School context statement

Gosford East Public School is located 3km SW of Gosford. The school has quality programs in the academic, sporting and cultural areas. The school community is very supportive and has high expectations. There are approximately 333 students enrolled for 2015. 15 students identify as Aboriginal. The schools Family Occupation and Educational Index (FOEI) is 92 (100 being average) 54% of families are in the lowest two socio-economic bands.

School structure consists of 12 regular and multi-grade classes and three support classes. The school has benefited from the recent refurbishment of most classrooms, is set in spacious and well maintained grounds, with all classes being air conditioned each room having a Smartboard. This supports quality teaching and learning by providing a positive learning environment for all students.

Currently, school-based data and external data shows that our students are performing around state average in all areas with Year 3 performing slightly better than Year 5. Writing is a priority area especially for Year 5.

Teaching staff are committed to achieving high quality outcomes for all students. The school offers a range of extra-curricular opportunities including a highly successful dance and choir program, sporting opportunities and regular technology and creative arts programs.

GEPS 2014 initiatives included one Assistant Principal off class for two days a week working as a Curriculum and Instructional Leader, (as part of the GTIL reforms), a revamp of the Learning and Support processes, developing scope and sequences and additional work on consistent teacher judgement. We also spent considerable funds in partnership with the P and C on technology including the purchase of tablets, making the school wireless and improving communication through a school App and social media. This will be followed this year by the creation of further assessment tasks, units of work, sharing best practice, including lesson study, and the implementation of PBL and PAVE and considerable professional learning including Focus on Reading and Count Me in Too. We will also participate in the Tell Them from Me surveys which will help in inform further direction.

Our three year plan aims to build on these partnerships and programs.

Messages

Gosford East Public School continues to provide a sound education where students are encouraged to achieve their personal best in a very supportive and nurturing environment. We continue to place an emphasis on the basics while still placing importance on the development of values and skills for life.

We do have a very diverse student population with varying needs that are catered for by our very professional teaching and support staff.

Parent and community support continues to be very high with Wheeling and Able, a charitable organisation, providing valuable support through the provision of transport for our students with Physical Disabilities.

The P&C continue to be extremely supportive and provide many resources for the school. They run the Uniform Shop, School Banking, Book Club, Mother’s and Father’s Day stalls and the Canteen which ensure that the children can be clothed and fed at very reasonable prices.

Local sporting clubs continue to provide programs for the children at our school and the links with the business community continue to be very strong. Without their support the school could not deliver all that is expected.

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.

Graeme McLeod
Principal

School Leaders Report

As proud school leaders of Gosford East Public School we have experienced many wonderful opportunities that our school offers. Throughout the years we have had the opportunity to perform in lots of awesome Assembly Items, Christmas Concerts and Sporting events.

This year we have participated in Central Coast Dance Festival, Central Coast Public Speaking Competition, Erina Learning Community Debating
Challenge, Premier’s Spelling Bee, ICAS Competitions, which include: Math’s and English (in every one of these subjects students from our school have received excellent results some receiving Distinctions and Credits) and also Choral festival and school choirs.

Our school sporting teams have also had success this year as a few of our students have gone through to regional teams. Other talented students represented our school at regional and state levels in Cross Country, Athletics, Soccer and Swimming.

Attending Gosford East Public School gives you the chance to be present at many of our wonderful educational excursions. This includes the farm, the movies, Somersby Falls, Rumbulara, the beach for Surf Safety, Ball Games, Fitness First, C.A.R.E.S – to learn about bicycle safety and last of all, the very best excursions, Canberra and Bathurst. These are extremely fun. These educational excursions are offered from Kindergarten all the way to year 6.

Our school grounds continue to improve and we continue to plant many new trees (some are Bush Tucker foods and native trees) and make many new gardens including vegetable gardens. Our students helped plant the plants and maintain gardens around our school.

The students in our school are constantly working on many projects and we have organised many fundraisers such as Pyjama Day, Purple Day (for Epilepsy), Harmony Day, Bandana day, Mufti Days (which raised money for well-known charities). We have started a knitting group and hope to have some blankets ready to donate to the RSPCA next winter.

We also have an interactive white board in every single classroom in the school including our library. We are so lucky!

We have had an awesome time here at GEPS and we would like to thank all the fantastic teachers and our wonderful principal Mr. McLeod who have made our primary school years very memorable.

From the prefects – Ruby Smith, Tim Wakefield, Lena Spruce, Patrick Bull

And Captains – Katie Gunn and Rory Parsons of 2014

Student information
Our enrolment in 2014 was 315, comprising of 178 boys and 137 girls. There were fifteen classes in total which included three support classes: one for students with physical disabilities, one for students with mild intellectual disabilities and one multi-categorical class. We have fewer girls than boys.

Student enrolment profile

Student attendance profile

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<th>Year</th>
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<th>2011</th>
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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
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</tbody>
</table>
Management of Non-Attendance

The school has an active Attendance Plan which outlines strategies that are to be carried out should a child have significant absences. This also outlines the role of staff and parents in assisting to improve attendance. Our attendance has continued to improve each year with our attendance rate being above state average.

Workforce information

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

[Enter text here.]

Workforce composition

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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers/District Guidance Officer</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Physical Disabilities</td>
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</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Multi-Categorical Class (AP)</td>
<td>1</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher OOHHC</td>
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<tr>
<td>Teacher of ESL</td>
<td>.2</td>
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<tr>
<td>School Counsellor</td>
<td>.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
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<tr>
<td><strong>Total</strong></td>
<td>25.2</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school currently has one Aboriginal on its staff.

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>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Professional learning and teacher accreditation

Gosford East PS has about 20 staff comprising of fulltime and part-time teachers that have participated in various professional learning experiences this year. Staff engaged in DEC online modules related to the Mathematics Syllabus K-10. This led into developing K-6 scope and sequences, with linked mathematics content. Our school also participated in a combined LMG Staff Development Day. Representatives from each of the local schools in the Learning Community organised and contributed to running workshops designed to explicitly focus on different areas of Mathematics and the new curriculum. During staff meetings staff continued to work on further developing English scope and sequences and related units of work. Staff have been trained in Managing Behaviour, which comprised of various modules, treated at a Staff Development Day and over various staff meetings. The school had two staff trained as Focus on Reading facilitators who are currently taking staff through the modules of the FoR program. This will extend into 2015. Staff have been looking at the new Science Syllabus K-10 and working on developing scope and sequences in line with the new outcomes and units of work. Staff have had opportunities for training through Staff Meetings, Staff Development Days (both in-house & as part of the LMG). Various staff have been to after-school professional learning sessions on specific areas of interest or professional development. Teachers were also given opportunities to develop classroom teaching and learning structures in Literacy and Numeracy. This was done through an Instructional Leader role, which enabled staff time to work on areas of need, then work together to implement these within the classroom setting. This will extend into 2015. In 2014 the school has spent $12647 on Professional Learning. Gosford East PS has 5 new scheme teachers working towards BoSTES accreditation. Out of these teachers, 1 staff member is ‘Teacher Requiring Accreditation’, 1 staff member has Proficiency pending, 2 staff are maintaining Proficiency and 1 staff member is seeking voluntary accreditation as Lead teacher.
Beginning Teachers

There were no permanent beginning teachers in 2014.

Financial summary

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

<table>
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<table>
<thead>
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<th>Expenditure</th>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
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<td>Maintenance</td>
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<tr>
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<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</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)

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.

Other achievements

Arts

During 2014 Gosford East participated in a wide range of activities in Creative and Practical Arts (CAPA) including:

- A large number of students performed at Erina Fair as part of the launch of Education Week for Erina Learning Community, including our Choir and Dance Groups.
- Our three Dance Group performed at the Central Coast Dance Festival, up from 1 dance group last year.
- A selection of artwork from students across the school was displayed at Erina Fair as part of Education Week.
- Over 50 entries were taken for Operation Art with one of our students being selected for display at the High Commission.
- Weekly assemblies, where completed work was presented to or performed for the school community.
- The students participated in a number of performances at the school.
- Quality work, including art pieces, is displayed in the foyer each week.
- The choir performed as part of the Central Coast Choral Festival.
- The choir under the leadership of Linden Connell continues to be very successful, performing at a range of school functions and The Choral Festival. We have over 70 students are in the choir.
Technology

This year Gosford East continued to further use and integrate technology into every aspect of school.

- iPads that were bought by the P&C were timetabled into the Infants Learning Program so that each class was able to have a group set for literacy/numeracy sessions. It has proven to be very effective with an increase of on-task behaviours and classroom management.

- 4 iPads are used in the K-3 Multi-Categorical Class and have proven an effective learning tool for a wide range of educational outcomes in this special educational setting.

- The computer room timetable is fully booked with each class having access to a class set of computers each week.

- 15 Android Tablets were purchased to be used by Stage 2 and 3.

- During RFF, with technology being the teachers focus, there has been a conscious push for paperless lessons, with students completing tasks on the computer and emailing finished products to the teacher.

- Roll out computers replaced older models and now each class has a least 2 updated computers available for ongoing use.

- A wireless network has been installed at a cost of around $12000

- Teachers completed online training on various topics through My@PL including ‘Aspects of the new English Syllabus’, and ‘Disability Standards for Education’.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

This year there were 15 Aboriginal Students enrolled at Gosford East. The school received $8728 to support Aboriginal students in the school. These funds were used in a number of ways. Firstly teachers were released to plan for and be involved in Personal Learning Plan meetings with families that were held during term 2 Students goals and Action Plans were established for academic, cross curricular and social areas. These are well regarded by staff and students are help in developing a sound partnership between families and the school.

These also provide a focus for areas for improvement for each student. Secondly an AP was released to support teachers in the classroom with strategies and resources. An afternoon tea was held for families and staff to get to know each other, develop support networks and discuss issues.

At the end of Term 2 the school celebrated NAIDOC Week with a cultural day Students enjoyed taking part in cultural activities focusing on sport, creative arts and either a nature or history activity lead by a visitor. Stage 3 students also attended Erina High where students participated in range of cultural activities.

Multicultural education and anti-racism

We have again had the services of an ESL teacher at our school for one day per week. She also acts as a mentor for other ESL teachers across the region. The number of ESL children at our school continues to grow. Multicultural aspects continue to be taught across the curriculum and the school celebrates significant days and events.

This year Harmony Day was one of the key aspects of our calendar where we recognised the diversity of cultures in Australian society.

A plan has been developed for the training and development of teachers so they will be better able to support our ESL students.

Socio-economic background and Aboriginal background funding

The school received some funding to support students from a low socio economic background or an Aboriginal background in 2014. The school decided to use this funding, along with school funds, to build the capacity of staff through enhanced training and development and collaborative support in the classroom. An AP was released from class for two days per week to develop and coordinate the training and development program and support teachers using a Instructional Leader model which involved team teaching, cooperative planning and lesson study, including feedback.

Teacher reported that they appreciated the enhanced training and coordinated approach. The AP worked with teachers on a variety of things including, grouping students, mathematics
and writing and developing programs and scope and sequences. Data demonstrates that this program has been successful with students from a low socio economic background, especially in Year 3 scoring 16.8 with similar school recording an average score of -29.9. This puts us in the excelling category.

Learning and Support
The school this year reviewed and enhanced its Learning Support operation including putting together a handbook for all staff, refining procedures for referral and in the provision of support by the LAST. This year the Learning and Support role involved the Learning and Support Teacher (LAST) initially identifying the specific needs of students within the school then working across the K-6 setting to target these needs. Early in the year, Individual Learning Program meetings were held with identified students and their families and class teachers, to discuss the best way to support their learning needs and to set goals for the year. Overall 41 mainstream students and their families were involved in these meetings. Teachers were provided with plans to incorporate into their teaching programs with the aim of supporting these goals. The School Learning Support Officers (SLSO) were also used to target some of these needs to help support both students and teachers within the classroom and playground. Programs included specifically targeted social skills and learning programs. This year a grant of $5000 was gained to help students who need social support in Kindergarten. The Apples and PALS programs were implemented in Kindergarten weekly over a term by the Early Stage 1 Assistant Principal. Parents of these students also participated in workshops to help support their students who were completing the sessions.

