Principal’s message

Gunning Public School is committed to providing our students with quality learning experiences to meet individual needs. We provide a quality educational environment supported by the school values of learning, respect, fun and safety.

Gunning Public School provides a wide range of experiences often associated with larger schools, while maintaining the support and friendly atmosphere of a small rural school.

Having only been here as the new permanent principal for a few weeks, I have already seen much to be proud of.

The Gunning parents and local community provide generous support to the students and the activities of the school. They make a significant contribution to the efforts and successes of our students.

The new building works under the BER program promise to improve the physical resources of the school for students, parents and staff.

The values of the Positive Behaviour for Success program are part of the everyday language of the school and guide the way students approach all aspects of their schooling.

Thank you to the students, staff and parents of Gunning Public School for making me feel so welcome and very positive about the year ahead.

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.

Janet O’Dea

P & C message

Community and P&C support for the school has culminated in continuing the major refurbishment of literacy resources for children with learning challenges, a changeable school sign and parent participation in the decision making in the school. Major issues that the P&C consulted on this year were: establishing a new canteen policy and fresh food menu; school capital works under the Building the Education Revolution and National School Pride programs; the on-going three year management plan for the school and the school’s successful application for the Reading Recovery Program.

Parents have lent their support to the operation of the canteen, lunchtime drama and art groups, netball and football coaching and, of course, the Gunning Gold drive.

I would like to thank the P&C executive for a sterling job as they continue to support each other and the staff in providing the best possible education for the children of Gunning Public School.

Brett Lees

P&C President

Student representative’s message

Some of the highlights of the year were the senior camp at Berry and the circus challenge. The camp was exciting, with opportunities to learn to work together as a team. We met many new people and learned to make new friends.

We supported a range of charities such as Stewart House, Jeans for Genes Day, Red Nose Day and the Canteen Bandanna Day.

At Presentation Night, Year 6 gave the school a digital photo frame for the new administration block.

Leanne Gao and Maddison Robinson

Student Councillors 2010

Ready for fun at Berry camp.
Our School at a Glance

Students

Student enrolment profile

Our school enrolment peaked in 2010 at 58. While enrolments have declined slightly over the past few years, we have been able to maintain 3 classes.

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>K</td>
<td>89.0</td>
<td>96.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>95.9</td>
<td>93.3</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2</td>
<td>94.5</td>
<td>94.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>93.8</td>
<td>94.4</td>
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<tr>
<td></td>
<td>4</td>
<td>92.6</td>
<td>92.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>94.0</td>
<td>94.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>92.9</td>
<td>93.4</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>93.3</td>
<td>92.7</td>
<td>93.3</td>
<td>94.1</td>
</tr>
<tr>
<td>Region</td>
<td>K</td>
<td>94.3</td>
<td>94.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>93.4</td>
<td>93.9</td>
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<td></td>
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<tr>
<td></td>
<td>2</td>
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<td>94.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>93.9</td>
<td>94.3</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>4</td>
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<td>93.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>93.7</td>
<td>93.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>93.2</td>
<td>93.6</td>
<td></td>
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<tr>
<td></td>
<td>Total</td>
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<td>93.7</td>
<td>91.8</td>
<td>94.0</td>
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<td>State DET</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>94.0</td>
<td>94.5</td>
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<td></td>
<td>5</td>
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<td>94.4</td>
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</tr>
<tr>
<td></td>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attendance overall has improved slightly, with a small number of students accounting for the majority of absences.

Management of non-attendance

Attendance is monitored by daily roll checks, personal contact with parents when attendance is falling, and referral to the Home School Liaison Officer in cases of chronic non attendance.

Parents are requested to provide an explanation for all absences and these explanations are recorded in the OASIS computer system. A copy is kept of all verbal and written explanations.

Gunning PS and its school community encourage students to attend school each day in accordance with NSW State Government requirements.

Class sizes

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

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1 K</td>
<td>8</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>K/1 1</td>
<td>9</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>2/3 2</td>
<td>9</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>2/3 3</td>
<td>12</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>4/5/6 4</td>
<td>8</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>4/5/6 5</td>
<td>7</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>4/5/6 6</td>
<td>4</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>
Structure of classes

Three classes were formed to best meet the needs of the students, Departmental requirements and teacher equity need: K/1, 2/3, 4/5/6.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.025</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.406</td>
</tr>
<tr>
<td>Teacher of reading Recovery(shared)</td>
<td>0.5</td>
</tr>
<tr>
<td>RFF</td>
<td>0.126</td>
</tr>
</tbody>
</table>

There are no identified indigenous staff members currently employed at the school.

