Georges Hall Public School

Annual School Report

2012
Our school at a glance

Students

Georges Hall Public School is a class one primary school with an enrolment of over 800 students and a community that has high expectations. It is located in South Western Sydney in a low density residential zone in the Bankstown Local Government Area. The school is set in expansive grounds serving an increasingly diverse, urban population. Currently 79% of our students come from language backgrounds other than English and are supported by an ESL program. The school has an ongoing commitment to the development and delivery of quality teaching and learning programs, with an emphasis on Numeracy and Literacy.

Staff

Georges Hall PS has over 50 teaching staff and all meet the professional requirements for teaching in NSW Public Schools.

Student achievement in 2012

[Enter summary statements regarding school performance on external test measures (NAPLAN, ESSA, ROSA where available, Higher School Certificate.)]

Messages

Principal’s message

Georges Hall is a large suburban primary school which has established a reputation for providing quality education and the pursuit of excellence. While we have a strong focus on high academic achievement, we ensure that all students have the opportunity to excel in other areas of the curriculum through our programs in dance, drama, sport, public speaking, debating, chess, interest groups and a variety of competitions. 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.

Iris Rittau, Dip. Teach; B.Ed; M. Ed; Grad Dip Psych; Post Grad Dip Psych

P & C and/or School Council message

We are fortunate at Georges Hall Public School, to have an active and enthusiastic Parents & Citizens Association, which is made up of a diverse group of parents and community members. During 2012, we celebrated the 70th Anniversary of Georges Hall Public School, and the hardworking P&C committee achieved many great things during this year.

The main project for the P&C for 2012 was the Air-Conditioning Project. After much research, investigation and decision making, a Building Fund was established where school families, community members and local businesses were able to give tax-deductible gifts to the P&C. This was very successful and the first classroom air-conditioning units were installed during Term 3. The school agreed to match the P&C, dollar for dollar with the purchase and installation of air-conditioning. By the end of 2012, all but 6 classrooms were air-conditioned. This was an incredible achievement for everyone involved.

Other special projects for our 70th year, include a Community Cookbook and our Community Mosaic Project. The Mosaic will tell the story of our school and be a bright and interesting feature on the walls of our school. Our Uniform Shop also continues to be a successful part of our P&C. Other P&C activities include Mother’s Day and Father’s Day stalls, morning teas, afternoon teas, and general community building. We are proud of all that our dedicated volunteers and workers have achieved during 2012 and look forward to our continued success.

Connie Griebe
P&C President
**Student representative’s message**

In Student Parliament, students learn many leadership skills. Annually, our school takes part in a Student Parliament training day. On this day we play lots of games with our coordinating teacher, to improve our leadership skills. Being a member of Student Parliament gives students the opportunity to report any school problems. We are given more responsibility and more important information about the school. When the members of our parliament have a meeting we discuss school problems and try to resolve them. Students in Parliament enjoy being involved because we get to help each other, build relationships with other students and are treated like adults.

The school continues to undertake initiatives to promote student respect and responsibility. Georges Hall Student Parliament plays an important role in developing social responsibility through leadership opportunities and involving students in decision making processes during fortnightly meetings. Students are also provided with opportunities to participate in fundraising activities. During 2012 we supported a number of charities including CanTeen (Bandanna Day), Westmead Children’s Hospital (Bandaged Bear Day) and Stewart House.

Monique Corapovski and Lachie Hancock

**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>
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<th>2011</th>
<th>2012</th>
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<td>416</td>
<td>435</td>
<td>461</td>
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<tr>
<td>Female</td>
<td>363</td>
<td>348</td>
<td>342</td>
<td>346</td>
<td>378</td>
<td>378</td>
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**Student attendance profile**

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<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>K</td>
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<td>95.7</td>
<td>96.5</td>
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<tr>
<td>1</td>
<td>96.2</td>
<td>93.9</td>
<td>95.2</td>
<td>96.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.7</td>
<td>96.1</td>
<td>95.4</td>
<td>95.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.6</td>
<td>96.6</td>
<td>96.2</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.5</td>
<td>96.4</td>
<td>95.7</td>
<td>96.4</td>
<td></td>
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<td>5</td>
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<td>6</td>
<td>94.1</td>
<td>96.1</td>
<td>95.5</td>
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<tr>
<td>Total</td>
<td>94.5</td>
<td>95.8</td>
<td>96.0</td>
<td>95.8</td>
<td>95.9</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Student attendance is monitored weekly and followed up by class teachers and a regional Home School Liaison Officer (HSLO).

**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>28</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>45.6</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There were no Aboriginal or Torres Strait Islander Students enrolled at Georges Hall Public School at the writing of this report.

**Staff retention**
Since 2011, the school has retained 95% of its teaching staff. Staff movement is due to successful applications by early career teachers to permanent positions and experienced teachers gaining promotion.

**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>8</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>176021.83</td>
</tr>
<tr>
<td>Global funds</td>
<td>468412.22</td>
</tr>
<tr>
<td>Tied funds</td>
<td>146126.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>269860.54</td>
</tr>
<tr>
<td>Interest</td>
<td>11731.99</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>44700.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>188582.47</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1305435.15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>78831.03</td>
</tr>
<tr>
<td>Excursions</td>
<td>95108.96</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>103764.90</td>
</tr>
<tr>
<td>Library</td>
<td>6302.42</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5021.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>210439.77</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>178687.61</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>109937.61</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>159642.46</td>
</tr>
<tr>
<td>Utilities</td>
<td>59220.59</td>
</tr>
<tr>
<td>Maintenance</td>
<td>29881.75</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>51456.93</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1088295.69</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012**

**Achievements**

**Arts**
Creative and Performing Arts opportunities have enhanced the learning experiences of our students K-6. In 2012, students participated in the school choir and band, Wakakirri Story Dance Festival, School Spectacular, public speaking and debating competitions. Our school was successfully represented at many events across the region and state.

In 2012, the primary choir participated in the Schools Spectacular at the Sydney Entertainment Centre as part of a combined performance. The choir also performed at school open days and assemblies.

Our school also provided opportunities for students to take part in the school band. The band performed at school assemblies, presentation days and a band recital was held in Term 4 to showcase the talents of the band and individual students.

A group of 70 students participated in the Wakakirri Story Dance Festival at the Sutherland Entertainment Centre in August. The seven minute performance combined dance, drama and music to tell a story.

A talent quest was held in Term Three to showcase the talents of students K-6 in all areas of the performing arts.

In December, the annual K-2 Christmas Play was held in the school hall. All students took part in the production which involved music, dance and drama. The play combined live performances with pre-recorded scenes shown on a large screen. A professional DVD was also produced of the play.
Several visual arts initiatives were carried out across the school. Students in K-2 held a very successful art auction, celebrating their artistic talents and raised over $3000 for the school.

**Sport**

Sport and fitness programs encouraged K-6 student participation and competition at various levels. Programs focused on fundamental movement skills for K-2 and skill building programs for Years 3-6. Tennis and AMF Bowling were offered to 3-6 students for school sport and ??????. All students participated in a gymnastics program over one term.

Year 3-6 students were selected to participate in the NSW Primary Schools’ Sports Association (PSSA) competitions. Our school has a strong record of success in these sports. In 2012 Georges Hall participated in

- **Cricket**
- T-Ball/Softball (boys and girls)
- **Soccer (boys and girls)**
- **Touch Football**
- **AFL**
- **Newcombe ball (boys and girls)**
- **Netball**
- **Basketball (boys and girls)**

Out of 32 teams Georges Hall were semi finalists in 20, runners up in 6 and premiers in 8.

Many students were selected in district and regional teams to represent at the area and state carnivals. One Year 6 student was awarded a Blues Certificate for outstanding sporting achievement having been selected in three regional sporting teams as well as the district teams for athletics and cross country.

**Other**

**Multi-lit Reading Tutor Program**

This program caters for students in Year 2 or above who have not acquired the basic skills needed to become a functional reader. It incorporates intensive, systematic and explicit instruction on a one to one basis in three main areas: word attack skills, sight word knowledge and reinforced reading. 19 students in Years 2-6 took part with 5 students completing the program. A further 2 students completed the Multi-lit extension program.

This year the Mini-lit program was also implemented for students in Years 1 and 2. This program is a group intervention program targeting students in the areas of phonics, phonemic awareness and reading. 30 students took part in the program this year.
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 for Year 3)

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

Reading – NAPLAN Year 3

As recorded on the above graph, 96.4% of Georges Hall Public School students achieved at or above national minimum standards with 52.6% (50.2% state) of students achieving the top 2 bands.

Numeracy – NAPLAN Year 3

In Numeracy, 47.3% (38.9% state) of Georges Hall students achieved the top 2 bands with 96.4% of students achieving at or above minimum standards.

Reading – NAPLAN Year 5

As recorded on the above graph, 96.4% of Georges Hall Public School students achieved at or above national minimum standards with 52.6% (50.2% state) of students achieving the top 2 bands.
In Year 5 Numeracy, 44% (31.2% state) of students achieved the top 2 bands with 93.6% of students achieving at or above minimum standards.

Progress in reading

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>SSG</td>
<td>83.1</td>
<td>74.7</td>
<td>79.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
</tbody>
</table>

The above graph shows the numeracy growth for students in Year 5 2012 compared to their Year 3 NAPLAN results. Georges Hall Public School recorded 119.2 points of growth compared to the 98.2 points of growth by the state.

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

Georges Hall Public School provides programs in Aboriginal Education for all its students. In 2012, the school had 3 students from an indigenous background.

All Aboriginal students had Personalised Learning Plans developed for them in consultation with families and, this year we had 100% of families involved in the development of these plans. All Personalised Learning Plans are monitored closely throughout the year and goals are adjusted when needed by the class teacher in consultation with the student and family.
Multicultural education

In 2012, Georges Hall Public School, located in Bankstown, undertook an action research project titled ‘Striving towards Intercultural Understanding’. The project addressed the critical study of fictional literature as a means of developing intercultural understanding within the classroom. 4 classrooms took part in the project, as well as a parent focus group. Teaching staff and executive were given regular updates as the project unfolded.

Findings

The primary aim of these literacy units was to determine whether children could develop dispositions of care, compassion and empathy in our multicultural society through studying a book that dealt with intercultural understanding in some way.

The Kindergarten class taking part in the project read ‘Ten Little Fingers and Ten Little Toes’ by Mem Fox and Helen Oxbury. Early on in the unit it was noted by the classroom teacher that students had a lack of understanding about their own culture and that of their parents. For some children, the only aspect of culture they were aware of was the language spoken at home, and even then the students had no idea that this possible difference between themselves and others was a ‘cultural’ issue. The teacher felt that children in her class were far too young to understand the concept of culture and multiculturalism, especially when they were often confused about where they came from themselves. Critical literacy activities based around the book helped students in the class understand some of the simpler concepts being taught, such as similarities and differences, but did little to further children’s understanding of culture.

Students in the 1/2 composite class taking part showed no real understanding of culture or multiculturalism before reading ‘Whoever You Are’ by Mem Fox, despite being from various cultural backgrounds. Throughout the unit, children discovered that although they may come from different countries, look different or have different traditions, customs and ways of doing things, all children have the same feelings and needs. The Year 1 and 2 students enjoyed reading the book and discussions that followed, and many students brought in items from their own or parent’s country of birth to share with the class. However, after teaching the unit, the classroom teacher still felt that students were confused about the word ‘culture’, and could not distinguish between culture and religion. Some of the reasons suggested for this confusion included the students having limited life experience and living an insular life style, socialising with only family and very little mixing in the wider community. While students had a better awareness of the word ‘multiculturalism’, as seen in the post project focus group, the concept was deemed by the classroom teacher as still difficult to understand, due to the student’s age and lack of experience. However, by the end of the unit, students were able to distinguish the differences and similarities between students in the class and had the beginnings of an understanding of multiculturalism.

Surveys and focus groups answers from the Year three class taking part in the project also showed students were not aware of the concept of culture or multiculturalism, despite being from various cultural backgrounds. While studying Anh Do’s ‘The Littlest Refugee’, Year 3 students discovered what a refugee is and the different circumstances which make people flee from their home country. While the class enjoyed learning about the Vietnamese culture explored in ‘The Littlest Refugee’, students experienced difficulties understanding the meaning of culture, and struggled to separate culture from religion, similar to Students in Years 1 and 2. The classroom teacher also found that students had limited life experiences, having witnessed very few cultures apart from their own at home. Without this point of comparison, the teacher felt that a child understanding the meaning of culture was a difficult task to undertake. Despite this, the class did display a better understanding of ‘multiculturalism’, as seen in both the post survey and focus group. For example, one students in the post focus group said that multiculturalism was other cultures coming together. Similarly, another child claimed multiculturalism was everybody getting along together, even though they have different cultural backgrounds. Students also understood that Georges Hall Public School was a multicultural school, and that
their peers came from many different cultural backgrounds.