Weekly Learning and Support Team (LST) meetings targeted teacher / and or parent referrals for students needing various types of support. This included behaviour, learning and special needs. This was done in constant collaboration with the School Counsellor. The school also was involved in identifying students on the Nationally Consistent Collection of Data (NCCD). Students were identified that required some level of adjustment with their learning and this data was collated to provide relevant information and reflect the schools needs in this area.

Other significant initiatives
The school ran a number of programs and initiatives to enhance the learning experiences and educational outcomes of our students. These included:

- Values Education, Bullying, Child Protection and Drug Education programs.
- Personalised Learning Plans for Aboriginal and Torres Strait Islander students, and Aboriginal Education Programs.
- Individual Education Plans for students requiring additional support and extension.
- Literacy Programs for students requiring additional support.
- Social Skills Program for students requiring support in the classroom and playground.
- Implementing the Gifted and Talented Students in Kindergarten Program.
- Computer Education.
- Professional learning on and implementation of the new Australian English Syllabus.
- Leadership in the Middle School.
- School Choir and Choral Festival.
- Public Speaking Competitions.
- Premier’s Reading and Sporting Challenges.
- Chess Teams.
- Evaluation of our HSIE and Science and Technology scope and sequence.
- Implementation of Best Start teaching strategies and data collection for all K-2 students.
- A wide range of successful sporting teams.
Successful Kindergarten Transition and Transition to High School Programs.

The school has very strong transition programs. In 2013 a comprehensive review was made of the Kindergarten Transition program with the results being very positive. In 2014 we made minor modifications to it. Our Stage 1 AP works closely with the preschools and other agencies to ensure as much information about the students is gathered and to highlight what we do at GEPS. Our new kindergarten and their parents come to GEPS for a 3 day program. The students are in class and the parents participate in a program in regard to all aspects of school life including curriculum, organisation, welfare etc.

Support Classes

Our 3 support classes (1 x IM, 1 x P, 1 x MC) continue to provide individual and group programs to meet the special educational, physical and social needs of students within the context of a mainstream setting.

Our Multicategorical class has been very successful at our school. This class caters for students that have a range of disabilities, this year predominantly those with Autism. The students have made significant gains throughout the year and like all students in this school, are highly valued.

Use of technology is a feature of teaching and learning programs and is adapted to the needs of all students.

Our students continue to be well supported by our onsite Central Coast Health Team with individual intervention and in-class programs.

Special off site programs included weekly swimming, gym and horse riding for students with a physical disability.

Many of our students have been integrated into mainstream classrooms throughout the year and enjoy full participation in whole school activities.

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:

- Discussions with parents during student review meetings,
- Parent Surveys, phone and paper,
- Discussions at P and C,
- Evaluation of school based and external data,
- School team planning and evaluation committees.

School planning 2012-2014:

School priority 1

Outcomes from 2012–2014

Increased level of numeracy achievement for every student in line with state plan and regional targets.

Evidence of achievement of outcomes in 2014:

- Year 3 NAPLAN average score was 407, 6 points above State DEC average
- 46.9% of Year 3 students were in the top 2 bands compared to 39.4% of the State
- Average scaled growth from Years 3-5 was around state average, 78.4 compared to 78.7 state average

Strategies to achieve these outcomes in 2014:

- Staff to use SMART package to inform programming and individual student support.
- Review scope and sequence to ensure all aspects of the curriculum are being taught and that this is reflected in teachers programs.
- Provide relevant resources and training and development for staff.
School priority 2

Outcomes from 2012–2014

Increased level of achievement of Stage outcomes in Literacy will be demonstrated by school based and NAPLAN data in line with state and regional targets.

Evidence of achievement of outcomes in 2014:

- The school average for Year 3 Reading in NAPLAN was 425 compared to 416 for state, Spelling was 429 compared to 418 for state, 454 school average for Grammar and Punctuation compared 427 for state and in Writing 400.8 compared to 401 for state. In Year 5 we scored an average of 498 in Reading compared to 497 for state, in Spelling 490 compared to 502 for state and in Grammar 499 compared to 504 for state.
- Progress from Year 3 to Year 5 in Reading was 78.7 points which was the same as state average, in Spelling it was 86.6 which was above the state average of 80.6 and in Grammar it was 74.6 which was below the state average of 79.3
- 50.1% of our students in Year 3 were in the top two bands in Reading compared to the state of 46.1% and 55.9% of our students were in the top two bands in Spelling, state 48.6% and in Grammar and Punctuation our school had 58.9% in the two top bands compared to 50.6 % of the state. In Year 5 Reading we had 36.6% in the top two bands compared to the state of 32.3%, in Spelling we had 41.5% compared to the state of 40% and in Grammar 34.2% compared to 41% of the state.

Strategies to achieve these outcomes in 2014:

- Reviewed scope and sequence of reading and spelling.
- Training and development of specific teaching strategies for guided reading, writing, comprehension and spelling.
- Provide relevant resources for the teaching of reading comprehension and spelling.

School priority 3

Outcomes from 2012–2014

Increased level of achievement of Early Stage 1 outcomes in Literacy and Numeracy will be demonstrated by school based and Best Start data in line with state and regional targets.

Evidence of achievement of outcomes in 2014:

- 83% of Kindergarten students, 82% of Year 1 students and 75% of Year 2 students achieved regional literacy benchmarks in 2014.

Strategies to achieve these outcomes in 2014:

- Ongoing support and resourcing of the Best Start program.
- Teacher professional development in Best Start for all Early Stage 1 and Stage 1 teachers.
- Ongoing benchmarking of students.
- Implementation of Best Start in Years 1 and 2.
- Purchase additional resources for Guided Reading and Numeracy.
- Teacher Professional development in Focus on Reading

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

30 phone interviews were conducted with families from a variety of classes across the school. Parents were asked 4 questions.

The results were extremely positive with 93% of parents indicating that they were satisfied with Gosford East Public School.

66% of respondents agreed that we had a positive and supportive welfare system in place at our school. Some respondents were not aware of how it operated but were happy with the level of communication that occurred. 5 parents were not aware of our welfare system.

Most parents were satisfied with our reports (75%), with many indicating that the parent meetings gave more specific information that was
helpful to them and all parents indicated that any additional questions in regards to their child’s academic progress were addressed in parent teacher interviews.

**Future Directions**

The school has decided to implement the welfare system “Positive Behaviour for Learning”. This has a very high level of communication with parents which should alleviate this problem.

Reporting to parents will continue to be a priority.

**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.

Gosford East Public Schools Strategic Directions for the next three years are:

**Strategic Direction 1**

Develop consistent, high quality educational practices and students’ achievement to become successful 21st century learners in literacy and numeracy in line with the BOSTES Curriculum

**Purpose:**

To improve student learning and outcomes in literacy and numeracy through the development and delivery of consistent high quality teaching practice in the areas of literacy and numeracy with a particular emphasis on reading, writing, problem solving and working mathematically

**Strategic Direction 2**

Build the capacity of teachers to effectively plan, implement and evaluate programs in line with the current educational reforms.

**Purpose:**

Connecting all students and staff with the new curriculum outcomes across all KLAs. Create quality teaching programs that address the needs of and engage 21st century learners.

**Strategic Direction 3**

Develop and implement effective learning environments, whole school practices and strengthen community partnerships.

**Purpose:**

Develop and maintain a welfare system which builds the capabilities of all students to plan and monitor their own success. Improve students’ social and emotional well-being. Support and empower teachers to facilitate consistent welfare and learning support systems. Develop practices that reflect community values.

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