Staff retention

There were several staffing changes throughout the year. The principal, Annette Broadbent, moved to a larger school in a relieving capacity and subsequently became permanent in this new position. She was replaced by Bede Darcey and then Lyndal Belgrove as relieving principals, before the appointment of Janet O’Dea as the new permanent principal, commencing term 4. The Administration Manager was also moved to a relieving position at a larger school.

Teacher qualifications

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

Enter text here

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>45 211.41</td>
</tr>
<tr>
<td>Global funds</td>
<td>67 770.65</td>
</tr>
<tr>
<td>Tied funds</td>
<td>32 811.98</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>8 300.79</td>
</tr>
<tr>
<td>Interest</td>
<td>2 841.17</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 749.40</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>160 685.40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13 954.28</td>
</tr>
<tr>
<td>Excursions</td>
<td>1 960.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>955.59</td>
</tr>
<tr>
<td>Library</td>
<td>1 537.70</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 369.88</td>
</tr>
<tr>
<td>Tied funds</td>
<td>27 733.63</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4 541.76</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>19 400.60</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>17 303.57</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1 243.44</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4 152.34</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>94 152.79</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>66 532.61</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Arts

Opportunities are provided for our students to participate in a range of creative, practical and performing arts through quality teaching and learning programs. These programs operate in a variety of forums including within the classroom, during specialist lessons, on excursions and during extra-curricular activities, working with regional artists and galleries.

Students exhibited a range of works in the Gunning Show.

We successfully participated in the Lions’ Club Public speaking competition for Year 4, 5 and 6 on the topic of Australian Prime Ministers. Isaac Lanham and Leanne Gao very capably represented the school in the Years 4 & 5 sections, with Kittisak Sumner winning the Year 6 section.

A very popular parent supported ‘Lunchtime in the Art Room’ ran until the dedicated art room became unavailable due to the building works in the school.

Sport

Our school emphasises and encourages participation and sportsmanship. The school has provided a range of sporting activities to enhance student involvement and to improve student learning outcomes in the PD/Health/PE curriculum. Our belief is that healthy lifestyle choices are significant factors in the development of all children. Highlights for 2010 include swimming and athletics carnivals, hosting the District Cross Country Carnival, the Fundamental Movement Skills Program, Friday afternoon sport, and the special swimming school classes run by the Department of Education and Training. Gunning also won the Handicap Trophy at the district athletics carnival. The introduction of weekly tennis coaching for the primary children has proven very popular.

All students entered the Premier’s Sporting Challenge, achieving a silver award overall with K/1 achieving a gold award.

Dance was also introduced, with instruction provided by an experienced dance teacher.

Fundamental Movement Skills Tabloids were led by Yr 5 and Yr 6 student leaders in Terms 2 and 3, with the aim of developing the physical and sporting skills of the younger students while providing our senior students with real opportunities for responsibility and leadership.

The introduction of tennis lessons by an accredited coach to all students from Year 2 to Year 6 proved to be very popular.

Music

In 2010, we continued to implement a quality vocal and instrumental music program with the support of visiting instructors in guitar and piano. Specialist piano and guitar teachers, Kate Cameron and Bob Meddin, give lessons to students in our school during the week.

Quality performances were provided through Musica Viva.

We participated for the fourth time in the Goulburn Music Festival massed choir. Students performed songs, plays and dances for our Education Week and Presentation Night assemblies.

K- Yr 3 students attended a performance of the musical Wombat Stew at the Canberra Theatre.

Wombat cupcakes for everyone after the performance.

Thank you Mrs Thompson.
**Academic**

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

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

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

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

**Literacy – NAPLAN Year 3**

Overall, literacy results saw our Year 3 students performing well above similar schools and the state average in reading, grammar and punctuation. In writing, students performed slightly better than similar school and state averages. In spelling, our overall results were just below these averages. This is an aspect of literacy requiring greater emphasis in coming years.
Overall numeracy results saw Gunning Yr 3 students performing significantly better than both similar schools and the state average. We still need to make further gains in problem solving and measurement skills.

