School context statement

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 80% 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.

Principal’s message

Georges Hall Public School continues to provide a dynamic and inclusive learning environment focusing on quality teaching and student achievement. The school is strongly supported by a proactive Parents & Citizens Association. Joint consultation and open communication means that we are all travelling along the same path together. Throughout 2014, the school achieved commendable successes in the areas of Creative and Performing Arts, Debating and Public Speaking, Tournament of the Minds and PSSA. Students also performed commendably in many other areas. School program initiatives have resulted in improved student outcomes and with the inclusion of the Community Hubs Programs we have forged stronger links with our community. I would like to take this opportunity to thank the school P&C, staff and students for all of their work upgrading our school grounds and working together to improve learning outcomes.

Reg Corney (Rel. Principal)

P & C Message

The Parents & Citizens’ Association (P&C) at Georges Hall Public School is made up of a committed group of active and enthusiastic parents. We welcome mums, dads and carers from diverse backgrounds and enjoy the support of the school staff, student body and also the parent body.

We were pleased to see many projects completed in 2014. Some of the highlights were completing our infant’s playground project and opening up a whole new play area for our children as well as installing a kitchenette into the MPR – both of these projects were completed with the help of the NSW Government’s Community Building Partnership. We also worked with the school to irrigate and resurface our school oval.

Our P&C worked hard to not only improve the physical amenities around our school, but also sought to support our children and families by providing community-building activities. We held our TASTE Kitchen “Healthy Food, Connected Communities” festival in April with the support of an $11,000 grant from Bankstown Sports Club and also ran our first ever Sports Expo to give parents an easy way to find out what sports are available in our local community. The P&C was also thrilled to welcome the Community Hub Programme to our school and have appreciated the programs and initiatives for families that have been implemented by our hub leaders.

In 2014, our P&C worked to strengthen the relationships between our school and our two local high schools. It was a real highlight of our P&C meetings to have the Principals from Bass HS and Condell Park HS join our meetings and have a chance to talk about their schools. I hope that we can continue to strengthen these relationships and work together to make our two local high schools sought after choices for our families as our kids move into high school.

Our Uniform Shop also continues to be a successful part of our P&C. Other P&C activities included our Mother’s Day and Father’s Day stalls. We held one major fundraiser in 2014 – a school Fun Run which was generously supported by the teachers, students and families.

As always, our school community has been amazingly generous with both their time and their money. Many parents have volunteered countless hours to make P&C projects a success; other families have continued to make generous financial donations to help complete our improvement projects. Contributions of both time and money are valued by our P&C and also by the school staff.
In closing, it has been a real privilege to lead such a committed team of parent volunteers. Our school is a better place and our children benefit enormously from the great partnership between the school & P&C. In 2015, I know that the P&C will continue to flourish under the leadership of our new P&C president.

Deborah Bennetts  
P&C President

Student Representatives message

Student Parliament is a group of children voted in by their peers to represent the student body at fortnightly meetings. Student Parliament consists of a Speaker Prime Minister, Treasurer, Hansard, Clerk, Sergeant at Arms, Shadow Ministers, Opposition Leaders and four committees. Committees include Health and Safety, Communication, Sport and Recreation and Environment.

Prefects attended a leadership day hosted by the Halogen Foundation, at the Entertainment Centre, where they were able to listen to leaders in our community speak about their roles.

During student Parliament meetings this year students have discussed possible changes and improvements to the school environment. The school captains have liaised with the principal about the major issues. The Hon Jason Clare MP also attended the school and our Parliament members participated in a mock parliament session.

Student Parliament supports three major charities; Stewart House, Westmead Children’s Hospital and CanTeen. Clothes, blankets and toys are donated to Stewart House. Selling merchandise and mufti days/gold coin donations are used to raise money for Westmead Children’s Hospital and CanTeen.

This year Student Parliament participated in a program called Club Kidpreneur. During this program they built a business where they developed products, designed business models and sold their products at school to raise money for charity. The charities included Fire and Rescue NSW and House of Welcome: Refugees support.

William Winter and Angeline Hoang  
School Captains 2014

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
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Student attendance profile

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</table>

Georges Hall Public School implemented an attendance plan for 2014 that promoted school attendance. All staff were committed to working with families to encourage improved attendance. Georges Hall Public School worked closely with the Home School Liaison officer to ensure families were supported to improve attendance rates. Staff capacity was built to effectively monitor student attendance through the development of a whole school policy regarding attendance. All staff consistently addressed students attendance and put appropriate strategies into place to support learning and engagement strategies.

Workforce information

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>29</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
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<tr>
<td>Computer Coordinator</td>
<td>.5</td>
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</tbody>
</table>

Learning and Support Teacher(s) | 1.2
Teacher Librarian                | 1.4
Teacher of ESL                   | 2.6
School Counselor                 | 1.25
School Administrative & Support Staff | 5.172
Total                             | 48.622

Workforce composition

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

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>
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<tr>
<td>Postgraduate</td>
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</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>45</td>
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</table>

Professional learning and teacher accreditation

A professional learning model was developed by the leadership team to target professional learning needs using teacher expertise. The model supported whole school, stage based and individual learning plans and linked the learning to the Professional teaching and learning standards.

Professional learning included NSW Syllabus for the Australian Curriculum, English, mathematics and science. Taking off with Numeracy (TOWN) and using technology as a tool for teaching and learning. In addition to this four teachers were trained and were accredited in Aust-Swim and executive staff were trained in professional mentoring.

Beginning Teachers

At Georges Hall Public School we had two beginning teachers that were supported with targeted funding. We also had several temporary teachers who were working towards their accreditation. The school plan supported strategies such as mentoring support, teaching load to support
collaborative practice and access to high quality external professional learning.

Financial summary

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

### Date of financial summary
30/11/2014

### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>197,587.80</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>253,099.90</td>
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<tr>
<td>School &amp; community sources</td>
<td>359,293.27</td>
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<tr>
<td>Interest</td>
<td>8,683.61</td>
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<tr>
<td>Trust receipts</td>
<td>31,566.35</td>
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<tr>
<td>Canteen</td>
<td>166,851.99</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>1,346,560.59</strong></td>
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### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
<td>77,621.21</td>
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<tr>
<td>Excursions</td>
<td>102,304.41</td>
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<tr>
<td>Extracurricular dissections</td>
<td>205,397.06</td>
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<tr>
<td>Library</td>
<td>4,945.18</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
<td>185,641.94</td>
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<td>Casual relief teachers</td>
<td>136,597.42</td>
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<tr>
<td>Administration &amp; office</td>
<td>203,211.75</td>
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<tr>
<td>School-operated canteen</td>
<td>131,907.26</td>
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<tr>
<td>Utilities</td>
<td>72,686.99</td>
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<td>Maintenance</td>
<td>64,214.81</td>
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<tr>
<td>Trust accounts</td>
<td>32,954.46</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1,313,271.63</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>230,876.76</strong></td>
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</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

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

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

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

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

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

In reading, as recorded in the above graph 96.1% of students in year 3 achieved at or above the national minimum standards.
In spelling, as recorded in the above graph 96.8% of students in year 3 achieved at or above the national minimum standards.

In Grammar and Punctuation, as recorded in the above graph 96% of students in year 3 achieved at or above the national minimum standards.

In writing, as recorded in the above graph 96% of students in year 3 achieved at or above the national minimum standards.

In Grammar and Punctuation, as recorded in the above graph 96% of students in year 3 achieved at or above the national minimum standards.

In Numeracy, as recorded in the above graph 97.6% of students in year 3 achieved at or above the national minimum standards.
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In reading, as recorded in the above graph 94.9% of students in year 5 achieved at or above the national minimum standards.

In spelling, as recorded in the above graph 95.8% of students in year 5 achieved at or above the national minimum standards.

In writing, as recorded in the above graph 95.7% of students in year 5 achieved at or above the national minimum standards.

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
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</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
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</tbody>
</table>

Average progress in Reading between Year 3 and 5*
In grammar and punctuation, as recorded in the above graph 96.6% of students in year 5 achieved at or above the national minimum standards.

### NAPLAN Year 5 – Numeracy

The graph above indicates the reading growth for students in year 5 compared to their results in year 3. Georges Hall students have achieved 72.6 points of growth.

| Average progress in Numeracy between Year 3 and 5* |
|------------------|------------------|------------------|------------------|------------------|------------------|
| School           | 111.5      | 103.8      | 119.2      | 110.7      | 89.1         |
| SSG              | 89.9       | 96.7       | 97.2       | 91.5       | 86.0         |
| State DEC        | 89.6       | 95.8       | 98.2       | 89.7       | 89.1         |

In numeracy, as recorded in the above graph 94.9% of students in year 5 achieved at or above the national minimum standards.

The graph above indicates the numeracy growth for students in year 5 compared to their results in year 3. Georges Hall students have achieved 89.1 points of growth, in line with the state growth.

### Other achievements

#### Creative and Performing Arts

Creative and Performing Arts opportunities have enhanced the learning experiences of our students K-6. In 2014, students participated in the school choir and band, Wakakirri Story Dance Festival, public speaking and debating competitions. Our school was successfully represented at many events across the region and state.

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. More than 50 students were instructed in keyboard, recorder, percussion, brass, string and woodwind instruments by the bandmaster Mr Glenn Stone.

A group of 60 students participated in the Wakakirri Story Dance Festival at the Riverside Theatre in August. The seven minute performance combined dance, drama and music to tell a story. Our Wakakirri story “The Journey” portrayed the long and often dangerous journey that many families in our community embarked upon to begin a new life in our country. The Journey was a story of hardship, sadness, adversity, fresh hope and new beginnings. It was the story of many families living within our diverse school community. Our item successfully made it through to the Grand Final which was held in September at the State Sports Centre, where we were awarded Best Current Affairs item.

A talent quest was held in Term Three to showcase the talents of students K-6 in all areas of the performing arts. Students showed their skills and talents in song, dance, music, drama, comedy and gymnastics.

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 and a professional DVD was also produced of the play.

Several visual art initiatives were carried out across the school. Students 3 – 6 decorated their windows with a mural of their favourite book for Book Week. Students in K – 2 held a very successful art auction, celebrating their artistic talents and raised over $7000 for the school.

Students also had the opportunity to experience a variety of performances throughout the year. Students in 3-6 attended a performance of The Barber of Seville by OZ Opera the touring company of Opera Australia. Students in K-2 attended “Let the Music Move You” which focused on music and movement and how the two are linked. Both performances actively engaged students with student participation greatly encouraged.

Public Speaking

The Multicultural Perspectives Public Speaking Competition is held every year and run by the State Arts Unit. The given topics encourage the students to prepare and present speeches that reflect the multicultural nature of our country.

In semester one, all students in years 3-6 participated in the Multicultural Perspectives Public Speaking competition with one year 4 student competing in the state final and also presenting the speech at the Directors Choice Concert.

The Bankstown/East Hills district public speaking competition includes all students from Years K-6 in class and stage competitions to decide on the school representatives for local heats. This year, one kindergarten student competed in the final round with one year 1 student who went through to the semi-finals. In Year 4 we had a student who competed at the semi-finals and one year 6 one student who competed at the Grand Final.

A local heat of the Multicultural Perspectives Competition was held at Georges Hall Public School where year five and six classes were invited as audience members, allowing them to gain valuable experience from viewing such quality speaking

Debating

This year, ten students participated in the Bankstown/East Hills District Debating team. Eight students participated in the Premiers Debating Challenge, with the Georges Hall Tigers winning the regional competition and
competing at Stanwell Tops against other regional teams from NSW in the State competition. One student from Georges Hall Public School attended trials and was selected for the Regional Debating mixed team and competed against other regions in NSW at Collaroy.

Debating opportunities were further extended with eight students participating in the Premiers Debating and in-school workshops held at Georges Hall Public School.

The Deputy Principal (Rel) holds the position of convenor for the Bankstown/East Hills District Debating Competition.

Premiers Spelling Bee

One student from Year 6 won the local final of the Premiers Spelling Bee and went on to compete at State level, which was broadcast on the ABC.

Library

It is a credit to our students that 85% completed the Premier’s Reading Challenge in 2014, an increase of 4% from 2013. Below is a breakdown per grade:

- kinder = 103
- year 1 = 131
- year 2 = 124
- year 3 = 79
- year 4 = 83
- year 5 = 87
- year 6 = 107

The budget focussed on increasing the Premier’s Reading Challenge collection, new fiction titles, replacing videos to DVD format, teacher reference section to support new syllabus implementation and continuing to support the KLAs through the non-fiction section.

The annual Book Fair was held using Scholastic Book Fairs, raising $3535.00 redeemable from the Scholastic’s School Essentials catalogue. This was used by both the library and literacy committees for resources.

The library continued with the 2013 preschoolers initiative, “Toddler Reading Time” in partnership with the P&C. It has increased to weekly sessions run in conjunction with the Community Hub.

Sport and Fitness

Sport and fitness programs encouraged K-6 student participation and competition at various levels. Programs focussed on fundamental movement skills for K-2 and skill building programs for Years 3-6. Tennis, gymnastics and AMF Bowling were offered to 3-6 students for school sport. 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 2014 Georges Hall participated in

- Cricket (boys and girls)
- 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 entered, Georges Hall were semi- finalists in 18, runners up in 4, premiers in 3 and 4 joint premiers.

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 gained state selection in a team sport as well as representing Sydney South West at the X-country carnival and the district at the athletics carnival.

Many students also participated in the swimming scheme program.

**Significant programs and initiatives**

**Community Hub**

In 2013 the Georges Hall community Hub was initiated with the engagement of a community hub leader. A number of programs and activities have been held for parents and community during the last two years.

The Community Hubs program started with cooking classes, which were held by the Benevolent Society’s TASTE Kitchen staff, who were visiting the school. Parents were encouraged to participate and the program saw five new families at the school accessing the Hubs program for the very first time.

Parents who attended various guest speaker sessions found the talks informative, gained familiarity with the local services and the individual guest speakers which have helped increase connections for the families to services and vice versa.

Monday’s Toddler Reading Time continues to increase in regular attendances and new membership as parents tell other parents about the program. Parents at the Toddler Reading Group have been exchanging their contact details with each other and organised small group outings to go to the zoo and beach. This is wonderful to see the friendship and support developing amongst the participants as an outcome of their participation in regular Hubs activities at the school.

An excursion to Calmsley City Farm was an initiative put forward by a few parents at the Toddler Reading Group. The excursion was enjoyed by all the families who attended.

The transition to Kindergarten Orientation workshops and playgroups were a great success. Collaboration with the Deputy Principal and teachers involved in coordinating these workshops gave parents and the Community Hub Leader the opportunity to meet, greet and introduce parents to the services and activities available at the school Hub and wider community.

**Scientist in Schools Program**

In 2014 we commenced the National Scientists in Schools program, and have a scientist from Neuroscience Research Australia now linked to our school. Our
A scientist has been working closely with stage two demonstrating how to conduct fair tests and experiments. He also met K-6 students and gave them a presentation about his work as a scientist. An Edmodo blog was set up for students to collaborate with the scientist, ask questions, participate in quizzes and showcase science work that had been done in class.

**Aboriginal Education**

Aboriginal education continues to be integrated into all areas of the curriculum at Georges Hall Public School. Teachers plan and implement units and target resources that are inclusive of Aboriginal perspectives and content across all key learning areas.

All students K-6 attended performances by acclaimed indigenous performer Sean Choolburra. Sean shared many aspects of his culture through singing, dancing and storytelling. The performance included a presentation and explanation of various instruments, costumes and artefacts.

**Multicultural Education and Anti-Racism**

In 2014 Georges Hall Public school had three teachers trained as Anti-Racist Officers (ARCO’s)

**Multicultural Day**

Georges Hall public School celebrated the diverse cultures in our school by holding a Multicultural Day. Each class was invited to decorate their classrooms and engage in activities from countries around the world. Parents were invited to visit classrooms and also to attend a special presentation assembly showcasing the many talents of our students.

**Multicultural Education Project**

As an extension of the Multicultural Education Project in collaboration with the University of Western Sydney, some of the background interviews from our parents were filmed telling their diverse and interesting stories. This video recording has captured some of those stories against the backdrop of the Georges Hall Food Festival, when the Benevolent Society’s TASTE kitchen visited in 2014.

**Bi Lingual Book Project**

During 2014 a stage 2 class, together with the Community Hub Leader and parents initiated the Bi-lingual Book Project. Classroom story books were translated with the assistance of parents combining the art work designed by the students. It is anticipated that this project will continue in 2015.

**Significant programs and initiatives**

**English Language Proficiency**

Georges Hall continues to increase in families from language backgrounds other than English (LBOTE) that figure was 84% this year. Georges Hall Public School receives funding from the DEC to support English as a Second Language/Dialect (EAL/D). This year the school received extra funding to support new arrival students. EAL/D staff underwent professional learning in language proficiency needs, assessment and reporting. EAL/D groups are organised to best suit the needs of students and they may be withdrawn from mainstream classes to work in small groups, for a short time for intensive language learning or receive in class support through team teaching. Classes are also supported
with EAL/D resources specifically suited to individual student’s needs.

Learning and Support

The Learning and Support teachers work closely with class teachers to support the learning needs of students who may be experiencing difficulties accessing the curriculum. Students are also supported in class by a team of School Learning Support Officers. Students may be supported individually, in a small group or within the classroom.

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. Twenty students in Years 2-6 took part with twelve students completing the program. The program was facilitated by the Learning & Support Teachers and School Learning Support Officers.

Mini-lit Program

This year the Mini-lit program was also implemented for students in Years 1. This program is a group intervention program targeting students in the areas of phonics, phonemic awareness and reading. Twenty five students completed the program this year. The program was developed by the Special Education Department at Macquarie University and was facilitated by the Learning and Support Teachers.

School planning and evaluation 2012—2014

School evaluation processes

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

- A parent/student satisfaction survey regarding future goals for Georges Hall was conducted in 2014. Some goals for future planning were as follows; Improvement in school gardens, 78% more computer/technology 89% and more equipment for sport and playtime 85%.

- Parents have supported improvements in the communication systems at the school, our new face-book page received an average of 400 views per post, enabling us to give feedback about events in a timely manner.

School planning 2012-2014:

School priority 1

Increase levels of literacy achievement focusing on reading in line with state and regional targets.

Outcomes from 2012–2014

- 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 Standards in NAPLAN Reading.

Evidence of achievement of outcomes in 2014:

- Teachers using literacy continuum and PLAN data base to assess and plan for student learning.

- Intervention programs, Reading Recovery, Mini Lit and Multi lit supporting classroom programs and student reading outcomes.

- More teachers using digital technology as a tool for teaching and learning in the classroom, enhancing student engagement in the curriculum.
Strategies to achieve these outcomes in 2014:

- Teachers consistently aligning assessment tasks and programs with the K-6 NSW English Syllabus for the Australian Curriculum.
- Professional learning plans matched to student outcome data analysis and staff professional learning embedded into effective teaching and learning practice.
- Aligning classroom practice against the NSW Quality Teaching Framework and Professional Teaching Standards.

School priority 2

Outcomes from 2012–2014

- 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 in NAPLAN Numeracy.

Evidence of achievement of outcomes in 2014:

- Teachers using numeracy continuum and PLAN data base to assess and plan for student learning.
- Small group support programs, using Early Arithmetical Strategies (EAS) supporting classroom programs and student numeracy outcomes.
- More teachers using digital technology as a tool for teaching and learning in the classroom, enhancing student engagement in the curriculum.

School priority 3

Engage well-being of students through high quality differentiated learning programs and the implementation of quality well-being programs.

Outcomes from 2012–2014

- Enhanced well-being of students
- School structures and practices deliver challenging, flexible and differentiated learning experiences.
- Increase the level of parent and community engagement.

Evidence of achievement of outcomes in 2014:

- Increased by 20%, parents attending school workshops, events, meet the Teacher evenings, including activities at Community Hub.
- All staff implementing differentiated learning and teaching incorporating 21st century skills in classrooms.
- Students using anti-bullying strategies in the playground through participation in ‘Bounce Back’ and Cyber-Safety workshops.

Strategies to achieve these outcomes in 2014:

- Professional learning plans matched to student outcome data analysis and staff professional learning embedded into effective teaching and learning practice.
- All staff professionally developed in the NSW Mathematics Syllabus for the Australian Curriculum.

Strategies to achieve these outcomes in 2014:

- All teachers 3-6 professionally developed in Taking off with Numeracy (TOWN) and implementing the assessment and analysis phase 1 and teaching and learning phase 2 into classrooms.
- Review of Anti-Bullying Policy and Cyber-Safety policy, including workshops for staff, parents and students.
- Continue to professionally develop staff in differentiation of lessons, incorporating 21st Century skills.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

School Vision
Georges Hall Public School’s vision is to provide a safe and innovative environment, where the school community will be engaged in quality learning experiences.

The school will offer differentiated, creative and effective curriculum that will support connectedness to the world, through engagement in 21st century learning.

This will be achieved through tailored professional learning opportunities for all stakeholders, quality learning environments and successful leadership programs.

Strategic Direction 1
Quality Teaching
To enable teachers to be active facilitators through the creation of engaging learning opportunities by understanding the specific needs of all students within the school.

Strategic Direction 2
Quality Engaged learning for Students
Teachers will provide quality, differentiated teaching and learning activities, with high expectations, in a 21st century learning environment.

Strategic Direction 3
Leadership
To successfully develop the leadership capacity of all members in our learning community by recognising strengths and providing relevant opportunities to inspire learning.

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

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