valley Public School. Students faced topics such as: “Australia should ban all sports involving animals” and “We should ban advertising during TV shows aimed at school children.” It was a wonderful experience for all students involved. Students were able to develop their skills and confidence in the area of debating against our supportive local debating community. Congratulations to all debaters, your dedication and passion for debating was evident.

Public Speaking
During Term Two, all students in Years 3 to 6 presented a prepared speech to their class. Teachers then had the arduous task of choosing two representatives per class to present their speech in front of the senior assembly. Four representatives were chosen to represent our school at the 2014 Multicultural Perspectives Public Speaking Competition were: Amali Mansfield-Butler, Declan West, Sara McCammon and Erin Tabley. These students and their families attended the Multicultural Perspectives Public Speaking District Final at Illaroo Road Public School. All students did an extraordinary job with
their prepared speech and their impromptu speech, with Declan West receiving a Highly Commended Award on the day.

Performing Arts

Stage 3 students participated in Wakakirri in 2014 at the Wollongong Entertainment Centre. Thank you to all parents and staff for their contributions, especially for the amazing costumes. It was a wonderful experience for everyone involved.

The 2014 production ‘Gerringong, It’s Showtime!’ showcased popular songs from classic and modern musicals and movies. All students from K-2 spent weeks rehearsing and perfecting songs, dancing routines and actions to entertain thrilled guests. Teachers and parent helpers worked hard choreographing items, designing staging and sewing costumes to accompany the entertaining storyline. Congratulations teachers and students on producing such a spectacular performance. Thanks must be given to parents and other helpers who assisted backstage as well as the senior students for their technical assistance. It was a very entertaining production enjoyed by students, parents and the wider Gerringong Public School community.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

The school has continued to implement the Aboriginal Education and Training Policy by:

- purchasing resources to support educational programs within the school and promote Aboriginal history and culture
- developing K-6 Units of Inquiry that include Aboriginal perspectives and content.

Aboriginal background

In 2014, schools whose enrolments included Aboriginal students received equity funding. Our school, in consultation with parents, identified and planned a range of activities which were supported by the funding received. Through cooperative planning, units of work were developed that continue to embed Aboriginal perspectives into the Key Learning Areas. During the year, our school sought to strengthen connections with the Aboriginal community in a number of ways. Aboriginal and Torres Strait Islander students collaborated with their parents, carers and their class teachers to write a personal learning plan. Our PLP interview program has given the opportunity for teachers, parents and students to meet with each other and set personal goals and identify talents and interests of the students.

The school is active in recognising important annual events such as the anniversary of National Reconciliation, NAIDOC week and Sorry Day. Reconciliation week celebrations included week long ‘Doing Things Together’ activities and a special community celebration day. This was a well-attended event and provided an opportunity
for our community to come together as one for morning tea and a BBQ lunch.

Students represented our school at the annual Sorry Day Ceremony held at the Kiama Council Chambers and then at the Pavilion Kiama. Students presented a choral reading of a Dharawal Dreaming story at the Pavilion.

An enjoyable incursion ‘Baayama’ coincided with our NAIDOC week celebrations. During the incursion the children relived an entertaining and educational exploration of tradition and modern dance and creative development, through history, culture, storytelling, art and music. It featured Aboriginal performers, artists and knowledge holders from the Dharawal and Wiradjuri nations. ‘Budya Budya’ dance group put on a brilliant display of traditional and contemporary dance at our NAIDOC week assembly.

Students continued to celebrate and learn about Aboriginal culture and Country through dance, music, art and stories in our ‘Gamarada Room’. Classes participated in Aboriginal art with a visit from Aboriginal artist, Trish Levett, who taught students about bush medicine and helped students to create large paintings for our room.

**Multicultural education and anti-racism**

The school has continued to develop Units of Inquiry that reflect differing cultures. These Units of work provided students with an opportunity to develop a greater understanding of cultural diversity and promote intercultural understanding. Our library provides a wide range of excellent resources that support our units of work and school excursions and visiting performers provide a variety of cultural experiences for the students.

The School Values reflect our commitment to both multicultural education and anti-racism. Tolerance, Commitment, Perseverance, Respect and Responsibility are our five values which students, staff and parents are expected to demonstrate within our school.

**Socio-economic background**

In 2014, schools whose enrolments included students from low socio-economic backgrounds received equity funding. Our school accessed these funds to improve the quality of teaching and learning through the training of staff in Focus on Reading.

**Focus on Reading: Phase 1 Comprehension**

Throughout the year, teachers in Years 2 – 6 participated in professional learning completing four modules of Focus on Reading: Phase 1 Comprehension. Teachers were required to complete module tasks, develop ‘walls that teach’ and complete professional reading requirements. As a result of participating in Focus on Reading: Phase 1, teachers have an enhanced understanding of the nature of learners, the texts they read and how to explicitly teach the six key comprehension strategies in balanced and integrated way. Staff have greater knowledge in plotting and monitoring student progress against the comprehension learning sequence and taking into account analysis of student data.

**Learning and Support**

In 2014, the school received funds to support student learning. These funds relate to the employment of our Learning Support teacher, who works across the school and the employment of School Learning Support Officers to assist directly with identified students with
diagnosed learning and support needs. Individual Learning Plans are developed and reviewed, in consultation with parents and the Learning Support Team.

The school receives a staffing allocation to implement the Reading Recovery Program. In 2014, eight students received Reading Recovery lessons. All students who participated in the program were successful in achieving acceptable grade levels and are now confident readers and writers. Students who participate in the Reading Recovery Program will continue to be monitored throughout their primary school education to ensure their progress continues within the average range. This monitoring will happen through the learning support team.

The Reading Recovery Program is already collecting data for 2015 so that as soon as students return to school this program can begin being implemented again.

**Other significant initiatives**

**Family and Community Projects**

Gerringong Public School is fortunate to be part of a strong and generous community.

Grandparents’ Day demonstrated this beautifully, with family and friends coming to the school to enjoy performances and an impressive morning tea.

The Book Week Parade and Easter Hat Parade were also fun filled activities enthusiastically attended by young and old!

The Anzac Day Assembly enabled students to participate in some reflection on Australian History and we are grateful to Gerringong RSL for their participation with us on this occasion.

The school actively contributes to the wider community by fundraising for a number of charities. We continue to sponsor Pik, our World Vision child from Laos.

During this year, our school also donated to Jump Rope for Heart, The Red Cross and The McGrath Foundation. We would like to extend our thanks to the families and community members who have continued to support these initiatives.

**Environmental Program**

An opportunity for families and the school to work together has been through the creation of the “Gerringong Garden Grubs”. This group was initiated by a parent, who has worked tirelessly throughout the year to include students, staff and parents in gardening activities. Working bees, the planting of seeds and the planning of garden areas were all undertaken throughout the year. It is anticipated that in 2015 the development and use of school gardens as a teaching resource will increase.

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**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- The use of data collected through surveys, interviews, student results, parent response, observations
- On-going monitoring of the School Plan by implementation teams and the school Leadership team
Evaluation Area - Student Welfare

Background and Processes

In 2014 the school was involved in trialling a new computer system that would provide the school with a new way of recording information about individual students. It was an appropriate time to evaluate the Student Welfare systems due to the introduction of the new Student Management system and a large turnover of staff. This evaluation would give important information for future directions.

At the conclusion of 2014, teachers were asked about practices related to the Merit and Discipline systems and the implementation and effectiveness of the current Student Welfare Policy. Data had been previously collected from students in Years 1-6 who were asked to rate their understanding of the school’s Core Values, the Merit System, Discipline Procedures and bullying.

Findings and conclusions

Survey results of students and teachers indicate the following:

A vast majority of students felt that their behaviour reflected the School’s Core Values and indicated that they followed playground rules.

An overwhelming response by students suggested that they felt the school’s Discipline Policy was fair and that poor behaviour was dealt with appropriately.

Most teachers felt that they reinforced the school’s Core Values, although 30% did not have them displayed in their rooms.

All teachers indicated that they had support from parents when dealing with discipline issues. They also felt that the Anti-Bullying program was relevant and effective.

Most teachers were confident in using the Student Welfare systems at the school, but a more consistent approach was needed in the application of it in everyday school life. Teachers felt that the school’s current Discipline procedures are effective. Teachers indicated that consistency and fairness were key elements when managing student behaviour and there was a need to review our procedures for classroom management to ensure consistency across the school.

Future directions

- Continue to promote the school’s Core Values and Code of Conduct as behavioural expectations.
- Review of the Student Welfare Policy section regarding Discipline, in particular the consequences and procedures for the small percentage of students who display inappropriate behaviour.
- The development of a behaviour flow chart to indicate the consequences of inappropriate behaviours.
- To develop a consistent approach to classroom management as well as maintaining the systems in place for playground behaviour.
- Provide teacher training to incorporate ebs4 Student Management and SALM Student Wellbeing programs into everyday procedures for all staff.
- Provide opportunity for parents to have greater knowledge of the Student Welfare and Discipline systems at the school through the P&C and Bulletin.
- Continue to investigate ways to recognise and celebrate student achievement.

Evaluation Area - Assessment

Background and Processes

As part of our annual review process, a team of teachers evaluated assessment procedures at Gerringong Public School. Students and staff had the opportunity to demonstrate, discuss and provide feedback on the current assessment practices in their classrooms. This included;

- Teachers demonstrating lessons that reflected their use of assessment.
- Interviews to discuss how assessment informs student learning.
- A survey to gather information about what teachers know about assessment.
- Student interviews to discuss what assessment looks like in their classroom.
Findings and conclusions

- The collation of data indicated that there were many forms of assessment occurring across the school.
- Teachers indicated that although assessment methods were in place that they were interested in increasing their knowledge of a variety of methods.
- Students indicated that they enjoyed demonstrating their learning in a variety of ways not just “pen and paper”.
- Data indicated that there is a need to have a more consistent approach across the school.

Future directions

As a result, the School Evaluation team have made a recommendation that the following areas need to be investigated further and included in the 2015-2017 School Plan:

- Assessment policy to be updated
- Professional learning for staff in the areas of Assessment AS/OF/FOR learning
- Training for staff in Formative and Summative assessment procedures
- The development and implementation of a range of Assessment Tools
- The development of Quality Feedback to students and staff.

School planning 2012-2014:

School priority 1

Curriculum and Assessment

To develop and refine current school curriculum knowledge and delivery through purposeful and relevant professional development

Outcomes from 2012–2014

- 100% of staff will be involved in professional learning in relation to the NSW Syllabus K-10.
- 100% of teachers will implement the NSW K-10 English Syllabus in 2014.
- 100% of staff will develop differentiated learning programs that reflect deep understanding and knowledge of new syllabus.

Evidence of achievement of outcomes in 2014:

- 100% of teachers are implementing the NSW K-10 English Syllabus in their programs and practice
- Teaching Programs reflected a differentiated approach.
- 100% of staff have participated in collaborative planning with a planning grid that provides opportunity for differentiated activities.

Strategies to achieve these outcomes in 2014

- Professional learning was provided for all staff on differentiated learning.
- Professional learning for all staff in the new NSW Mathematics and Science Syllabuses was undertaken.
- Parents were informed of changes to the K-10 English Syllabus.
- Student’s Literacy and Numeracy results were recorded on PLAN. This assisted staff in differentiating teaching programs and ensured that teaching programs reflected the learning needs of all students.

School priority 2

Numeracy and Literacy

All students at Gerringong Public School have access to sequential, differentiated and planned quality Numeracy and Literacy lessons utilising the Syllabus and the Numeracy & Literacy Continuum.

Outcomes from 2012–2014

- Maintain L3 results in Kindergarten and Year 1 as above State benchmarks.
- Increase the percentage of Y3 students achieving Proficiency standards in Number from 26% (2012) to 30% in 2014.
- Sustain a 10% growth in Numeracy from Year 3 to Year 5.

Evidence of progress towards outcomes in 2014:

- L3 results have continued to be above State benchmarks.
A culture of improvement was evident which has allowed staff to share ideas and gain further professional development.

Areas of need were identified and supported financially through the P&C and school funds.

Data indicated that 29.7% of Y3 students were placed in the top 2 Bands in Numeracy.

Data indicated that although 26% of Y5 students were placed in the top 2 bands in Numeracy, the school needs to continue to review strategies for growth from Y3 to Y5.

Evidence of progress towards outcomes in 2014:

- Stage 3 students have been actively engaged in their learning through the Inquiry approach to learning.
- Improved access to technology has enhanced student learning K-6. An ICT user’s policy has been developed.
- Provided quality feedback to students to assist in future learning directions.
- Personal Learning Plans were written in consultation with parents, for all Aboriginal students. Identified Aboriginal students received additional support through the Learning Support Team.

Strategies to achieve these outcomes in 2014:

- New Focus on Reading training was provided for Y2 – Y6 staff.
- Constructive feedback was provided to teachers by a ‘critical friend’ who observed lessons.
- The staff continued to receive training in ‘The Six Principles of an Effective Mathematics Lesson’, including revision of best practice, effective programming and assessment.

School priority 3

Engagement Through Quality 21st Century Pedagogy and Leadership

To develop 21st century pedagogy and leadership practice that enhances student engagement and attainment.

Outcomes from 2012–2014

- Increase the School’s average Y5 growth rate by 10% in 2014 Literacy and Numeracy, as compared to 2013 results.
- 100% of our Aboriginal students will make the same satisfactory yearly growth rate as non- Aboriginal students.
- 100% of teaching programs will provide evidence of a differentiated, student centered learning approach.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- The following are a summary of responses that were received by parents, community, students and staff:
- Additional activities e.g. Grandparent’s Day, Book Week and Education Day are greatly supported by all.
- Parents indicated that the school provides many opportunities for students. This is reflected within this report.
• The parents, students and staff strongly agree that the school has a very supportive community.

• Parents have indicated that the Orientation and enrolment process for Kindergarten is a positive experience.

• Students and staff have identified the Inquiry approach to learning has engaged students. Parents indicated their children were “eager” to do research into their Unit of Inquiry and wanted to share their learning more with them.

• Students appreciated being encouraged to take on leadership roles and follow through on initiatives within the school.

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.

Strategic Direction 1
Students as Successful Learners
Students achieve their full potential as inspired learners through quality teaching and learning experiences.

Strategic Direction 2
Leading A Culture of Life Long Learning
Build teaching and leading capacities to create a culture that transforms, inspires and nurtures the development of learners within our school.

Strategic Direction 3
Making Connections
Develop strong, effective and mutually beneficial partnerships with the community to enhance student learning and the school environment.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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