Overall literacy results in Yr 5 show that our students averaged scores below similar schools and the state average. However, the growth achieved by these students since Yr 3 is equal to, or well above, the average growth achieved in these larger groups. This reflects the positive effect of the school’s move to dedicated two hour sustained literacy sessions each day.
Overall numeracy results were below state average, but again, growth from Year 3 to Year 5 was significant. This demonstrates the overall effectiveness of the targeted and explicit programs in numeracy being implemented in the school.

Minimum standards

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

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

**Percentage of Year 3 and Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>82</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

All Key Learning Areas acknowledge and include Aboriginal history, culture and contemporary issues where relevant. There are no identified Aboriginal students at the school.

Multicultural education

All school community members work towards ensuring an inclusive school community and a racism-free learning and working environment. All students have been exposed to a variety of information relating to our diverse multicultural society in integrated units of work across all Key Learning Areas.

Environmental Education

Environmental Education programs in the school aimed to bring about positive changes in student attitudes, values and behaviours towards our local and world environments.

Our achievements include:

- Whole school participation in Clean Up Australia day.
- Parent led investigations into the energy consumption in the school and ways to minimize our electricity use.
- Recycling and composting.
- The continuation of the student led vegetable gardens.

Respect and responsibility

Traditionally Gunning students are involved in local community and school activities that promote the values of respect and responsibility. They participate in Anzac and Remembrance Day services, take part in public speaking, grow in leadership through peer support programs, and promote safe play and anti-bullying strategies in the playground.

The everyday values of Gunning school and the core rules of the Department of Education and Training are promoted through a focus on respect, learning, safety and fun. The Positive Behaviour for Success program supports an increasing awareness of self responsibility and consideration of others’ needs. This program guides the way staff and students interact with each other in a fair and considerate way.

A banner in the school hall is a daily reminder of the values the students chose as being important. Our emphasis is on developing personal responsibility in our students.

Fund raising activities for our chosen charities are held throughout the year.

Connected learning

Use of the video conferencing facilities now available in the computer room has been popular with the students. With all staff completing a two day workshop in the use of the interactive whiteboard, we look forward to increasing the use of this new classroom facility.

Premier’s Reading Challenge

This program was undertaken by all students in the school. The challenge helps to nurture a love of reading and at the same time develops literacy skills. Every student in the school achieved their target. It was very pleasing to see many students receive their gold certificate for completing the challenge for four years.

Drug Education

The students attended the Life Education van. Programs at each stage level were run in conjunction with the work on personal development and health being run by classroom teachers.
Progress on 2010 targets

Target 1
Increase the number of students in Year 3 achieving proficiency in reading from 50% in 2009 to 60% in 2010.

Increase the number of students in Year 5 achieving proficiency in reading from 67% in 2009 to 70% in 2010.

Our achievements include:
- 75% of Year 3 students achieved proficiency.
- 70% of Year 5 students achieved proficiency.
- Dedicated literacy sessions are improving the literacy levels for all students.

Target 2
Reduce the percentage of Year 3 students in the lower skill bands for numeracy by 12.5% (from 25% in 2009 to 12.5% in 2010).

Reduce the percentage of Year 5 students in the lower skill bands for numeracy by 12.5% (from 66% in 2009 to 47.5% in 2010).

Our achievements include:
- The TENS program is being implemented in the K/1 classroom, with some of the activities also being used to consolidate skills in the 2/3 room.
- Explicit whole class teaching in number and problem solving strategies is programmed for, and delivered, in all classes.
- A greater percentage of students in Year 3 achieving results above the national average.
- Year 5 students demonstrating significant growth in numeracy.

Target 3
Increase student attendance for at risk students and build positive relationships within the school community to support the engagement of our students.

- The Positive Behaviour for Success program is embedded into the school culture, with a noticeable decrease in playground difficulties reported.
- Initiatives such as the availability of lunchtime art sessions and the wider range of sporting opportunities available have increased student engagement.
- Overall attendance rates have improved.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of parent satisfaction with school programs.

Educational and management practice

School Culture

Background
Each year the school completes an evaluation of educational practice in one of the following areas – teaching, learning, planning, management, leadership or culture. This year a survey of school culture was carried out to inform the incoming principal of traditions and practices within the school that were highly valued and those where there was a need for review.

Findings and conclusions
Parents responding were very positive about the school, its programs and the interpersonal relationships within the school.

The Positive Behaviour for Success program was seen as having made a significant impact on student attitudes and behavior.

Parents felt that the students were acknowledged for their achievements.

