Our School at a Glance
In 2009 Gundaroo Public School started the year with 83 students. There were four classes as follows:

- Kindergarten: 17
- Year 1/2: 21
- Year 3 / 4 / 5 / 6: 23
- Year 3 / 4 / 5 / 6: 22

Staff
Gundaroo Public School had five full time staff members in 2009. This included four classroom teachers and a full time School Administration Manager (SAM). Gundaroo Public School utilised three part time teachers for Library, Support Teacher Learning Assistance (STLA) and Release from Face to Face teaching (RFF). We also benefited from one Teacher’s Aide (School Learning Support Officer – SLSO), one General Assistant (GA), one cleaner and numerous support staff including officers from District Office.

Significant Programs and Initiatives

SmartStart
Gundaroo Public School, once again, achieved an outstanding SmartStart health and fitness profile in 2009.

The school average results for both males and females were well above the SmartStart database peer average in each of the SmartStart physical fitness areas. This was achieved through more specific teaching and demonstration leading to significant improvements for both males and females in the area of muscular endurance, combined with improvements in cardio-fitness, flexibility, power and coordination.

Rostrum Public Speaking
This year Gundaroo continued our proud tradition of competing in the annual public speaking competition entering in both the ACT and south west regions of NSW Rostrum zone. Every child, Kinder to Year 6, participated. Class heats were run to determine school finalists. Zoe Haseler, from Year 5, won the school final and went onto the quarterfinals held in the ACT, gaining third place in a highly competitive field.

Gundaroo children are strongly encouraged to keep practising their wonderful public speaking skills throughout the year at assemblies and in other public situations.

Band
With the appointment of a new staff member, Kim Lamb who has expertise in band, we began the formation of a woodwind/brass band. Kim started in Term 4 with three students. By the end of the term she had 20 students and many more wishing to join. To support this new initiative, the school purchased two flutes, a clarinet, a trumpet, a drum kit and a euphonium. The band played their first few pieces at our end of year concert, at the community breakfast and to welcome our Regional Director, Maria Gray-Spence, when she came to visit our school.

Guitar Group
Some students were keen to learn the guitar, so teacher, Eric Dunlop, a keen guitarist, began the guitar group. By the end of Term 4, he had 6 children learning, with more ready to join. As with the band, children practise with the guitar group during lunch.
Principal's Message

Gundaroo Public School is a small school situated in the picturesque, historical village of Gundaroo, 30 minutes from Canberra. The old brick school building is now used as the school library.

Gundaroo Public School aims to meet the educational needs of the children in the village and surrounding rural areas through quality educational programs for all students. The curriculum is balanced, challenging, rewarding and enjoyable. Proficiency in literacy and numeracy is closely monitored through regular assessment. Our overall school NAPLAN results have been studied in depth and we have dedicated personnel and plans in place to continue to build on them.

Programs aim to assist the students become life-long learners through a self-directed and positive values based curriculum. Self esteem, confidence and teamwork are developed through Gundaroo's Peer Support Programs, which include creative and performing arts and sporting programs.

Students and staff combine with other small schools in the Queanbeyan district for public speaking, sporting and cultural activities. This year our school participated in the Premier's Spelling Bee. Both Jonah and Faith Myers won our school final and proceeded to the Goulburn District Semi final where Jonah won the Junior Division and Faith won the Senior Division. They competed in the Grand Final in Sydney.

I wish to thank the parents and school community for maintaining the positive relationship and wonderful support it has offered in 2009. The students benefit greatly from the continued involvement of our community.

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.

Sue Kominek, Principal

P&C Message

2009 has been a very productive successful year for Gundaroo Public School P&C. We had a combined focus this year to strategically spend money; from previous fundraising activities, whilst continuing to build and consolidate the bank account. Being in a strong financial position has enabled the P&C to contribute to some substantial improvements at Gundaroo Public School.

This year the P&C:
- Built a double garage shed for storage;
- Funded the implementation of an online mathletics program;
- Supplied grandstand tier seating;
- Helped subsidise musical instruments for the band;
- Purchased art equipment and educational supplies and books;
- Subsidised school excursions;
- Supported GOSH (Gundaroo Out of School Hours child care program);
- Provided support in maintaining the front school garden.

Total expenditure for the year was $18,965. Projects still to be completed in 2010 are air-conditioning for the double classroom and the re-development of “the bushes” playground area.

The P&C is a strong organisation due to the commitment and dedication of the parents and teachers of Gundaroo Public School. It has been an honour and privilege to be the President and I would like to thank everyone for their wonderful work throughout the year and their kind support. I would also encourage new parents to get involved. We welcome all the new families to our school in 2010 and farewell families that are leaving the school. I wish everyone all the best for the future.

Sally Haseler, P&C President

Arrival at the “Gundies” (Gundaroo’s Logies)
School Context

Student Enrolment Profile

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>43</td>
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<tr>
<td>2006</td>
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<td>43</td>
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<td>2009</td>
<td>41</td>
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</table>

Student Attendance Profile

<table>
<thead>
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<th>Year</th>
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<th>2008</th>
<th>2009</th>
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<td>K</td>
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<td>3</td>
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<tr>
<td>6</td>
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<td>Total</td>
<td>94.6</td>
<td>92.8</td>
<td>94.7</td>
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<td></td>
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<tr>
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<tr>
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<tr>
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<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Management of Non-Attendance

Student non-attendance is monitored daily by the classroom teacher and administrative staff. A sign in and out book is kept in the office foyer. Parents are encouraged to write in this book or to ring the office to report any absences. The HSLO (Home School Liaison Officer) regularly checks class teachers’ rolls and records kept by the administrative staff, for recurring patterns, for too many absences or for unexplained absences.

Class Sizes

In March 2003, the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes, as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>17</td>
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<tr>
<td>1</td>
<td>8</td>
<td>21</td>
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<tr>
<td>2</td>
<td>13</td>
<td>21</td>
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<tr>
<td>3Red</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>4Red</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>5Red</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6Red</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>3Blue</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>4Blue</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>5Blue</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6Blue</td>
<td>3</td>
<td>22</td>
</tr>
</tbody>
</table>
Structure of Classes
In 2009 there were three composite classes and one straight class. 3/4/5/6 was taught in a team teaching arrangement. Year 1/2 was a composite class and, because of a large intake of Kindergarten children, there was one “stand alone” Kindergarten class.

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

With the appointment of two permanent teachers in 2009, Gundaroo Public School ended the year with four permanent teachers. Mr Eric Dunlop was appointed in Term 1 and taught the Kindergarten class. Ms Kim Lamb was appointed in Term 3 and taught the Year 1/2 class. Mrs Liz Harris and Mrs Sue Kominek team taught the Years 3/4/5/6 class.

Mrs Margaret Fisher was the French and STLA teacher. Mrs Lynne Karlsson was the Librarian. Mrs Carole Nicola was the RFF teacher and computer co-ordinator. Mrs Helen Curtis was the SAM (Senior Administration Manager) and Mr Colin Lee was the one day a week SAO (School Administration Officer). Mrs Michele Hankins was the SLSO (School Learning support Officer) and Mr Norm Betts was the GA (General Assistant).

Staff Establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Computer Co-ordinator</td>
<td>0.2</td>
</tr>
<tr>
<td>L.O.T.E.(French)</td>
<td>0.2</td>
</tr>
<tr>
<td>School Admin &amp; Support Staff (SASS)</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>6.2</td>
</tr>
</tbody>
</table>

There are no indigenous workers at the 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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>75</td>
</tr>
</tbody>
</table>

Student Representative’s Message
In 2009, Tait Hankins and I were school captains at GPS. We were a bit of an "odd couple" – I was the tallest student in the school and Tait was nearly the shortest! I enjoyed representing my school alongside Tait. I learnt a lot about what it is to be a good role model for other students (it’s not as easy as you think!)

Some of the highlights through the year were the fundraisers for Stewart House with ‘SH’ day and the pyjama day for Westmead. Attending the leadership conference in Sydney was great. And to top it all off was the awesome 5/6 camp at Berry with kayaking, archery and the county fair.

My seven years at Gundaroo were fantastic and I wish all the students the best in the coming year. Bonne chance!

Eleanor Donley, School Captain
**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>Source</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Global funds</td>
<td>62,185.37</td>
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<tr>
<td>Tied funds</td>
<td>32,698.26</td>
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<tr>
<td>School &amp; community sources</td>
<td>21,673.55</td>
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<tr>
<td>Interest</td>
<td>2,362.63</td>
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<tr>
<td>Trust receipts</td>
<td>4,117.50</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>183,392.49</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning

- Key learning areas: 28,037.48
- Excursions: 4,782.08
- Extracurricular dissections: 6,265.43

Library: 3,542.24

Training & development: 2,385.63

Tied funds: 32,837.40

Casual relief teachers: 4,187.22

Administration & office: 29,825.69

School-operated canteen: 0.00

Utilities: 12,618.82

Maintenance: 9,164.40

Trust accounts: 4,202.47

Capital programs: 8,262.00

**Total expenditure**: 146,110.86

**Balance carried forward**: 37,281.63

A full copy of the school's 2009 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 2009**

**Achievements**

**Arts**

An exciting initiative in 2009 was the formation of both a concert band and a guitar group. The concert band began in Term 4 with three students, one flute, one saxophone and one trumpet. It had grown to 20 by the end of 2009 and the P & C assisted the school in purchasing two flutes, a clarinet, a trumpet and a euphonium. The guitar group began with 6 and grew to 10 by the end of the year. We will be looking into purchasing small sized guitars in 2010.

The senior students joined in the inaugural Queanbeyan District Arts Choral Festival. Our choir of 25 students sang three songs superbly and in harmony. Mrs Marion Meischke, a much valued member of our school community, gave up her time to help prepare this talented group. The group performed in three shows at the Queanbeyan “Q”.

The Queanbeyan District Performing Arts night was once again held at the Canberra Theatre. The theme this year was “The Red Carpet”. Gundaroo wove a story around several movies. They sang and danced their way in “South Pacific” and several super hero movies before “The Men in Black” caused their total demise.

The end of year concert theme was “Space”. Kinder retold the story of “Dr Xargles and the Earthlets”, backed by a slide show of the pictures from the book. Years 1 and 2 sang, danced and performed gymnastic manoeuvres to the music, “Swinging on a Star”. Years 3 – 6 performed a play entitled “Alien – ation”. The newly formed band performed several items and the whole school sang some “space” songs together.

Each child won a class book prize in recognition of the wonderful effort they had put in over the school year. The major subject prize winners were: Eleanor Donley - English, Isobel Baker - Maths, Karl Webber - HSIE and Science, Kristel Klohs - Creative and Performing Arts, Tait Hankins and Zoe Haseler for Sport. The Crowe awards were won by Zoe Haseler for Public Speaking and Tait Hankins for Citizenship. The Dylan Chapman-Searle (memorial) Award for Outstanding Endeavour was won by Kate Kitson.

**Sport**

Gundaroo students enjoyed many, varied sporting activities in 2009:

- cricket clinics;
- skills lessons in AFL;
- two week swim school;
• gymnastics lessons;
• school swimming carnival;
• school athletics carnival;
• school cross country championship;
• district swimming, athletics and cross country carnivals for Years 3 – 6;
• attendance at gala days and sports expos for Years 3 – 6.

A special mention is made to Zoe Haseler who represented us at regional level in swimming and cross country; Tait Hankins who represented the Queanbeyan District in soccer and to Benjamin Fawcett who also represented us at region in cross country.

Tait Hankins – District soccer

Our Gundaroo Sport Champions for 2009 were:

Swimming
Senior: Nick Parry and Zoe Haseler
Junior: Nick Hegyi and Kate Kitson

Cross Country
Senior: Tait Hankins and Zoe Haseler
Junior: Nick Hegyi, Ben Fawcett, Isobelle Murphy

Athletics
Senior: Tait Hankins and Zoe Haseler
Junior: Nathan Hayes and Isobelle Murphy

Other
During 2009, Gundaroo students benefited from involvement in a wide range of activities, including:

School Visits
• Term 2: Vietnam veteran, Graeme McKeowan, came to officiate at our ANZAC day service;
• Term 3: Life Education Van lessons, for all of our students, from Years K – 6;
• Term 4: Educational session and demonstrations by some dental nurses;
• WWII veteran, Lance Cook, came to officiate at our Remembrance Day service;
• Medieval day. A session involving students in historical re-enactments and weaponry, as well as discussions about differences between life in medieval times and today.

Excursions to:
• two Musica Viva concerts;
• Canberra War Memorial;
• Queanbeyan Library (Book Week K – 2);
• Portrait Gallery and Art Gallery (3 – 6);
• Camp Berry for a week (Years 5 – 6);
• “Symphony for Kids”, Canberra Theatre.

Children’s Fundraising Activities
• Term 1: Mufti Day for Victorian Bushfire Appeal;

• Term 2: “SH” dress up day for Stewart House;

• Term 3: Pyjama day that raised money for Westmead Children’s Hospital;

• Term 4: Bandanna day that raised money for Canteen. A talk was given by Stephen Thorne, a Gundaroo ex-student who lives with cancer.
Special Events

- Bike Week in Term 3: where students learnt road safety, while having fun riding their pushbikes around the tracks set up by the teachers in the school grounds;

- School Public speaking program involving all students, K – 6, culminating in the ACT and southern regions Rostrum final;

- GATEWAYS program – opportunities for gifted and talented students. This program enabled students, who were selected on merit, to participate in external activities focussed on the different Key Learning Areas of Science, Maths and English;

- Participation of a suitable student in a fortnight’s Stewart House program;

- Year 6 formal dinner / dance farewell at the Gundaroo Soldiers’ Memorial Hall, involved students from Years 3 – 6, parents and teachers;

- Peer Support program included senior “fitness buddies” for physical development circuits and values education with Student Support Worker, Kevin Woodward.

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 the 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 2009 Gundaroo had a very small number of students sitting the NAPLAN assessments. There were just over the 10 needed to complete a graph report in Year 3 and insufficient numbers for Year 5.
In response to these results the school has increased the STLA and SLSO times for this particular cohort of students. Individual Learning Plans have been implemented for some of these students; particular emphasis on spelling has been addressed throughout the school.

At the end of 2009, mathematics results had shown improvement. This was due in part, to the intensive, explicit and regular small group lessons able to be given in the team teaching set up, and also to the regular practise through the new online Mathletics program.
Literacy – NAPLAN Year 5

In 2009, the Year 5 Gundaroo children did very well in their NAPLAN assessments. Their average marks in Reading, Writing, Grammar and Punctuation were well above the State average. However, because the cohort was so small, our students were not added to the graphs as they would identify certain children. (The cohort has to be above 10, so that a percentage reading won’t identify individual students by their score).

Average mark: Reading
- Gundaroo Public School 538.3
- State: 503.2

Average mark: Writing
- Gundaroo Public School 541.8
- State: 491.6

Average mark: Spelling
- Gundaroo Public School 481.7
- State: 503.0
Numeracy – NAPLAN Year 5

In 2009, the Year 5 Gundaroo children did very well in their NAPLAN assessments. Their average marks in Numeracy were well above the State average. However, because the cohort was so small, our students were not added to the graphs as they would identify certain children. (The cohort has to be above 10, so that a percentage reading won’t identify individual students by their score).
Minimum Standards

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

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

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<thead>
<tr>
<th>Subject</th>
<th>Percent of Students Achieving at or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>75</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent of Students Achieving at or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>86</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
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<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant Programs and Initiatives

At Gundaroo we run a weekly study of a famous person. The children find this very interesting and we have found that their general knowledge is improving through this inclusion. The categories we choose from are great artists, musicians, sportsmen and women, politicians, scientists and inventors. We studied famous people ranging from Van Gogh to Cathy Freeman, Marie Curie, to Michael Jackson and Barack Obama to Mary Reiby.

Each year we also enter every child (K – 6) in the Rostrum Public Speaking Competition. We run weekly sessions, in our Peer Support groups, ensuring all children (and members of staff) know
exactly what is expected. We find our ex-students, on entering high school, have a distinct advantage over all other children when it comes to oral presentations of work.

**Aboriginal Education**

All children are educated in Aboriginal history, culture and contemporary issues. Our curriculum contains much content about British colonisation and Aboriginal Australia in our COGs (Connected Outcomes Groups) units of work. During NAIDOC week we studied the Australian of the Year, Mick Dodson, did some aboriginal inspired art, read many dreamtime stories and stories of the stolen generations. An initiative in 2009 was the move to use students identifying as Aboriginal, or with Aboriginal heritage, to give the acknowledgement of country. These students were invited to give some interesting facts about their aboriginal ancestry, as they were closely related to a member of the stolen generation. This proved fascinating to the whole school community.

**Multicultural Education**

Learning another language enhances the students’ ability to communicate, increases their cultural awareness and facilitates cross-cultural understanding. It also works, in reverse, in that it assists students in developing a greater understanding of their own culture and language.

All children learn French as part of the LOTE (Languages Other Than English) syllabus.

Each class receives one hour per week instruction in French. The Infants children (K – 2) learn basic vocabulary through song and dance. All grades learn simple greetings. The Primary grades (3 – 6) learn to speak in simple sentences, to read simple books in French and to perform plays in French. There is a strong emphasis on French culture.

**Respect and Responsibility**

Each week a new value was highlighted to promote respect and responsibility. Most of our Peer Support activities were developed around fostering these values. All Year 6 children were voted in as a school captain in charge of a certain area of school life. They ran assemblies, peer support groups and welcomed and thanked visitors to the school, or presenters outside the school, when we went on school excursions.

**Other Programs**

To supplement our SmartStart initiative three staff members attended the “Live Life Well at School” course. As a result, our fitness course has been adapted to include fundamental movement skills between stations, and more specific skills at each activity.

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**Progress on 2009 Targets**

**Target 1**

*Developing and implementing quality teaching practices to ensure continuity in Literacy and Numeracy Outcomes*

Our achievements include:

- The implementation of the Best Start Literacy and Numeracy Assessment including all Kindergarten children;
- Implemented K – 12 Literacy and Numeracy policies “Teaching Literacy” and “Teaching Numeracy”;
- Continued implementation of the PEG spelling program, addressing areas as identified in 2008 NAPLAN results;
- Enrolled entire school (K – 6) in an on line, interactive program in Maths called “Mathletics”.

**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 2009 our school carried out evaluations of HSIE and Maths and School Culture.

There was a great improvement in the return rate of surveys for 2009. Only 20% returned their surveys in 2008, whereas 51% returned their surveys in 2009. This gives a much better indication of where people believe the school is headed.

**Educational and Management Practice**

**School Culture**

**Background**

With the constant changes of principals and staff over the past few years, it was important to assess how the school community perceived our previously strong school culture.

**Findings and conclusions**

- 91% of parents surveyed reported they were proud of the school;
- 96% said the school encouraged families to be involved in school activities;
- 92% said the school actively encouraged communication with parents;
- 91% believed staff had a positive influence on school culture;
• All members of staff agreed with the above comments.

Future Directions
The staff need to work on communicating with parents about how we cater for each child in the school. One comment read, “The school caters for needy and gifted children, while others miss out”. This comment is backed up by only 86% responding that the school caters for the learning needs of all children. The STLA and SLSO are employed to help the more needy children thereby enabling the class teacher to concentrate on the rest of the class.

Curriculum
HSIE and Mathletics

Background
The survey sought to test the perceived effectiveness of the implementation of the COGs units throughout the school, in and the newly trialled Mathletics program.

Findings and Conclusions
• 100% of the parents and children surveyed said they were pleased with Mathletics;
• 100% of parents and children also said they would like the school to continue with it in future years;
• 96% of parents were pleased with the weekly synopsis of programmed work in the newsletter informing them of their child’s learning;
• 70% believed the HSIE component had increased their child’s general knowledge;
• 65% felt the school kept them informed about their child’s progress in HSIE;
• All teaching staff responded positively to these aspects of the survey.

Future Directions
In 2010 the staff will need to raise the profile of HSIE, as only 61% of parents knew if their child enjoyed HSIE or not. Disappointingly, 35% were unsure. We hope to rectify this situation by trialling the History component of the Australian Curriculum, K–6, in 2010.

Professional Learning
In 2009 the staff undertook many professional learning opportunities.

Most of the staff did a two day in-service course on fitness and health entitled “Live Life Well at School”. The entire teaching staff, including the computer co-ordinator, did a two day Smartboard / Video Conferencing course entitled “Connected Classrooms”, The Kinder and Year 1 teachers attended a Best Start course. Staff also attended behaviour courses, etc. Altogether the school spent over $9,500 ensuring teachers and administration staff is up to date with all the new research or procedures within the department.

School Development 2009 – 2011

Targets for 2010
• Quality teaching to ensure continuity in Literacy and Numeracy Outcomes;
• Happy, healthy learners in a safe environment;
• All students having access to information and communication technologies;
• Aboriginal education.

Target 1
Quality Teaching to Ensure Continuity in Literacy and Numeracy Outcomes

Strategies to achieve this target include:
• Analysis of 2009 data;
• Incorporate Best Start in the Kindergarten program;
• Re-enrol each child on the on-line Maths program, “Mathletics”;
• Purchase diagnostic, writing assessment resources;
• Continue encouraging children to push through their grade level in PEGs Spelling;
• Employ a SLSO as well as an STLA to assist in boosting reading competency across the school.

Our success will be measured by:
• Children progressing through the levels in “Mathletics”;

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• The number of children who manage to proceed to the next grade level in Spelling;
• Writing competencies improving across the school;
• All children achieving above the minimum standard in Literacy and Numeracy.

Gundaroo Out of School Hours (GOSH) Message

GOSH has completed a full year with Roslyn Medaris at the helm as coordinator. The number of children attending GOSH has increased in the past year and the bank balance is looking healthy.

The Active After-school Communities (AASC) grant application for Terms 1 and 2 this year was successful and we received funding to the value of $3256 which will allow us to continue to offer the sporting programs after school from 3.30 – 4.30 pm. Roslyn has also received confirmation from Ms Christine Higgisson, the Regional Coordinator of the AASC, of full registration status and is now a fully registered deliverer of the AASC program, offering the GOSH Games to the children on a Wednesday afternoon in Term 1 this year. Other activities include Freestyling Circus Adventures on Tuesdays with Andrea Holer and Kelly Sports (A Multi-Skills) program being a mixture of games and sporting activities on Thursdays. Monday and Friday are craft/cookery days with some free play time and a Movie being offered to children on Fridays.

The only problem that Roslyn has is that some children do not wish to go home when their parent or guardian comes to collect them! This is an indication that GOSH is working for the majority of the children who attend and that they are very happy with the activities on offer. Feedback is always accepted, from parents and children alike, to look at improvements to GOSH as we continue to move forward in a positive direction this year.

Thank you to Rochelle Boyce, Sarah Hinds, Maxine Webber and Sam Corsini, who are currently on the GOSH Management Committee. These positions are purely voluntary and there is no remuneration for their time and effort so I hope my thanks are sufficient. It would have been difficult to manage GOSH without their support.

Thank you also, to Elissa Bottomley and Joan Royce who helped out during the year.

Roslyn Medaris, GOSH Co-ordinator

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.

Team Members:

- Mrs Sue Kominek Principal
- Mrs Liz Harris Teacher
- Ms Kim Lamb Teacher
- Mr Eric Dunlop Teacher
- Mrs Helen Curtis SAM
- Mrs Sally Haseler P&C President
- Mrs Ros Medaris GOSH co-ordinator
- Ms Eleanor Donley School captain
- Ms Gina Collins School Council

School Contact Information

Gundaroo Public School
Lot St Gundaroo NSW 2620
Ph: 62368115
Fax: 62368181
Email: Gundaroo-p.school@det.nsw.edu.au

Web: Gundaroo-p.schools.nsw.edu.au

School Code: 2104

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: