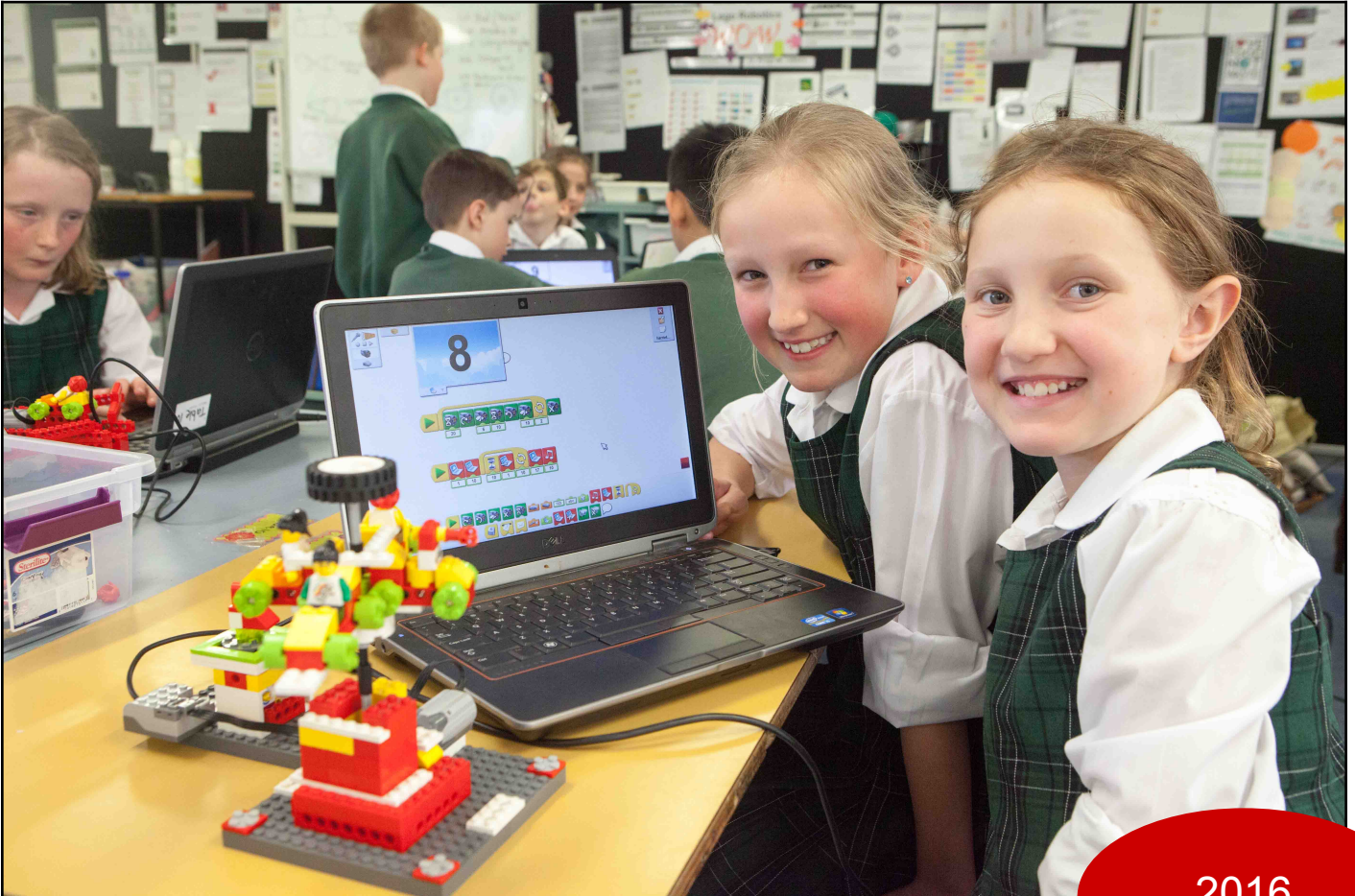


Gordon East Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Gordon East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

As a school we have celebrated outstanding success throughout 2016. Gordon East Public School's robotics team represented Australia at the First Lego League International held at the University of Arkansas. The team won the Inspiration Award.

Gordon East Public School consolidated its city country alliance with our student leaders travelling to Euston Public School to attend the Mungo Youth Leadership Conference. Unfortunately, due to excessive rain the camp was postponed. Our student leaders had a very successful week attending Euston PS as well as touring the local community, observing first hand life in a farming area.

Gordon East Public School teachers display outstanding dedication and commitment to improving student outcomes. The teachers have worked hard to implement our school plan with outstanding results.

Gordon East Public School values the wonderful support we have from our school parent community and Gordon East P&C celebrating and sharing our wonderful successes throughout the year.

Jennifer Simmonds

Principal

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Message from the school community

P&C Message

GEPS has an active and supportive parent group and this is evident through the many ways parents get involved with the school. One such area is the Parents & Citizens (P&C) Association. Throughout the year the P&C has created, supported and funded some fantastic projects and held a variety of events enjoyed by both parents and students.

This year the P&C raised over \$68,000 and contributed in excess of \$72,000 back to the school. The P&C has raised this money through generous family contributions and family support of the P&C's fund raising activities.

Our major fundraiser in 2016 was our *Gordon Eats* Cookbook. We asked GEPS families to contribute a favourite recipe, and many of the children were photographed and appear in the book. It was a successful fundraiser with just over \$15,000 raised. We still have more copies of our cookbook available, and we will continue to sell these during the coming year.

Although not a fundraiser, we also held our annual 'Welcome Event' at the beginning of the year which was lots of fun. We held a Mother's Day Breakfast and Cookbook launch in May, which was hugely successful. We also followed up with a Father's Day Breakfast in September.

Our children's classroom environment has been significantly enhanced with the purchase of additional levelled books for class libraries and English resources to support visual literacy (\$3,200), Lego Robotics WeDo 2.0 kits (\$5,520) and display notice boards for the school hall (\$3,300).

We have contributed to the enhancement of the school's facilities by planting natives, protective edging around garden bed and the Friendship Tree (\$10,600).

The P&C also supported our teachers development by participating in the Killara Schools Project – Quality Teaching Rounds (\$8,000). Selected GEPS teachers spent time observing teaching practices in local primary and secondary schools and then reported and shared the educational experience with the other teachers at GEPS.

The P&C operates a number of sub-committees with the fantastic support of many volunteers. These include Book Club, Class Parents, Environs Days and of course fund raising events and activities.

The P&C operated Uniform Shop and canteen continues to provide a valuable service to all school families. We had a smooth year of operation in the canteen, under the supervision of our Canteen Manager, Mel Benbow. A big thank you also Alex Terry, Sally Ng, Robyn Martin, Alison Gates and Maree Page, who together with the many parent volunteers each week who have kept our canteen going. The Canteen also operates at a profit. The Uniform Shop, run by Katie McAvooy with assistance from Clare Andersen operates at a modest profit.

Thank you to Kate Drury who has run the Scholastic book club for the last 8 years, Kate is finishing up this year. Thank you to Steph Sail for taking over book club. Families have the opportunity to purchase some fabulous books and the school receives book credits in order to expand its library and classroom resources.

Alison Wykes once again headed the Environs portfolio this year, and has made some significant changes to the school's gardens and landscaping. Many natives have been planted, and the oval is looking fantastic thanks to the watering system.

Thank you to our P&C Executive: Jane Heap, Lauren Ainscough, Tim Bishop, Tom Millett, John Giro, Rupa Ganguli, Yvonne Simpson and Anita McLean who have worked very hard and provided great leadership in many of this year's achievements; and to all the Class Parents who have put in a great effort to assist their classes both in a social way and with special classroom projects.

We encourage all parents to get involved in their child's education and school experience through volunteering their time or resources to enhance the school. We have a wonderful school, with a very dedicated, creative and caring group of teachers and support staff who offer valuable learning and development to our children.

We look forward to 2017 and the part we all play in the education of our children.

Message from the students

Serving at Gordon East as School captains in 2016 has been an extraordinary experience. There has been so much we have learnt this year through the many great opportunities given to us. We have had the privilege of hosting assemblies and attending many camps. At Leadership Camp, we made many new friends and improved our leadership skills including, teamwork, public speaking and problem solving. Both of us have practised these skills as school captains and will continue to use them throughout our lives. Some of the privileges we have had at school include welcoming new Kindergarten students and being good role models during Kindergarten Orientation, forming a strong alliance with Euston Public School and hosting assemblies and the Presentation Night. This involved overcoming our fear of public speaking. We would like to thank our Vice Captains and Sport Captains as they have helped us a lot and we have all worked well together as a cohesive team. None of us could accomplished what we have this year without each other. We will always remember the kind teachers and staff, amazing friends, responsible students and the great experiences we have had at GEPS. It is sad to say that we have to leave soon but we will remember GEPS forever.

Charlotte Scholefield and Sebastian Mahony School Captains

Student Representative Council

Each semester two student representatives are elected from each class from Year 2 to Year 6. These students attend weekly SRC meetings with the school captains. The Gordon East PS student council discuss a range of issues and develop ways to empower students voice in our school. Six Gordon East PS students joined other students from the Killara Schools Network to participate in leadership skill development led by the Killara High School Social Justice Team followed by a visit to Stewart House. The experience provided the students with an insight and understanding of the programs offered to students from disadvantaged backgrounds during their twelve day stay. The visit culminated in two events to raise funds for Stewart House. Blue Day raised \$513.45 and the Maths Fun Day raised \$1150.

The SRC also organised the Great Book Swap, raising \$310.60 for the Indigenous Literacy Foundation which provides literacy resources to over 250 remote communities. A huge thank you to all the families who sent in pre-loved books, you helped to make a difference to support a very worthy cause.

School background

School vision statement

Gordon East Public School – a welcoming and collaborative school community that supports high quality learning. Quality teachers inspire students to be creative and critical thinkers enabling them to become active and informed global citizens.

School context

Gordon East Public School is a high performing school situated on spacious, picturesque grounds in Gordon. An outstanding feature of our school is the sense of shared purpose by the school community and the supportive relationships that underpin this. We value high expectations for student learning, enabling all students to strive for and experience success. Highly professional and dedicated teachers implement quality learning programs across all key learning areas. Gordon East provides innovative and well-resourced programs that engage, motivate and inspire students to achieve excellence. As well as undertaking a rigorous academic program students also participate in a variety of extra curricula opportunities including robotics, chess club, Maths Olympiad, representative sport, string ensembles, bands, choirs and dance groups.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each term Gordon East teachers undertake a review process to reflect on the success of our school plan against the School Excellence Framework. Time was provided on Staff Development Days as well as at our weekly staff meetings.

In the domain of "Learning" we have continued to embed positive proactive well being strategies that are consistent across the whole school. Gordon East has a quality teaching and professional practice that is evident in all learning environments, providing students with opportunities to connect, succeed and thrive. Systematic procedures are being developed to identify and address student learning needs. Students perform well on external and internal assessments with most students achieving at a high level.

In the domain of "Teaching" our classrooms are well managed, positive, engaging students in productive work. Teachers provide explicit, specific and timely formative feedback to students on how to improve. Teachers are working towards consistently implementing learning intentions and success criteria. Teachers work collaboratively across the school.

In the domain of "Leading" at Gordon East PS we are committed to the development of leadership skills in our staff and students. We have a broad understanding of, and support for school expectations and aspirations for improving student learning and leadership. We continue to streamline practice, resulting from constructive feedback from students and our school community.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student success as learners, leaders and active citizens.

Purpose

To ensure student learning experiences result in the development of students to think critically and creatively and who are literate, numerate, socially, environmentally and culturally aware. Thus ensuring their ability to become contributing citizens of our global community.

Overall summary of progress

Focus on student and teacher understanding of the roles required for group work has led to the successful implementation for students. Collaboration by teachers supported this initiative across all key learning areas. Student achievement has been guided by quality assessment, tracking and monitoring by teachers. There is evidence of increased use of metalanguage by students and teachers supporting peer critique and feedback. Consistency of judgement when tracking using PLAN is developing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
98% of students achieving cluster level benchmarks, in literacy and numeracy using PLAN. Growth for students in literacy and numeracy as evidenced by NAPLAN and PAT results and PLAN data. Growth for students in literacy and numeracy is above DEC average in NAPLAN assessment.	57% to 100% of students from Year 1 to Year 5 were at the appropriate cluster for multiplication and division. 92% of Kindergarten are achieving at the appropriate cluster by the end of the year for backward number sequence. 98% of Year 1 students are at the appropriate level for Early Arithmetical Strategies Level 4. 51% of students in Year 2 are in the appropriate cluster for patterns and number. 27% to 100% of students from Year 3 to Year 5 are at the appropriate cluster for multiplication and division. School data indicates the following growth in ACER PAT maths assessment. In 2016 82% students in Years 2–6 achieved stanine 7, 8 and 9. In 2015, 46% students in Years 2–6 achieved in stanine 7, 8 and 9. In ACER PAT reading 2016, 54% students in Years 2–6 achieved stanine 7, 8 and 9. In 2015, 52% students in Years 2–6 achieved stanine 7, 8 and 9. NAPLAN data indicates 83% Year 3 at GEPS in literacy achieved at proficiency level, Bands 5 and 6 compared to 52% of state students. In numeracy 72% of Year 3 students at GEPS achieved at proficiency level compared to 52% of state students. NAPLAN data in literacy for Year 5 indicates that 76% of students achieved at proficiency level, Bands 7 and 8 compared to 39% of the state. In numeracy 71% of GEPS students were at proficiency level Bands 7 and 8 compared to 31% of the state.	\$19 000 Global funds

Next Steps

Continue to build on student and teacher understanding of and using learning intentions as a lesson focus.

Continue to build on teaching the roles and expectations of group work skills.

Continue to use "I can" statements for numeracy, introduce "I can" statements in literacy.

Continue to support professional learning in plotting students against the literacy and numeracy continuums through PLAN data.

Organise inter school visits for teachers to schools successfully implementing learning intentions, success criteria, I can – Step Up goal setting for students.



Strategic Direction 2

Teachers learning, leading and implementing innovative practice.

Purpose

To implement quality learning programs that adopt best practice and develop leadership capabilities. All staff will be life-long learners, developing their capacity, understanding and ability to deliver high quality educational practice. In doing so they will be best placed to fully support the learning needs of all students.

Overall summary of progress

Teachers are trained in Quality Teaching Rounds.

Scope and sequences supporting the implementation of History and Geography syllabus developed.

Learning and Support teacher co-ordinated effective hand over between grades and classes.

All teachers participated in professional learning opportunities supporting our school plan target areas – with experts in their field for example Ron Berger and Alan November.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers utilising literacy and numeracy continuums to ensure consistency when tracking students using PLAN. All teachers reflect on Best Practice and demonstrate leadership capabilities through participation in Quality Teaching rounds and the Performance and Development Framework annually. All teachers participate in personalised professional learning with ongoing, evidence-based practice at an individual, stage/ grade and	Teachers have participated in teacher professional learning to enhance understanding of the continuums, this learning is ongoing. Teachers are developing consistent teacher's judgement when tracking students. Stage and grade teachers work together to review and reflect on understanding the QTF language and use this language to discuss student achievement.	\$8000
	Teachers have participated in lesson observations and stage/ grade sharing. Teachers have worked within their teams to identify professional learning goals. Goals were reviewed by teachers at the end of each term to ensure they are supporting school plan direction. Collection of data and evidence of success is ongoing.	

Next Steps

Develop evidence collection supporting school plan milestones across all curriculum areas, annotating samples.

Continue to develop ways to differentiate learning for students within teaching programs.

Continue to train teachers in Quality Teaching Framework / Rounds, developing Best Practice and applying the

metalanguage of the Quality Teaching Framework.

Continue professional learning to develop understanding of learning intentions and success criteria.

Develop evidence collection and annotation in relation to the whole school plan milestones across curriculum areas.



Strategic Direction 3

Collaborative partnerships

Purpose

To build stronger relationships by leading and inspiring a culture of collaboration within our community, driven by engaged communication, empowered leadership and organisational practice. This partnership will provide the best foundation possible to support of the needs of every child at GEPS.

Overall summary of progress

Positive Behaviour Engaging Learning has become embedded within the culture of the school. The consistency of implementation empowers students to be successful learners. Students have opportunities to participate beyond Gordon East PS through learning programs with our Killara Schools Partnership, our Creative Arts program and our Robotics – STEM program. City Country Alliance linking with Euston PS – providing opportunity to "stand in someone else's shoes" understanding distance and limitations. Successful mathematics workshops for parents, presented by the maths committee – sharing the understanding of the way maths concepts are taught.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parents will actively contribute to school decision making through: High completion of school surveys Strong attendance at P&C meetings Strong patronage of school events High levels of attendance at curriculum information sessions Increase the number of students who are involved, facilitating or leading school programs within and beyond the school.	P&C attendance at meetings ranges from 10 – 20 parents at each meeting throughout the year. School special events are well attended by parents and grandparents. Many parents regularly attend our weekly assembly. Parents value curriculum information sessions – attendance is usually high. Feedback is regularly received and a high number of parents complete surveys. Successful visit to Euston PS student leadership team. Gordon East PS sister school in the City Country Alliance.	\$700 Community Consultation funds \$2625 community and school funds for City Country Alliance.

Next Steps

Continue PBEL implementation, reviewing and refining as required through ongoing data collection.

Strengthen Stage 3 leadership opportunities. Continue the Killara Schools Partnership opportunities for Gordon East Student Representative Council.

Continue our community celebration event for Early Stage 1 students and their families as well as other stage groups as required.

Continue to strengthen our City Country Alliance with Euston PS supporting the Euston PS teachers through professional development sharing.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	The funding provided additional flexible staffing to support students accessing the curriculum. This staffing allowed additional team teaching time within the identified student's classroom. As a result this initiative strengthened the home school partnership and student learning outcomes.	\$57,681
Low level adjustment for disability	We seek to maximise student learning with choices and opportunities for students to strive towards their full potential. Consistent, school-wide practices are used for assessment and reporting to monitor student learning across the curriculum. The adjustment made to learning provide students with the ability to achieve learning outcomes, participate in programs and develop independence. Adjustments and individualised programs incorporate student choices to promote ownership and connectedness to learning. Parents and carers are involved in this process.	\$62, 525 This funding supported the staffing of a Learning and Support Teacher 0.5 allocation. The school also employed School Learning and Support Officers to support identified students.
Quality Teaching, Successful Students (QTSS)	The QTSS funding allowed teachers at Gordon East Public School to work collaboratively with each other through team teaching, observing lessons and collaborative planning. Through observations of lessons, the QTSS allowed teachers to learn best practice from experienced teachers, who exemplified quality teaching and demonstrated an engaging and rich learning experience for their students. These observations were a fantastic way for beginning teachers to learn from and consolidate their understanding of particular areas of focus across a range of subjects and stages.	Staffing resource 0.254 \$12,000
Socio-economic background	This funding supported a small number of students to access the curriculum.	\$1,775

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	178	172	161	166
Girls	181	180	178	181

Management of non-attendance

Student non-attendance is monitored and followed up by the class teachers. Gordon East implements the Department of Education attendance guidelines.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.3	95.3	97	96.7
1	95.9	97.5	94.6	95.8
2	96.4	95.6	95.4	96.1
3	95.7	97.1	96.5	94.9
4	96.9	96.7	95.9	96
5	95.9	95.9	96.8	96.1
6	97.1	97.4	97.1	95.7
All Years	96.5	96.5	96.2	95.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.19
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0.4
School Administration & Support Staff	2.82
Other Positions	0.12

*Full Time Equivalent

Gordon East Public School does not have any teachers who identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

Throughout 2016, all teachers participated in professional learning to support the achievement of our school targets. All teachers participated in five professional development days held at the beginning of each term. There was a combination of mandatory training and school based training. Child Protection, Code of Conduct, CPR, Anaphylaxis, Work Health Safety. Staff meetings related to our school plan improved teacher learning.

Gordon East Public School has 7 accredited teachers who have submitted their accreditation report and annotated evidence for proficient teacher.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	308 030.81
(2a) Appropriation	226 082.44
(2b) Sale of Goods and Services	1 055.66
(2c) Grants and Contributions	80 419.31
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	473.40
Expenses	-248 118.60
Recurrent Expenses	-248 118.60
(3a) Employee Related	-128 491.72
(3b) Operating Expenses	-119 626.88
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	59 912.21
Balance Carried Forward	59 912.21

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 265 144.84
Base Per Capita	18 129.54
Base Location	0.00
Other Base	2 247 015.30
Equity Total	121 980.80
Equity Aboriginal	0.00
Equity Socio economic	1 774.53
Equity Language	57 680.83
Equity Disability	62 525.44
Targeted Total	11 370.01
Other Total	14 458.51
Grand Total	2 412 954.16

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

54 students in Year 3 sat the NAPLAN assessment in 2016. In reading 83.4% of Year 3 students performed above proficiency standard (Bands 5 and 6), compared with the state average of 51.8%. In writing 75.9% of Year 3 students performed above proficiency standard, compared with the state average of 54%. In spelling 83.3% of Year 3 performed above proficiency standard, compared with the state average of 54.4%. In grammar and punctuation, 72.2% performed above proficiency standard, compared with the state average of 52.9%.

49 students in Year 5 sat the NAPLAN assessment. 76% of Year 5 performed above proficiency standard (Bands 7 and 8), compared with the state average of 39% in reading. 47% of Year 5 students performed above proficiency standard, compared with the state average 19% in writing. 55.1% of Year 5 students performed above proficiency standard, compared with the state average of 33.2% in spelling. 76% of Year 5 students performed above proficiency standard, compared with 41% of the state for grammar and punctuation.

In numeracy 72.2% of students in Year 3 performed above proficiency standard (Bands 5 and 6), compared with the state average of 38.7%

In Year 5 71.5% of students performed above proficiency standard (Bands 7 and 8), compared with the state average of 30.5% for numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about Gordon East Public School. In 2016 we targeted Kindergarten parents through a focus group meeting and celebration of learning. Community Participation funds support this event. Parents were asked to respond to feedback questions relating to their experience at Gordon East Public School.

All parents who replied to the survey have stated that they discuss the school day with their children.

87.7% of parents replied that their child's homework required their involvement however 98.2% said they helped their child with homework. 89.5% stated that their child's teacher had requested the parent listen to the child read aloud.

All but one parent agreed that they were invited to meet and discuss their child's learning with the teacher at least once. 94% have been invited into their child's classroom. 93% have been invited to volunteer in the classroom.

Nearly 60% have been contacted by teacher, support staff or school leaders about concerns regarding their child's learning. 59.6% of respondents stated that they had been contacted to discuss skills their child needs to consolidate. 83–84% have also been provided with specific activities to assist or support their child's learning from the classroom teacher, support teacher or school leaders.

49% of parents either agreed or strongly agreed that GEPS offers workshops to help their children learn. Only 3% disagreed with this statement.

7% of parents stated that their child's success has not been celebrated at school. All respondents were either neutral or in agreement that GEPS offers a smooth transition between key stages/points in the education continuum

89.5% either agree or strongly agree that GEPS is a friendly and welcoming place. 7% were neutral and 3.5% (2) strongly disagreed.

Communication with Parents.

84% of respondents stated that the school has effectively communicated using technology however as can be seen from the suggestions below parents would like more options on communication methods.

The highest requested communication method was for a communication app (22). Parents suggested specific apps such as Whatapp, Skoolbag, teamsite, Konnective and Kinder MB. Requests for the functionality of the app included having direct messaging to classroom teacher, parent ability to post comments, calendar of events, permission notes and reminders of excursions or special day events.

The second most requested communication method was email communication (18), many parents suggesting both. With email communication the requests also included making clear which activity and when the note was sent (term/week). Parents have also requested notes be accessible via the school webpage and electronic permission accepted. Regarding emails parents commented that it was difficult to find teacher's direct emails and suggested that teachers should give these details out.

Very close to email was SMS/Text messages as a method of communication (17). These seemed to be more related to reminders, unexpected events (PSSA wet weather) or student absences. SMS was also often suggested along with either email or an app.

Other than these three suggestions there did not appear to be agreement on types of communication. Direct phone calls were suggested by a small number of parents but aside from a monthly teacher parent call reasons were not suggested. A few parents suggested social media communication such as Facebook, Twitter, Instagram and Pintrest.

Update the school website or providing class based blogs were also suggested. Specifically suggested weekly updates. Some of the other requests had been included in the app and email suggestions, such as calendar of events and access to notes.

Requests also included monthly face to face meetings with teachers to discuss child's progress and more access to teachers for face to face meetings or replying to emails.

Policy requirements

Aboriginal education

Schools are an integral part of mainstream Australian society. When children enter school, they are progressively provided with the skills, knowledge and understandings to participate in the wider society through a body of knowledge that aligns closely to the mainstream. Aboriginal communities hold a body of skills, knowledge and understandings that define and represent them as Aboriginal or First Peoples. Aboriginal people seek an education that leads to self-determination and equal participation in society. Our role, at Gordon East Public School is to build upon Aboriginal children's cultural, social, intellectual, emotional, spiritual and physical potential to allow them to engage fully in learning and to make positive choices about their future direction and their further education.

NAIDOC Celebrations and Indigenous Perspectives

In learning about cultures, students develop understandings about themselves, both as individuals and as members of groups. They identify and appreciate human similarities and differences. Understanding cultures helps students to relate to others in appropriate and socially just ways and to recognise the fact that, in democratic and culturally diverse societies, there are a variety of viewpoints that different people hold, and that these can influence behaviours. At Gordon East Public School in 2016, students and teachers participated in a cultural immersion day whereby students learnt that culture is transmitted by the shared understandings and practices of various groups based on inherent birth right, language, religion and belief systems, education, moral and ethical codes, the arts, symbolism, customs, rituals and practices such as rites of passage. Students need to understand the diverse cultures of Aboriginal Australia.

Indigenous Literacy Foundation – Great Book Swap

We strengthened our commitment supporting the Indigenous Literacy Foundation through engaging in our 4th year of The Great Book Swap. This event is coordinated by the Student Representative Council (SRC) and operates by swapping a favourite book and donating a gold coin to the ILF. In 2016 we helped to raise over \$160,000 nationwide. The Indigenous Literacy Foundation uses this money to buy 20 000 books for remote and isolated Aboriginal and Torres Strait islander communities.

Multicultural and anti-racism education

In line with the School plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students

Our programs enable all students to identify as A

ustralians within a democratic, multicultural society and ensure inclusive teaching practices which recognise and value the backgrounds of all students and which promote tolerance and intercultural understanding. We provide appropriate support for students who are learning English as an additional language or dialect through our specialist EAL/D teacher.

Gordon East values the racial diversity of our school and supports the educational outcomes of all students to reach their potential. Students who are learning English as an additional language or dialect (EAL/D) will be provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

Positive community relations are encouraged through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by encouraging their active engagement in the life of the school.

Our school will complete regular surveys to inform the

Other school programs

Lego Robotics

2016 has been a very big year for Lego Robotics at Gordon East PS.

Trashmendous, our First Lego League (FLL) Team, qualified and in May 2016 successfully competed internationally in the 'Razorback FLL Championships' in Arkansas, USA. Their exceptional team work was recognised at all levels as internationally they received the 'Inspiration Award', at State the 'Team Work Award' and at Regionals the 'Gracious Professionalism' prize.

Our 2016 First Lego League team the 'K-9 Bots' also received the 'Team Work Award' at the Regional FLL Competition. This reflects not only the great team work demonstrated by these students but underpins the excellent teamwork that is successfully promoted and apparent at Gordon East Public School.

Mrs Garlick was also recognised Internationally as she won the 'Lego Education Teacher Award 2016' for being an innovative classroom teacher with the program she developed and wrote called the 'Driver's Licence Program'. In May, Mrs Garlick travelled to Boston to present this at the 2106 'Lego Engineering Symposium' at Tufts University Boston USA.

All of Stage 3 entered the Robocup Regional challenge and designed, made and programmed 'Dance Bots'. We were successful and received third place at the regional competition. Four teams went on to compete at State level.

4L and 4S from Stage 2 entered the 'Dr E's WeDo Challenges,' an online competition where students from around the world designed, made and programmed a Trophy. GEPS came first and the winning team was recognised as the fan favourite. The school also won a set of the new WeDo kits. Barbara Bratzel, an internationally recognised Robotics expert, took the time to let us know that she was very impressed by the high level of the entries and work in Robotics being achieved at GEPS.

Gordon East Public School's Robotics program was in the 'National Science Week e-book' that was a resource book of ideas for National Science Week 2016. This showcased a cross section of the work being carried out in the school robotics program.

In the classroom, Years 2 to 6 attended weekly Lego Robotics classes with specialist teachers, Mrs Garlick and Dr Sarah Boyd. The students worked in groups of two with each team having their own Robotics kit and laptop. Stage 2 used the LEGO Education WeDo platform, powered by LabVIEW, to build/design and program their own robots while stage 3 used Lego Mindstorms NXT. These provided hands-on learning experiences that actively engaged the children's creative thinking, teamwork, and problem-solving skills while developing tenacity and resilience. The technology was also integrated into other areas of the curriculum such as Science, Maths, Language and Literacy. Some of the highlights included: Year 2 made

an 'Ice Hockey Player' with swinging arms and the children designed and tested a game. Year 3 made and programmed a roaring lion that used a motion sensor to detect food, Year 4 used the WeDo resource kit to build, program and modify a Ferris Wheel while Year 5 and 6 made a paper plane launcher and had a competition to see the device that propelled the plane the greatest distance.

Other schools, such as Tregear PS and Riverview College, visited the GEPS Robotics to witness the Robotics lessons in progress and take ideas back to their schools.

Many lessons and much information are on the school Lego robotics blog. We warmly invite you to have a look www.jennygarlick.edublogs.org

Sporting Highlights for 2016

Gordon East Public School conducted three successful carnivals for swimming, cross country and athletics. One student proceeded to the State Swimming Carnival and three students competed at the regional cross country. Seven students competed at the Regional Athletics with one student winning the 11 year girl champion, Athlete of the Meet and holds four records. This student then proceeded to the State Athletics Carnival winning two gold and one silver medal. Following on from State this same athlete competed in the National Athletics carnival winning a gold and two silver medals.

Gordon East Public School offers PSSA sports all year round. Students participated enthusiastically in the Kuringai Zone competitions in modball, cricket, netball and soccer. Our senior B modball team was equal winners and our junior cricket team made it to the semi-finals. In netball, the junior A team won the competition and both the senior A and B teams were runners up. In soccer, the junior A team were winners and the junior B team were runners up. This was a great achievement across all sports.

Students in Year 2 at Gordon East PS attended an intensive swimming program in Term 4 at Kuringai Fitness and Aquatic Centre to ensure students are safe in and out of the water. Students in Years 5 and 6 attended a day of Surf Education at Manly Surf School in Term 4. Our school is registered as a "SunSmart" school.

Races, games and fitness activities formed the program for the K-2 Athletics Carnival. The day complemented the K-2 fitness and fundamental movement skills program that all students engage in during the year. Staff were trained to develop the implementation of fundamental movement skills lessons and sport skills.

All students at Gordon East PS participated in dance lessons and a gymnastics program for one term each.

This year, Stage 2 students participated in the "Premiers Sporting Challenge". All students completed a 10 week program of physical activity. The program has a common purpose – to have more students, more active, more often. The challenge aims to engage

young people in sport and physical activity, encouraging them to lead healthy, active lifestyles. The school is a “Crunch and Sip” school and supported various initiatives by this organization. Fact sheets and information on nutrition produced by the NSW Health were distributed to families in Kindergarten.

Little Athletics Australia conducted a program for children not participating in PSSA in term 2 to develop skills in throwing and running in preparation for the school athletics carnival.

All staff completed a First Aid and Asthma course.

Library

The Premier’s Reading Challenge was completed by one hundred and forty six students in 2016. Two students completed their seventh Premier’s Reading Challenge and earned a Platinum Certificate. Twenty two students completed their fourth Premier’s Reading Challenge and earned a Gold certificate.

Australia: Story Country was the Book week theme for 2016. *Perform! Education Musicals* presented an engaging show to K–3 students highlighting the 2016 Shortlist Books. Students in Years 4–6 were inspired by a talk and writing workshop from best-selling author Tristan Bancks. Many Grandparents and parents braved horrible weather to attend our Book Character Parade and donate a book to the Library. The generous donations of \$1800 were used to purchase two lovely new chairs and books for everyone to enjoy. Popular author Deborah Abela visited Years 3–4 and talked about how her passion for sustainability motivated her to write *Grimsdon*, the book they were reading to support their Geography studies. Deborah also presented an engaging writing workshop to GEPS teachers.

Drama

Australian and International research shows that children who have quality Arts experiences embedded in their education: do better academically, do better socially and are more well-rounded emotionally, report less boredom and as adults engage in more community service. At Gordon East Public School all children had the opportunity in Term 1 to participate in a Drama program with an award winning teacher from The Sydney Theatre Company. Students were involved in a great variety of activities that helped them develop confidence in front of a class, a sense of importance and team work.

Choral Program

The Senior Choir, for students in Years 3–6 consisted of approximately 50 children was coordinated and conducted by Kristin Potter, with assistance from Jessica Clay and Belinda Welburn. The Junior Choir, for students in Years 1 and 2, consisted of approximately 40 children, was coordinated and conducted by Jessica Clay and Belinda Welburn. Both choirs were accompanied by Vivian Li. This year there has been a number of fantastic performance opportunities for both choirs, including Open Day,

Grandparent’s Day, ANZAC Day, the Creative Arts Performing Showcase, special school assemblies and Presentation Night, where the Senior Choir performed. In October this year, 30 students from the Senior Choir participated in the Ryde School Spectacular at the Sydney Opera House. The children joined a mass choir, including participants from 22 schools. The theme for the show was “From Broadway to Hollywood”. Our choir and music teacher, Kristin Potter conducted five of the mass choral items, and Jessica Clay, choir teacher and class teacher performed on the clarinet for one item. The Ryde School spectacular also featured various solos from our students on voice, flute and violin.

In addition to this, both the Junior and Senior Choirs were invited to participate in Willoughby Symphony’s ‘The Magic of Christmas’ Concert, held at The Concourse in Chatswood. Our choirs performed alongside two adult choirs, the Willoughby Symphony Choir and the Leichardt Espresso Chorus, with accompaniment from the Willoughby Symphony Orchestra. The concert, held over two days was conducted by renowned choral conductor, Michelle Leonard.

Recorder Ensemble

The Recorder Ensemble consisted of 15 students and was lead and coordinated by Kristin Potter and Jessica Clay. This year, students played a range of recorders, including descants, trebles and tenors. In August, the Recorder Ensemble participated in the Festival of Instrumental Music at the Sydney Opera House. The children performed three pieces with approximately 700 students from 45 schools around NSW.

Dance

Throughout 2016 the exciting dance program continued to provide students with success, growth and performance opportunities. Our groups consisted of the Junior Dance Group, Senior Dance Group and Semester Two workshops for interested students in Years 2–6. Our participation in the Sydney North Dance Festival held at Glen Street provided the selected students with an experience that proved both rewarding and challenging. Performance opportunities in 2016 included: Sydney North Dance Festival and CAPA Showcase.

Our thanks to our wonderful choreographer Jen Bels who taught the dances to students with the assistance of Mrs Grimshaw (Juniors) and Miss Sheehan (Seniors).

Killara Schools Partnership

GEPS has participated in a number of combined activities with Killara High School (KHS) students this year, including the Creative writing and Wood Technology workshops. For the first time, KHS hosted a Symposium where our Stage 3 students delivered presentations on the topic, “My Education, My Future. Lucy Fien and Nida Mehta from 65Y represented GEPS in presenting speeches about the importance of education in an ever-changing world.

As part of the Middle Years Project, Lawrence Yu participated in sharing best practice with a Stage 4 teacher at KHS based on John Hattie's research: providing quality feedback to students. The project focused on consolidating learning links and continuity between Stage 3 and 4. The culture of constructive feedback at GEPS was evident in class observations and KHS was inspired to adopt the instructional feedback model based on explicit learning intentions and success criteria demonstrated in Stage 3.

The mentoring from Lawrence Yu offered the support to implement a 'highlighter and feedback stamp' strategy at Year 7 level, maximising learning time in class. The stamp and highlighters made it possible for a teacher to efficiently mark student work during literacy and numeracy lessons while providing concise task, process and self-regulatory type feed forward. Coupled with this strategy, the High School teacher observed how GEPS fostered a peer critiquing culture, increasing the amount of feedback students receive from their peers and helping pupils become more responsive to success criteria in order to produce quality writing. Many other teachers, executives and principals from the Killara Schools Partnership have expressed interest in adopting our evidence-based method of administering quality feedback to students at GEPS and we continue to lead the way in best practice.