Most respondents valued the additional sporting opportunities available, while some concern was expressed that the academic side of schooling not suffer through too much emphasis on sport.

Future directions
A very positive school culture exists at Gunning Public School which will be enhanced through ensuring that varied educational, cultural and
sporting opportunities are available to the students and by maintaining and building upon the already good relationships within the school community.

Curriculum
A general survey covering a range of curriculum areas was conducted.

Background
The wide ranging information sought was to inform the incoming principal of the school’s perceived strengths and areas for improvement in curriculum delivery and to guide future directions.

Findings and conclusions
- Parents responding were supportive of the school’s programs in literacy and numeracy.
- Most respondents supported the school’s involvement in a range of sports.
- Practical science work was appreciated when offered, but it was felt that this could be more frequent.
- Several parents felt that Australian history should be featured more prominently in primary classes.
- The environmental program was widely supported.
- There was a mixed response to creative arts programs in the school, although involvement in activities such as the GCOPS Music Festival was generally supported.

Future directions
- More emphasis will be placed on science activities.
- Explicit teaching of music will be increased.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
- Parents appreciated the efforts made to keep staffing as stable as possible for the students, despite a year of considerable change.
- Parents were satisfied with the maintenance and appearance of the grounds and buildings.
- While most parents were happy that the school focus was on literacy and numeracy, they were pleased that sporting and cultural activities were maintained.
- Some concern was expressed that the school needed to maintain a more academic focus.
- Scope exists to involve parents and community members in a wider range of activities.

Professional learning
Literacy and numeracy teaching were the focus for most professional learning. Teachers attended training courses for Best Start Kindergarten Assessment and the Targeted Early Number Intervention Program.

All staff attended two days training in the use of the interactive whiteboard and the connected classroom facility it provides.

One teacher completed her training year in reading recovery.

Skills and knowledge gained from this professional learning were used to support students in the classrooms and enhance their learning.

The professional learning budget was $4053.40, with an average expenditure per teacher of $810.68.
School development 2009 – 2011

Targets for 2011

Target 1
90% or better of students in Years 3 and 5 achieve national benchmarks in literacy in 2011.
All Kindergarten read in excess of level 6, Yr 1 in excess of level 15 and Yr 2 in excess of level 25.

Strategies to achieve this target include:

• Ensuring all students are reading at an instructional level, monitored through regular assessment and benchmarking.
• Maintaining a dedicated two hour literacy session most days.
• Directing support teaching and resources to effectively meet the needs of students experiencing difficulty.
• Initiate peer support in literacy.

Our success will be measured by:

• NAPLAN results showing the number of students meeting or exceeding national benchmarks.
• Classroom programs reflecting the emphasis on literacy achievement.
• Effective record keeping to document the progress made by each student.
• All students receiving the support needed to make progress.

Target 2
90% or better of students in Years 3 and 5 achieve national benchmarks in numeracy in 2011.
95% or more of students in Kindergarten, Year 2, Year 4 and Year 6 meeting or exceeding the numeracy outcomes for their stage.

Strategies to achieve this target include:

• Ensuring all students and teachers have access to the resources needed to effectively engage with the requirements of the mathematics syllabus.
• Maintaining a dedicated one hour numeracy session most days.
• Directing support teaching and resources to effectively meet the needs of students experiencing difficulty.

Our success will be measured by:

• NAPLAN results showing the number of students meeting or exceeding national benchmarks.
• Classroom programs reflecting the emphasis on numeracy achievement and showing evidence of planning for clear, explicit teaching of all strands of mathematics.
• Effective record keeping to document the progress made by each student.
• All students receiving the support needed to make progress.

Target 3
Increase student attendance for at risk students by 5% and build positive relationships within the school community to support the engagement of our students.

Strategies to achieve this target include:

• Continued involvement in the Positive Behaviour for Success program.
• Directing support teaching and resources to effectively meet the needs of students experiencing difficulty in classrooms, increasing their engagement with learning.
• Maintaining consistent expectations across the school.
• Ensuring a range of extra curricula activities are available to increase engagement.
• Strengthening the link between home and the school for at risk students.

Our success will be measured by:

• Incidents requiring intervention and time off the playground or out of class will decrease by a further 10%.
• Classroom programs reflecting a range of activities to engage all students.
• Quality Teaching principles guiding all classroom activities.
• Attendance policy being implemented.
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.

Janet O’Dea                      Principal
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr