Principal’s message

In 2011, Gerringong Public School has continued to build on its success and move forward to meet new educational challenges in the continued provision of quality educational opportunities for students. The school has certainly had a year of change. We said farewell to some staff, Mrs Govender, Mr Westhoff and Mr Harris and welcomed others. The school was very fortunate to have Mrs Piggott, Ms Adams, Mrs Hassler, Mrs Morris, Ms Wilson and Mr Piggott join the team.

I believe our School Vision is a true reflection of our school.

‘At Gerringong Public School we are committed to the provision of an educational setting that enables each child to reach their full potential.

We believe that students learn and grow with support from the entire community. This is achieved through staff providing a relevant, motivating and challenging curriculum. This is evident in teaching and learning programs which are sequential, reflect individual needs and cater for different learning styles. (Gerringong School Vision)

The staff of Gerringong Public School strive to achieve the above. They value achievement, the pursuit of personal best and the development of positive interpersonal skills for each student in their care.

The strong partnership between parents and the school is seen through participation and support throughout the school. Parents and the wider community are involved in P&C, sporting activities, assistance in classrooms and canteen, purchase of uniforms, fund raising, scripture, ethics classes, library, gardening and are generally prepared to give their time where possible. The school is very grateful for this continued support and strives to maintain and further develop opportunities for the school and the community to work together.

Our students are provided with strong support both from school and home. “We Will Achieve” is our motto and it is evident that our students strive to achieve both academically and socially.

I would personally like to thank the staff and parents for the on-going support provided to me throughout 2011. I am very fortunate to be part of such a wonderful school.

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.

Mrs Joy Fullagar

P & C message

Gerringong Public School’s Parents and Citizens committee consists of a small but dedicated group of parents. Whilst our primary purpose is to raise and then distribute funds to enhance the learning environment for the school community, committee meetings are also a great opportunity to learn more about and have some input into school activities and future directions.

This past year we have been able to allocate a significant amount of funds to the school in the following areas.

- Kindergarten readers - $3000
- 4 interactive whiteboards and 4 scanners - $29,351.96 (2009 Fete Funds)
- Laptops - $6,775.95
- Student State Rep support - $400
- Donation to Royal Far West School - $100
- Maths resources - $1,744.16
- Library resources - $2000
- and the subsidising of 50% for each student’s admission to Happy Harold (approx. $1500)

The purchase of the four interactive whiteboards with the 2009 Fete Funds has meant that now every GPS student has access to an Interactive Whiteboard.

The P&C has three very hard working sub-committees who contribute a great deal to our income:

The Canteen Committee-The Canteen has had a busy year. We started off the year with a new and improved menu which, in turn, significantly contributed to the income of the P&C. We welcomed new families with our Welcome BBQ, grandparents were fed during Grandparents’ Day and we quenched thirst and hunger by providing food and drinks for the Cross Country and Athletics Carnivals. We catered for our veterans and friends at the RSL and catered at the Kindy Orientation and Stage 3 Musical. A huge thank you goes to Leanne Davis, Jackie Taylor, Shabnum Youll and the Canteen Committee because we simply wouldn’t be able to operate without them.

Lisa Pyle- Canteen Committee President

We appreciate the time parents give to the school
The Uniform Committee—Now in its third year of operation, the formation of the uniform committee has meant that prices are more affordable for families and all profits are another source of income for the P&C. Each family has the opportunity to order uniform pieces each term and there is a “shop” available every Monday afternoon. Throughout the year many parents have donated pre-loved uniforms resulting in there being two second hand uniform sales during 2011.

Bernadette Dixon - Uniform Committee

The Disco Committee—Tonia Frost, Peter Chapman and I headed up the Disco Committee for 2011. The first one of the year was successful due to Peter Chapman stepping up as DJ and with borrowed lights from Lincoln Piper and Chris Luke, the disco went ahead. Our new disco guys, Global Music Network Team, put on a great show and ensure everyone is involved in the night.

Thank you to all of the parents for their on-going support. Michelle Young – P&C President

Student representative’s message

Gerringong Public School first opened on the current site on the 14th March 1994. Gerringong was first located next to the Town Hall at Old School Park. Gerringong Public School offers many academic opportunities such as the NSW University tests, debating teams, chess club, public speaking and a fantastic library. As well as the many academic opportunities there are also many chances to represent the school in sporting teams with the school achieving well in all sports. For many years our school has had a fantastic buddy system, where the younger students have a chance to interact with the older students, this normally involves reading, sports and visual arts.

As we venture off to high school next year, we will very much miss our amazing primary school, our younger friends and our wonderful teachers.

Year 6 Representatives:
Douglas Davison, Lisa Hunt and Lisa Armstrong

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>191</td>
<td>176</td>
<td>193</td>
<td>199</td>
<td>203</td>
</tr>
<tr>
<td>Female</td>
<td>186</td>
<td>192</td>
<td>189</td>
<td>186</td>
<td>205</td>
</tr>
</tbody>
</table>
Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Part – time Teachers</td>
<td>0.7</td>
</tr>
<tr>
<td>Release from face to face teacher</td>
<td>0.672</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Itinerant teachers vision</td>
<td>1.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.122</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24.914</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. The school has no Indigenous staff as part of the school workforce.

Staff retention In 2011 we welcomed new staff members to Gerringong. Mrs Piggott, Mrs Morris, Ms Adams and Mrs Hassler and congratulated Ms Wilson on receiving a permanent appointment at our school.

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>

Financial summary

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

The amount carried forward included $25,301 in unpaid orders, invoices and casual salaries.

In addition, $30,000 has been set aside for asset replacement and $16,000 for additional assets.

An amount of $63,652 has been carried forward in tied funds. This money is not available for general use as it is “tied” to specific programs.

The library fund received $7,071 in voluntary contributions and donations.

A full copy of the school’s 2011 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.

Achievements

Arts

K-2 Performance

This year all children in Kindergarten to Year Two participated in a musical spectacular, ‘The Circus’. We would like to thank parents for their wonderful support in assisting with costumes, ideas and supervision at the performances. Parents and friends attended the performances and commented on how, as always, it was a huge success.
Dance2bfit

Kindergarten to Year Six participated in the ‘Dance2bfit’ program during Term 1 and Term 3. The dance program was modified to accommodate ages and skill levels and it was a great opportunity for students to socialize within each stage. The dance program met the NSW PDHPE syllabus requirements. It was also a great opportunity for students to develop a positive attitude towards regular physical activity.

Stage Three Musical

2011 saw Stage Three embark upon the musical "Grab That Gold". The musical replaced the biannual Waikakirri and all students actively participated in various aspects of musical production. Students were able to select to participate in drama, dance, art and scene design or technology for the musical. All students then learnt and performed the chorus numbers. Performances were held in Term Four and were well received by all. Students enjoyed the experience of putting on a production for a large audience.

It is anticipated that a school musical or entry into Waikakirri Dance Festival by Stage Three will be a biannual event. As a Stage we have learnt about productions and what it takes to put on a large scale performance. Congratulations to all students in Stage Three.

Gerringong School Band 2011

The band in 2011 was organised by Global Music Network, and although small in number (6) at the start, after new members were recruited the numbers grew to 18 for the year.

The band has a 45 min rehearsal each week followed by a 45 min small group lesson throughout the day.

The Band performed at a number of school activities throughout the year, including; assembly, Grandparents Day, Education Week, and the BER opening ceremony. The Band also had the opportunity to join the Choir and entertain the residence at the Mayflower retirement Village.

Sport

Sports programs have once again made a significant contribution to our school in 2011 and have resulted in another great year. A wide range of sports have been offered throughout the year. This has seen our students continue with high levels of participation and many excellent performances have resulted. The following examples provide an overview.

A strong performance by our school at our swimming carnival resulted in 41 students representing Gerringong P.S. at the District Carnival and 10 students selected to represent Tongarra District in the South Coast Area Carnival.

In Cross Country, our strong tradition has continued this year! An excellent performance by 64 students in the Tongarra District Cross Country resulted in Gerringong Primary School once again shining in this event. Five students were chosen to compete in the South Coast Area Cross Country Carnival.

Our school continued to showcase the talents of our students with 48 children representing Gerringong at the District Athletics Carnival. Our school came 3rd overall and 1st on percentages. This was one of our best ever results in Athletics. Twelve students were selected to represent the Tongarra District at the South Coast Area Carnival. Six students went on to represent the South Coast area at the State Athletics Carnival. This was an excellent achievement!

Congratulations were extended to two of our students, Lily Stewart and Tyran Wishart, for being awarded South Coast PSSA Blues. Tyran received the Peter Dobson Award for “Most Outstanding Individual Performance” in South Coast Primary Schools’ Sport. This is a fantastic achievement! In addition, Angus Farrell received the Mal Mow Certificate Award for “Outstanding achievement in school sport 2011”.

Gerringong PS had successful team performances in 2011 as well. The boys’ rugby league team were runners-up in the State League Carnival and also South Coast Champions. The girls’ hockey team were South Coast Champions. Many thanks go to the teachers and parents who managed, coached and supported all of our State PSSA Knock-out Teams.

South Coast Champions 2011 – Boys’ Rugby League

Our students K-6 have continued to support their School House teams in carnivals throughout the year. This year Bass was the winning house at the Swimming Carnival, Cook was the winning house at Cross-Country and Phillip was victorious at Athletics! We’re sure that Flinders will be doing their best in 2012 to try for a win!
So

uth Coast Champions 2011 – Girls’ Hockey

Other

Chess

Once again our school’s chess program continued strongly this year and resulted in excellent results. At the school level the chess club, which has been held on a Tuesday, has proved to be very popular and provides an opportunity for children to practise and improve their skills.

This year the annual chess knockout attracted over 100 participants from year 2 to year 6. The chess ladder competition has continued throughout the year with a high level of enthusiastic participation as well. Our school was also involved in the Primary Schools’ Chess Teams Competition (Illawarra Zone) that ran over 7 weeks. Our “A” team contested the Championship Grade and came 2nd. Our “B” team entered in the Rookies Grade and came first. Our school was clearly the best performing school overall with our teams coming 1st, 3rd, and 4th. This was a great effort! Following this performance Gerringong A came 3rd at the NSW Country Finals that were held in Sydney. This was our best ever result in this event!

Gerringong A Team D Davison, C Godden and M Robinson

Congratulation to both the students and Mr. Fletcher for their participation, enthusiasm and commitment. Many thanks are also extended to the parents who provide support and transport for the tournaments.

Academic

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.

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

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

Literacy – NAPLAN Year 3
In Literacy, our Year 3 students achieved excellent results with an average of 56% of students achieving Proficiency (Bands 5&6) in Reading, Spelling and Grammar / Punctuation. This result was above State and Regional levels. In Writing, 60% of students were placed in Band 5. This is an excellent result however the school will be aiming, over the next 3 years to increase the number of students in Band 6 in Writing.

Numeracy – NAPLAN Year 3

Our students performed well in Numeracy with 34% of students reaching Proficiency standard (Bands 5&6). 55% of students were placed in (Bands 3&4). Although students in these bands have achieved the minimum level expected for this Stage, in the 2012 – 2014 School Plan there will be a focus on extending students in relation to more complex mathematical problems and addressing the number of students placed in Bands 3 and 4 with an aim of “moving the middle to the top” in all areas of Numeracy.

Literacy – NAPLAN Year 5

Overall our Year 5 literacy results were good with 44% of students achieving Proficiency standard in Reading (Bands 7&8). The result was above both State and Regional results. In Writing 63% of students were placed in Bands 5 & 6. Although students placed in these bands have achieved the accepted minimum standard our percentage is slightly above State average. It will be a focus of the school in the 2012 - 2014 School Plan to address the middle bands with an aim of increasing the percentage of students in proficiency bands.
Our students performed well in numeracy with 24% achieving Proficiency (bands 7&8). This was above Regional level however slightly below the State. There were 66% of students who achieved the accepted national minimum level (Bands 5&6). It is an aim of the school in the 2012-2014 School Plan to increase the number of students placed in Proficiency levels.

Progress in literacy

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2010</td>
</tr>
<tr>
<td>School</td>
<td>82.5</td>
</tr>
<tr>
<td>SSG</td>
<td>83.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Spelling between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2010</td>
</tr>
<tr>
<td>School</td>
<td>88.6</td>
</tr>
<tr>
<td>SSG</td>
<td>83.4</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Grammar &amp; Punctuation between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2010</td>
</tr>
<tr>
<td>School</td>
<td>84.9</td>
</tr>
<tr>
<td>SSG</td>
<td>90.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
</tr>
</tbody>
</table>

Analysis of 2009 data indicated that 93% of Year 3 students were placed in the top 3 bands in Reading. This outstanding result in 2009, has had a direct result on the growth of the same cohort of students in Year 5 in 2011. Although the school recognizes the importance of growth from Year 3 to Year 5, the degree of growth for some students was reduced due to their high achievement in Year 3.

Progress in numeracy

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2010</td>
</tr>
<tr>
<td>School</td>
<td>77.9</td>
</tr>
<tr>
<td>SSG</td>
<td>90.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
</tr>
</tbody>
</table>

Although 48% of our students are placed in the top 3 bands the school is continuing to implement programs that ensure maximum growth for all students. A focus on more complex problem solving and improved comprehension of mathematical problems will be a future focus.

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

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

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Targeted Early Numeracy (TEN)**

TEN is part of the Best Start initiative and provides support for students in numeracy in K-2. Throughout this year teachers from Kindergarten to Year Two participated in the training and implementation of this program in their classrooms.

TEN provides clear expectations against the Mathematics K-6 syllabus of what children should be able to do in addition and subtraction by the end of each school year. The initiative involves assessing and targeting at risk students and providing them with short, focused and frequent numeracy lessons, in addition to the regular numeracy programs. Gerringong’s success in TEN can be measured by our results. In Kindergarten and Year Two, all students are working at or beyond the set project goals and in Year One, 98% of students are working at or beyond the project goal.

**Language, Learning and Literacy (L3)**

L3 is a research-based program which began in our school for Kindergarten students. Over the past three years, all Kindergarten teachers in our school have participated in the training and implementation of this program in their classrooms. This program has been extended to Year 1 classes in 2011.

During the literacy session, children are taught in small groups of three to four students. While each group is being given short, explicit lessons in Reading and Writing, the rest of the class are independently completing carefully selected activities to extend their literacy learning.

This program's success at GPS this year is evidenced by the outstanding levels of student achievement within the L3 Program across the State.

**Reading Recovery** is a school program offering special help to Year 1 students to become better readers and writers. A trained Reading Recovery teacher works with one student for thirty minutes each day. Currently, Gerringong Public School has funding for four students to be taught each day. Of the fifty-three students in Year 1, fourteen students were on the Reading Recovery Program.

In 2011, students left the program on Reading Levels ranging from 17 mid year to 22 at the end of the year. This is excellent considering that the State benchmark for Year 1 students is Level 18 at the end of the year.

**Aboriginal education**

Our school is committed to improving academic outcomes, attendance, engagement, retention and leadership skills of Aboriginal students from the early years of schooling through to Year 6. In 2011, all Indigenous students discussed their goals as part of their Personal Learning Plan.

The school received a grant to help in the establishment of an Indigenous area within the school. The aim is to involve parents, students and local community members and organisations in this project. This will be completed in 2012.

**Multicultural education**

Units of work were undertaken throughout the year that provided students with a greater understanding and appreciation of cultural diversity.

**Other programs**

**Live Life Well @ School**

This is a NSW Health funded state-wide project which supports a whole-of-school approach to promote physical activity and healthy eating. Schools receive resources and participate in workshops to develop Live Life Well @ School action plans. A $2000 grant was received to support the program.

Parents, teachers and interested community members have formed a Live Life Well at Gerringong Public School (LLW@GPS) Committee. This committee is made up of 16 people representing teachers and parents. The committee has begun the process of addressing the need for the school to have a ‘Nutrition Policy’, to be actively involved in health promotion through ‘Crunch and Sip’ and the introduction of Fundamental Movement Skills. Thank you to Mr Kunkler for his efforts in implementing this program.
**Student Leadership**

In Term One, 15 Year 6 students joined with 7000 students from across the State at the National Young Leaders Day held in Sydney at the Entertainment Centre. The students enjoyed the day immensely and took the lessons learnt back to Gerringong P.S. and applied the message in their own leadership roles.

The school also had 2 Year 6 students attended a Leadership Camp at Killalea. At this camp they undertook a variety of responsibility-based activities.

Leadership responsibilities at Gerringong Public School are designed to encourage our Year Six students to be better global citizens. The School Leadership and Responsibilities Program provides an opportunity for teamwork and collaboration, acceptance and performance of duty. The program involves children working in small groups with peers from all Year Six classes to perform a range of duties for the benefit of the whole school.

2011 saw the continuation of our Kindergarten Buddy Program. This program assists our youngest students with settling into their first few weeks of school.

The students of Year Six are to be commended for their commitment and maturity towards the leadership aspect of our school. At Gerringong Public School we are continually striving to maximise opportunities to enhance and develop our leadership programs for the benefit of our students.

**Debating and Public Speaking**

In 2011 Gerringong Public School entered two teams in the Premier’s Debating Challenge for Years 5 and 6. Both teams debated well, displaying confidence and excellent debating skills.

The opportunity to participate in the debating challenge provided the children with increased knowledge in the skills of debating and enhanced their confidence, as well as providing an opportunity for the children to mix with other debaters.

Public speaking has been a focus throughout our school, giving all students an opportunity to expand and develop their talking and listening skills. As part of each stage’s Talking and Listening outcomes, students participated in class competitions followed by stage competitions. Two children from stages 2 and 3 were selected to represent the school at the Multicultural Public Speaking Competition held at Shellharbour PS in June. Lara Balog represented our school at the local Rotary Public Speaking Competition.

**Premier’s Spelling Bee**

Congratulations to Eliza Metcalfe for reaching State level in the competition. An excellent result.

**Camp Program**

In Term 2, Year 6 went on a five day camp to Milson Island Sport and Recreation Centre. This year saw a new venue on the Hawkesbury River and all the students enjoyed the activities on offer.

We participated in abseiling, canoeing, low ropes course, giant swing, bushwalking, bike riding, cookout, fishing and orienteering. The activities were challenging for all students and many students faced personal fears overcoming initial concerns for a feeling of exhilaration.

Miss Adams, Mrs Piggott and our brave dad, Mr Luke attended the camp with the students. It was a wonderful experience that will be remembered by all.

**Progress on 2011 targets**

**Target 1**

*Each student will achieve their personal best in relation to Stage outcomes in Literacy*

Our achievements include:

- The L3 program has been implemented in Year 1.
- Year 5 students were above the State in bands 6, 7 and 8 in Reading with 73% of students placed in those Bands.
- 56% of Year 3 students achieved Proficiency (Bands 5&6) in Reading. This was above the State average of 46%.
- 100% of kindergarten students achieved “End of Kindergarten Expectations” with 85% achieving above grade expectations.
Target 2

Each student will achieve their personal best in relation to Stage outcomes in Numeracy

Our achievements include:

- Our target of increasing the percentage of Year 3 students in Bands 4&5 in Number has been met with 50% of students in 2011 compared to 39% in 2010.
- The school made satisfactory growth in Numeracy from Year 3 to Year 5.
- The introduction of the TEN program K-2.

Target 3

Innovative technology usage will enhance learning in every classroom

Our achievements include:

- The installation of Interactive Whiteboards in all permanent classrooms.
- An increase in the use of technology in all classrooms by both staff and students.
- The strengthening of staff leadership within the Technology Team.
- The integration of technology in learning programs K-6.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Behaviour Management and Learning.