In contrast, the 5/6 composite class taking part certainly showed evidence of broadening their knowledge of themselves, the world and others through a range of critical literacy activities. Through the study of ‘Boy Overboard’ and ‘Shooting Kabul’, students learnt about life in Afghanistan under Taliban rule, and Australia’s response to refugees seeking safety and protection in our country. Slowly throughout the unit, students began to show compassion and empathy for refugees who had experienced hardship in their own country, only to receive further negative attention in the country they fled to. Case studies of real refugees were analysed and compared to those characters in the novels, and students had the opportunity to tell their own family’s stories of immigration. Indeed, several students within the class had parents or grandparents who had come to Australia to flee hardships and find a better life. The fact that detention centres and ‘boat people’ were a much discussed topic in the media at the time of teaching the unit proved helpful, as students had the opportunity to analyse media reports and assess any bias or loaded, emotive language that may have been present. Additionally, several parents and teachers commented on students within the class showing an increase in concern and interest for refugees both in Australia and abroad. In one instance, a teacher who had several students from the 5/6 composite class in her debating team commented on the level of knowledge and empathy students showed when arguing a topic concerning border protection. Another parent informed the classroom teacher that her daughter had gotten into an argument with her father the night before, after the father made a disparaging remark about ‘boat people’. Many students in the class showed evidence of understanding that in the debate on immigration, there are many perspectives to consider—those of the refugees, the countries from which people were fleeing from and the communities to which asylum seekers are turning to.

The teaching of these four units enabled teachers to answer whether a focus on critical literacy in a literature based unit could enhance intercultural understanding. It was found by the team that while students within the older grades responded to multicultural themes and issues within novels much more readily though critical literacy activities, younger students still struggled with concepts surrounding culture, and showed only the beginnings of an understanding of multiculturalism. In light of this finding, the research team determined that for students to show tolerance towards peers of varying cultures when they are older, it was important for them to understand their own culture at an early age, and how they may be viewed as different and similar to others. This concept of similarities and differences was viewed as a ‘building block’ on which further intercultural understanding could be placed upon. Without understanding where you come from, how can you begin to understand where others have come from? Therefore, if this knowledge of one’s own culture is cemented at a younger age, students can go on in older grades to explore more complex issues surrounding intercultural understanding. Furthermore, students at an older age should have the further higher order thinking skills required to explore the ambiguous concept of culture, therefore enabling them to engage in the topic further.

For the staff on the research team, the action research project has proven to be an effective, but time consuming, means of professional development. Teachers on the team have had the opportunity to analyse the teaching of critical literacy strategies and devise ways to include these activities in their reading programs to teach a specific concept. However, as always it has proven difficult for teachers in the team to dedicate time to the action research project, which proved to be more work outside the classroom than what was originally projected.

The findings of this action research project will be shared with the staff of Georges Hall Public School. From there, the intention is for further classes within the school to teach the literature units next year as part of their literacy program. It is hoped that through students engaging with simple ideas surrounding intercultural understanding at a younger age through these literature units, they will be able to show a greater understanding of the concept of culture in older grades at school and beyond.
Other programs

Best Start

In 2012, Georges Hall Public School has continued to implement the Best Start initiative to improve the learning outcomes in Literacy and Numeracy for students in Kindergarten, Year 1 and Year 2. Staff were able to further enhance their knowledge of the Literacy and Numeracy continuum by attending Professional Training and Development sessions that were conducted by the Best Start Consultant. As part of their training, all staff were supported in their classrooms. Demonstration lessons, team teaching and individual planning sessions were conducted with staff.

All staff entered student progress during each of the recording periods throughout the year. Early Learning Plans have been used by all staff as a means of tracking student progress and directing the teaching and learning of the class.

Progress on 2012 targets

Target 1
Repeat target for 2012 from 2011 report
Increased levels of overall literacy achievement, with particular attention to reading, for every student in line with state and regional targets.

Our achievements include:

- Reading program implemented with a focus on sharpening knowledge and implementation of comprehension skills and the super six strategies across K-6.
- Regional support obtained in Reading and Comprehension strategies. Multi-lit and Mini-lit programs continued across whole school.
- Students provided with access to online learning in literacy through ‘Sunshine online’.

Target 2
Repeat target for 2012 from 2011 report
Increased levels of overall numeracy achievement for every student in line with state and regional targets.

Our achievements include:

- Implement Taking Off With Numeracy (TOWN) assessment and identify target group. Year 3 teachers participate in Action Research Program. Consultant to train supervisor in ‘TOWN’ program.
- Licences purchased for teachers to have access to interactive whiteboard resources for mathematics and online activities for teaching and learning.
- Continued use of maths groups within all stages offering differentiated programs including extension work and intervention for low achievers and enrichment classes, Years 1-6.

Target 3
Increased Student Engagement and Attainment

Our achievements include:

- New Multi-Purpose Room (MPR) utilized to provide parent workshops in how to assist children at home in literacy and numeracy.
- Classrooms across the school continue to reflect the NSW model of Quality Teaching.
- DVD ‘Parents Count Too’ purchased and translated pamphlets for parent workshops.
- Successful Multicultural Day/75th Anniversary Mini Fair for students, parents and community to participate in community celebrations.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Quality Teaching.

Background

A staff survey was undertaken to canvas instructional theories. This survey consisted of 48 questions.

Findings and conclusions

- 82% of staff believe they provide opportunities for students to ask clarifying questions at all times.
- 98% of staff believe that their classroom is structured to create an atmosphere of mutual respect and support at all times.
- 42% of staff believe that most of their students are engaged in lesson activities at all times.
- 72% of staff believe that students disrupt the learning of others sometimes.

Future directions

- To continue the implementation of Positive Behaviours for Learning (PBL) program.
- Introduce the fourth core rule of ‘Be a Learner’.
- Improve community engagement in school life by operating Vietnamese parent sharing sessions.
- Purchase Ipads to improve student engagement.
- Continue to embed the Quality Teaching principles in teaching and learning activities.

Professional learning

Staff undertook professional learning in the continued implementation of the PBL program in K-6 classrooms. Further training was also undertaken in the development of comprehension skills and the Taking Off With Numeracy program. Selected staff also completed a Multicultural Department of Education project.

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

Outcome for 2012–2014

Increased levels of overall literacy achievement with particular attention to reading for every student in line with state and regional targets.

Strong evidence of the NSW Quality Teaching Framework in all Literacy programs.

2013 Targets to achieve this outcome include:

- At least 98% of students in Year 3 achieving at or above the National Minimum Standard in NAPLAN Reading.
- At least 97% of students in Year 5 achieving at or above the National Minimum Standard in NAPLAN Reading.

Strategies to achieve these targets include:

- Early Stage 1 and Stage 1 teachers learn how to use learning plans to guide Literacy programming focusing on the explicit and systematic teaching of the critical aspects of literacy.
- Design appropriate assessments to monitor student progress in the critical aspects of literacy.
- Implement a reading program focusing on comprehension across grades K-6. Purchase necessary resources to support teaching and learning in the classroom.
- Executive to work with each stage to build strong understanding of syllabus documents and critical aspects. Develop Literacy programs and assessment tasks which reflect NSW Quality Teaching documents.
- Staff investigate new NSW curriculum, content and teaching strategies.
School priority 2
Outcome for 2012–2014
Increased levels of overall numeracy achievement for every student in line with state and regional targets.

Improved outcomes through targeted early intervention for students experiencing difficulty.

2013 Targets to achieve this outcome include:
- At least 86% of students in Year 3 achieving at or above the National Minimum Standard in NAPLAN Numeracy.
- At least 98% of students in Year 5 achieving at or above the National Minimum Standard in NAPLAN Numeracy.
- At least 42% of Year 3 and 53% of Year 5 students achieving proficiency (top 2 bands) in NAPLAN Numeracy.

Strategies to achieve these targets include:
- Executive to work with each stage to build strong understanding of syllabus documents and critical aspects. Develop Numeracy programs and assessment tasks which reflect NSW Quality Teaching documents.
- Implement Taking off with Numeracy (TOWN) assessment and identify target group across Year 4.
- Staff investigate new curriculum, content and teaching strategies.
- Purchase licences for teachers to have access to interactive whiteboard resources for mathematics and online activities for teaching and learning.

School priority 3
Outcome for 2012–2014
Develop mutually supportive partnerships with parents to aid Literacy and Numeracy development.

Increase the level of parent and community engagement.

Enhanced well-being of students.
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.

Iris Rittau Principal
Reg Corney Deputy Principal
Tracey Martin Deputy Principal
John Baker Assistant Principal
Sue Barrington Assistant Principal
Sonja Slavkovski Assistant Principal
Julia Georgievsk Assistant Principal (Rel.)
Susan Woods Assistant Principal (Rel.)
Sharon Costello Teacher
Siobhan Necic Teacher
Sandra Wells Teacher
Connie Griebe P&C President
Deb Bennetts P&C Vice President

School contact information

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