Educational and Management Practice

Student Welfare – Behaviour Management

Background

In 2006 the staff were involved in the Teacher Designed Schools project and an evaluation and extensive review of the Student Welfare policy was undertaken. Due to a large turnover of students, staff and community members, it has been decided that an evaluation of the Merit and Discipline systems would give important information for future direction. Students from Years 1-6 were asked to rate their understanding of the school’s Core Values, the Merit System, Discipline Procedures and bullying. Teachers were asked about practices related to the Merit and Discipline systems and the implementation and effectiveness of the current Student Welfare Policy. Parents were surveyed about whether they believed student achievement was recognised sufficiently and if they were happy with the current Merit and Discipline procedures at the school.

Findings and conclusions

Survey results of students (Stages 1-3, 280 participants), parents (41 responses) and teachers (16 responses) indicate the following:

- 98% of students felt that their behaviour reflected the School’s Core Values and 96% indicated that they followed playground rules.
- 9% of students had received a yellow slip as a result of poor playground behaviour this year. Only 48% of children had received Merit certificates regularly.
- An overwhelming response by students suggested that they felt the school’s Discipline Policy was fair and that poor behaviour was dealt with appropriately.
- 26% of parents responding to the survey had a limited understanding of the Merit and Discipline systems at the school. They generally felt that the Anti-Bullying program taught in classes, was effective.
- 87% of parent responses indicated that the school had high expectations of behaviour and that academic achievement was sufficiently recognised. Some responses suggested that the current system is effective for the majority but less so for a small number of individuals who continually display poor behaviour.
- All 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.
- An overwhelming majority of teachers are confident in using the Merit and Discipline systems at the school. Teachers felt that the school’s current Discipline procedures are effective with most children. Teachers indicated that consistency and fairness were key elements when managing student behaviour and there was a need to review our procedures for students who constantly re-offend.

Future directions

- Continue to promote the school’s Core Values and Code of Conduct as behavioural expectations.
- Greater consistency in the awarding of Merit certificates throughout the school.
- Review of the Student Welfare Policy section regarding Discipline, in particular the consequences and procedures for the small percentage of students who continually display inappropriate behaviour.
- Provide opportunity for parents to have greater knowledge of the Merit and Discipline systems at the school through the P&C and Bulletin.
- Continue to investigate ways to recognise and celebrate student achievement.

Curriculum
Learning
Background
The evaluation undertaken related to the delivery of curriculum as our school data has continued to reflect the need to further extend students in higher order thinking skills through learning programs that differentiate and challenge students.

The school was interested in collating information from students relating to themselves as learners, if they felt their needs were being addressed and if they received satisfactory feedback about their learning. Information from parents related to the recognition of academic success, feedback and meeting the needs of their child.

Staff were also surveyed with the same focus in mind – are individual learning needs being met, does the school culture encourage new ideas and innovative practice and do they receive constructive feedback and recognition for achievements.

Findings and conclusions
- Overall students enjoy the work that they do at school and that the work is interesting.
- The majority of students indicated they were satisfied with the amount of praise they received from their teacher.
- A large percentage of Y3 – Y6 students surveyed want more ownership of their learning and to be more actively involved in what they learn.
- 49 parents returned the survey. The majority indicated that they believe the school encourages students to strive to do their best.
- Parents who indicated that their child was “above grade level” believe the school is catering for their child “most of the time”.
- Approximately 30% of parents indicated the school could improve in the area of recognition of academic success / achievements.
- Parents indicated that “feedback” to students to enhance their learning could improve.
- Staff indicated they were provided with opportunities for professional learning but there were more opportunities K-2.
- The majority of staff acknowledged that they receive adequate feedback but the recognition of staff achievement and expertise could be improved.

Future directions
- The school will provide further professional development in differentiating the curriculum to ensure all levels of ability are being catered for.
- A school focus will be the development of constructive feedback.
- The school will implement systems that further recognise academic achievement.
- Teaching programs and delivery of lessons will include more group work that provide students with choices within the units of work.
- The school will ensure equity of professional learning opportunities through an individually negotiated professional learning plan.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers through the use of school surveys and by interview. The following comments are a summary of the responses that were received from parents and students and will help with future directions in 2012.

Things we have done well:
Many parents commented that the teachers and office staff are very dedicated, friendly and approachable.

Parents and students agree that there are lots of opportunities for students to participate in sporting activities, music, dancing and social events.

Both parents and students commented that the Special Interest Days in Science and Art for K-2 children were very enjoyable and worthwhile. The vegetable garden and Chess Club were also mentioned as great opportunities for interested students.

The students are enjoying the Crunch and Sip program that has been introduced and parents are pleased it is emphasising good nutrition.

Parents liked the organisation of the Kindergarten students’ first day of school and also believe the L3 Program is working well.
The interactive whiteboards have impressed students and parents with the way they are being used in classrooms to motivate learning and teach new skills.

Areas we need to strengthen:

Parents acknowledged the excellent sporting achievements of the Gerringong students but would like to see more recognition of students for academic pursuits and good citizenship. They also commented there was a need to extend academically gifted students and keep them engaged.

The students want more computers in the classrooms for individual and group work.

Year 6 students feel they need more Orientation Days for High School.

Professional learning

Professional learning is closely linked to school and regional plans, addressing both whole school and individual needs.

Staff Development Days in 2011 focused on the use of technology in the classroom, the use of interactive whiteboards, differentiation of curriculum and a range of opportunities to share ideas through the Kiama Learning Community. Our Term 4 Staff Development Day involved all staff (approx. 200) from the Kiama Learning Community coming together to receive a presentation relating to distributive leadership and cyber bullying. The staff also took advantage of the expertise of the high school staff who provided training in CPR.

Our K-Y1 teachers continued to participate in L3 training and a staff team participated in training relating to differentiation of the curriculum. This training will feature very much in our 2012-2014 School Plan and will underpin other professional initiatives in the future.

The leadership team were involved in the Leadership For School Improvement program which will also provide a basis for future planning over the next 3 Year Plan.

Individual staff attended workshops related to areas of responsibility within the school and individual professional needs.

School planning 2012—2014

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

School priority 1- Literacy

Outcome for 2012–2014

Improve levels of achievement in literacy through explicit teaching within a differentiated curriculum.

2012 Targets to achieve this outcome include:

- Increase the percentage of Y5 students placed in Band 6 in Writing from 34% to 38% in 2012.
- Raise Year 3 and Year 5 Proficiency Standards in Writing by 3% in 2012, as compared to 2011.

Strategies to achieve these targets include:

- Continuation of the L3 program, including further training of staff.
- Provision of professional learning for K-6 staff in Writing.
- Provision of professional learning in the use of the Literacy Continuum K-6.
- Develop a consistent K-6 approach to the assessment of Writing.

School priority 2 - Numeracy

Outcome for 2012–2014

Improve levels of achievement in numeracy through explicit teaching within a differentiated curriculum.

2012 Targets to achieve this outcome include:

- Increase the percentage of Y3 students achieving Proficiency Standards in Number from 34% to 38% in 2012.

Strategies to achieve these targets include:

- Continuation of the TEN program including further training of staff.
- Refocus on the teaching of Numeracy K-2 by reviewing timetabling, resources and teaching practice.
- Provision of professional learning in the use of the Numeracy Continuum K-6.
School priority 3 - Student Engagement and Attainment

Improve student engagement by providing a learning environment that challenges students through differentiated learning programs.

2012 Targets to achieve this outcome include:

- Increase the percentage of Year 5 students achieving greater than or equal expected growth from 47% in 2011 to 55% in 2012.

Strategies to achieve these targets include:

- Investigate further research in differentiation within a quality teaching framework and continue to trial teaching methods that reflect innovative practice.
- Expand opportunities for students through a student-centred learning approach and through the Kiama Community of Schools.
- Ensure access to technology is equitable and that resources are available to staff and students through the development of a 3 year replacement plan.
- Provide professional learning for all staff in Aboriginal Cultural Awareness – No Gaps No Excuses.
- Provide training for parents in Literacy, Numeracy & Technology.

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.

Joy Fullagar, Principal

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


Congratulations to Lily Stewart and Tyran Wishart on their sporting achievements