2009 Annual School Report
Gunning Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

Gunning Public School and its community are committed to ensuring that the teaching and learning environment makes it possible for all our students to experience success at their own ability level. Students are encouraged to work towards individual learning goals. We support a safe environment where it is expected that the school values of respect, safety, learning and fun are appreciated and implemented through the Positive Behaviour for Success program.

Gunning Public School offers many of the advantages often associated with larger schools through its Small Schools network while at the same time preserving the tone and friendliness characteristic of small country schools.

In 2009, 63 students were enrolled, coming into Gunning from within the town and surrounding rural areas.

Staff

In 2009, a teaching principal, supported by three full time and part time class teachers, and weekly lessons in music, library and computing studies provided quality education at Gunning Public School. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The 2009-2011 School Management Plan has quality teaching and the Positive Behaviour for Success program as its priorities.

In 2009, we continued to implement a quality vocal and instrumental music program with the support of visiting instructors in guitar, piano and in Musica Viva performances.

A connected two hour literacy session continued to raise the bar for reading, writing and spelling levels in the school.

Entry into the Premier’s Reading Challenge and the Premier’s Sporting Challenge with overall gold medal success in the Sporting Challenge and 100% of students completing the Reading Challenge.

The school environmental education programs were given a head start with Clean Up Australia Day participation to assist the town and local area, recycling, composting and the establishment of student led vegetable gardens.

Student achievement in 2009

Literacy – NAPLAN Year 3

Overall literacy results saw students performing at a higher rate than the regional and national average in reading, spelling, grammar and punctuation. In writing, students performed better than regional average, and just below national average.

Numeracy – NAPLAN Year 3

Overall numeracy results saw students performing much better than regional and national average in numbers, patterns and algebra, with measurement, space and geometry scores meeting national average.

Literacy – NAPLAN Year 5

Overall literacy results for the majority of students saw regional and national benchmarks being met. Improvements in reading and grammar and punctuation meant students performed better than both regional and national averages.

Numeracy – NAPLAN Year 5

Overall numeracy results saw 100% of students meeting national minimum benchmarks, with results in patterns and algebra showing the need for explicit teaching in this area. School growth has improved over the last three years from negative growth to growth exceeding national and regional averages.
Principal's message

It is my pleasure to bring the Annual School Report to you. Gunning Public School has much to be proud of, and the dedicated support of parents and the local community means that our small school continues to deliver quality education to rural students in a warm and positive atmosphere.

In 2009, initiatives such as the Positive Behaviour for Success program, priorities in literacy and numeracy, expansion of the environmental education program and long awaited grounds improvements through the National Pride in Schools program, and, we hope, the Building the Education Revolution funding, all contribute to a small school community with steady enrolments and inspiring academic results.

Thank you to students, staff, parents and the community for their commitment and support.

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.

Annette Broadbent

P & C Message

Community and P and 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 and 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 Program; the ongoing three year management plan for the school; and the school’s successful application for the Reading Recovery Program in 2009 and 2010.

Special events such as Education Week, Grandparents’ Reading Day together with Book Week, District Cross Country and the running of a highly regarded school canteen added to a great year. We have a small, but dedicated band of volunteers who keep the canteen ticking along. It was sad to see the canteen having to cut back on days open due to a smaller pool of parents available to volunteer. Many thanks to those parents who kindly give up their time for the students so we can have a fresh food canteen.

Parents have lent their talents to a lunchtime drama group, a lunchtime art group, netball and touch footy coaching. Their efforts are very welcome and add to our children’s enjoyment at school.

Gunning Gold continues to be the chief fundraising initiative over the past 13 years. An experienced, and new to the sheep drive, band of parents and parent co-ordinators took orders, organised helpers and selected sheds for the bagging of sheep manure, which was sold to surrounding areas. We set a record for bagging on our first day – over 1000 bags! Special thanks to all involved. Our record was set this year with the great support of Rob Booth and his marvellous vacuum pump. From all accounts, Gunning PS continues to rely on supportive parents who think nothing of standing in the cold wind bagging sheep manure. Marvellous effort!

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

Brett Lees
P and C President

Student representative’s message

This year we have supported and donated to lots of charities and foundations helping people with sicknesses or who just need a little holiday. We supported Red Nose Day; Jeans for Genes and Bandanna Day just to name a few. Stewart House is our public school charity and we like to support it.

We have all been working hard in our air conditioned rooms trying to earn fun, safety, learning and respect dots for our charts. It is also good to say that the whole school was able to complete the Premier’s Reading Challenge. Speaking of books, the plans for the new library are all coming along and should be getting started soon, as are the plans for the new faster broadband that is getting installed.

The Year 6 gift, as I’m sure you’ve heard, is going to be some new house flags, and to raise that money Year 6 and Year 5 helpers held a market stall and raised over $400! Well that’s it for another year so let’s hope everyone had fun.

Sam White and Sally Hurst
2009 School Captains

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
Despite the drought affecting rural employment, enrolments remain steady.

**Student enrolment profile**

![Enrolments Graph]

An extremely small number of students had a large amount of single absences in 2009.

**Management of non-attendance**

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

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>2/3</td>
<td>2</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>K/1</td>
<td>K</td>
<td>9</td>
<td>19</td>
</tr>
</tbody>
</table>

**Structure of classes**

Three classes were formed to meet need, Departmental and teacher equity need: K/1, 2/3, 4/5/6.

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 of Reading Recovery (shared)</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.025</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 (SASS)</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>5.118</td>
</tr>
</tbody>
</table>

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

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>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: 30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

| **Expenditure**                        |
| Teaching & learning                   |
| Key learning areas                    | $22,521.96 |
| Excursions                            | $803.95    |
| Extracurricular dissections           | $2,885.67  |
| Library                               | $789.31    |
| Training & development                | $2,291.41  |
| Tied funds                            | $46,391.77 |
| Casual relief teachers                | $6,201.85  |
| Administration & office               | $11,405.84 |
| School-operated canteen               | $0.00      |
| Utilities                             | $16,311.60 |
| Maintenance                           | $2,648.53  |
| Trust accounts                        | $2,855.01  |
| Capital programs                      | $9,396.23  |
| **Total expenditure**                 | **$124,503.13** |
| **Balance carried forward**           | **$45,211.41** |

In 2009, the school made major capital purchases to assist with grounds improvements and office efficiency. Phone and computer systems were upgraded to meet communication, emergency and technology needs. Utilities were much dearer in 2009 due to an increase in the price of electricity and a major water excess bill due to leaking pipes under the heritage building. Several repairs did not fix the problem until the pipe was finally replaced.

A full copy of the school’s 2009 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 2009

Arts

We continue our positive emphasis on creative, practical and performing arts by presenting opportunities for our students 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.

A quality innovative music program was run at the school for one day per week. Students were able to experience and explore lessons in tuned percussion, musical composition and improvisation.

Other activities included:

Our third experience in the Goulburn Music Festival massed choir. Our percussion and junior dance group performed as an item and were very well received. We look forward to 2010.

Students performed songs and plays for our Education Week and Presentation Night assemblies.

Participation in the Lions’ Club Public speaking competition for Year 4, 5 and 6 on the topic of ‘Bushrangers’.

A specialist Piano Teacher, Kate Cameron, gives lessons to students and parents in our school on Tuesdays.

A specialist guitar tutor, Bob Meddin, gives lessons to students and ex students twice per week in the dedicated music room.

Two excellent Musica Viva visits and a special visit from the Manly High School concert band.

A very popular parent supported ‘Lunchtime in the Artroom’ each Wednesday.

Manly HS sax to the max.

Sport

The school has provided a range of sporting activities to enhance student participation in, and to improve student learning outcomes in the PD/Health/PE curriculum whilst encouraging full participation. Our belief is that making healthy lifestyle choices are significant factors in the development of all children.
Highlights for 2009 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.

**Sporting opportunities in 2009:**

Full participation of all students in our school swimming, athletics and cross country carnivals.

Fundamental Movement Skills Tabloids led by student leaders in Terms 2 and 3.

Jordan Boulding, Harry Morris and Ireland Clancy represented our school and the Yass District at the Regional Swimming Carnival.

Emily Lewis, Isaac Lanham and Taylor Johns had a fine run and showed good sportsmanship at Cambewarra Regional Cross Country. Quite an effort to run that course!

Isaac Lanham competed at Regional level in athletics.

Gunning hosts the District Cross Country at Meadow Creek. Here is a very proud Jake Waters with his ribbon.

*(below)* Swimming Champions 2009 with P and C President, Brett Lees

*(below)* 4/5/6 taking part in water testing at Meadow Creek

**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 the 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)

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

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
Numeracy – NAPLAN Year 5

All students completed the Premiers’ Reading challenge in 2009. Stars were hung in the library to celebrate their achievements.
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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The Gunning school community has worked hard to achieve much better results in numeracy and literacy in 2009. We are proud of the effort of students, staff and parents.

Significant programs and initiatives

Aboriginal education

All Key Learning Areas and curriculum acknowledge Aboriginal history and culture where appropriate.

All Aboriginal students in the school have an individualised learning plan arranged in consultation with students' families.

Multicultural Education

All school community members work towards ensuring an inclusive school community and a racism-free learning and working environment. This year we have incorporated an ESL program into our curriculum for students learning English as a Second Language.

Respect and Responsibility

Traditionally Gunning students are involved in local community and school activities that promote these values. 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.

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 program supports an increasing awareness of self responsibility and awareness of others' needs.

On National Flag Day on Sept 3, children worked in peer groups to learn about our flag and how it relates to our nation's history.

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.

Progress on 2009 targets

Target 1

School based data and NAPLAN results will show each student achieving individual learning goals as applied to national benchmarks and stage outcomes for Literacy and Numeracy.

Our achievements include:

All students in Years 3 and 5 in 2009 made national benchmarks in literacy and numeracy.

Reading levels benchmarked from Years K-3 show continuing growth in meeting acceptable reading levels for each grade.

Teachers' programs document explicit teaching sessions for spelling, grammar, basic numeracy facts and productive assessment.

Each interested staff member has had professional development in strategies to lift success rates in literacy and numeracy.

Initial parent forums well received with 8% of parents taking part.

Target 2

School-based data will show each student achieving growth in relation to the K-12 numeracy frameworks and SENA levels. Quality teaching framework and K-12 mathematics frameworks will become the key instrument to improve student outcomes through improvements in practice.

Our achievements include:

All students in Years 3 and 5 achieved minimum national benchmarks in 2009.

All interested staff participated in professional learning opportunities that developed numeracy expertise.
Regional personnel were engaged to optimise staff learning in the K-12 learning frameworks for maths.

All teacher documentation displayed explicit strategies, provision for students needing support or extension, productive assessment linked to student outcomes.

Kindergarten teachers referred to the new K-12 Best Start continuums to place and plan for students in a nationally standardised framework. Each Kinder child achieved satisfactory standards.

**Target 3**

**Build positive relationships both at school and in the school community to support the engagement of our students most at risk and their attendance patterns at school.**

Our achievements include:

All staff formed a team to undertake professional development in the Positive Behaviour for Success program.

We identified the needs of the school and its community for implementing a behaviourally based instructional framework.

Attendance policy was implemented.

Parents were supported in strategies to facilitate improved attendance.

Student attendance for those students most at risk improved by 5%.

A significant decrease in playground behaviour incidents requiring Principal intervention for the majority of students. It is interesting to note that 98% of behaviour referrals to the Principal were made for only 3.25% of the school enrolment.

**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 2009 our school carried out evaluations of parent and teacher ideas about the delivery of numeracy lessons in our school, and also our communication systems.

**Educational and management practice**

**Curriculum**

**Background**

Parents were asked their views on the teaching and learning of mathematics at Gunning Public School. Parents are provided with two formal detailed reports on Mathematics a year as per DET requirements. These reports comment directly on the syllabus. Formal parent interviews are held at the end of term two each year. Parents may request a meeting anytime to discuss their child’s progress in mathematics. Work samples are sent home regularly. Mathematics homework is set each week solely for reinforcement and practice of basic skills.

**Findings and Conclusions**

Of the parents who responded to the survey:

- 95% of parents thought that the reports about their child’s progress in mathematics were useful.
- 90% of parents were satisfied with the frequency of reporting in mathematics.
- 100% of parents agreed or strongly agreed that mathematics was an important subject for their child.
- 100% of parents agreed or strongly agreed that their child had developed new skills in mathematics this year.
- 90% of parents stated that their child enjoyed mathematics.
- Only 50% of parents stated that they understood different methods of teaching mathematics at school and that they were confident to assist their child at home.

Teachers were asked during our analysis of Smartdata numeracy results what they felt they already did well in mathematics, and what they wanted to know more about:

Teachers responded that teaching of basic mathematical facts through explicit teaching, opportunities for exploring number combined with practice of basic facts was going well. This was substantiated through student responses in NAPLAN.

**Future directions**

Teachers wanted to know more about embedding problem solving (or working mathematically) into the curriculum. All teacher programs will document WM initiatives.

Teachers wanted to become more skilled at assessing each child’s level of mathematics understanding by placing them on the K-12 mathematics continuum. All teachers will be offered professional development.

Parent information night will go ahead as 72% of parents agreed it was a worthwhile idea. Numeracy will be the main topic discussed.
Each term, basic outlines of what each grade needs to know to achieve a sound level in mathematics will be published in the Grapevine and placed on the website.

Parent workshops will be held once per term in terms 1, 2, 3 to facilitate understanding if more than 20% of families request participation.

Communication
Background
Parents were asked to nominate their preferred method of communication with the school, whether or not they were able to access the school website and whether communication with the school through P and C meetings was a means of communication that they accessed.

Findings and conclusions
Of the parents who responded to the survey:

All used telephone contact, personal contact and letters to communicate with the school.

Very few used email contact, however those that did found the service useful.

The usual method of communication was either telephone contact or personal contact.

96% of parents could access the internet and were able to access the school website.

86% of parents surveyed were unable to attend P and C meetings due to either the time the meeting was held, or the need for childcare in order to attend the meetings.

All parents who responded to the survey read the Grapevine on a weekly basis.

Future directions
Suggestions for improved communication with the school included:

Installing an answering machine so messages could be left before or after school.

Adding an end of term brief P and C report to the Grapevine and list the upcoming discussion topics.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

99.5% of parents thought that the school had its students as the main concern of its day-to-day running of the school. They were supportive of the way the school praises and rewards its students, finds ways to improve its outcomes and encourages all students to do their best.

Almost all parents who responded to the survey expressed their concern that only a small number of parents actively help support the school. They would like to see more parents become actively involved in P and C, fundraising, home reading programs, reading the Grapevine, and in communicating with their child’s teacher.

Professional Learning
All staff accessed professional development opportunities including:

The Positive Behaviour for Success programs
Initial interactive whiteboard training
Explicit strategies to teach literacy and numeracy
Best Start training
Learning support for hearing impaired students

School Development 2009 – 2011
Gunning Staff alongside the P and C reviewed school progress and met to decide on school priorities for the next three years.

Targets for 2010
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.

Strategies to achieve this target include:

Analysis of individual students’ needs and provision of appropriate support through Best Start, RR levels, early literacy and numeracy continuum, STLA, reading recovery.

All teacher documentation must display explicit strategies, provision for students needing support or extension, productive assessment linked to student outcomes.

Professional development must be linked to student and teacher need.

Parent forums, information, follow up forums leading to greater engagement in the revision of numeracy at home and strengthened community partnerships

Our success will be measured by:

90% of students achieving stage and grade outcomes in reading.
All programs will show explicit whole class instruction in basic number facts and problem solving strategies.

Successful implementation of the Teaching Efficient Numeracy Strategies program in Kinder and Year One.

**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).

Strategies to achieve this target include:

ES1 and S1 teachers refer to SENA levels, benchmarking and growth on K-12 maths framework as assessment points that drive planning. S2 and S3 refer to K-12 maths framework and NAPLAN results.

Best Start and TENS (see above) implemented in Kinder, supporting effective planning for numeracy to meet needs for all ES1 students

All numeracy sessions will include, where appropriate, the explicit and systematic teaching of basic numeracy facts, problem solving strategies, time to discuss and explore concepts through hands on activities.

Interactive whiteboards will be used where available to cater for all learning styles.

Teachers will focus on the language of maths and working mathematically.

**Our success will be measured by:**

NAPLAN analysis will show 90% of Year 3 and 5 will achieve national standard in questions that relate to comparison and analysis e.g. the ‘What if?’ questions.

All children will have the opportunity to demonstrate 100% mastery of times tables at their grade level.

Teacher documentation will display reference to explicit teaching and the achievement of basic facts.

Parents will be encouraged to assist their children with regular, specific fact practice as reinforcement.

**Target 3**

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

Strategies to achieve this target include:

All staff will implement the next stage of the Positive Behaviour for Success program in all classrooms – preventative behaviour support.

Positive behaviour strategies will be communicated to all parents in Term 1, and then as occasional tips in the Grapevine and on the website.

Attendance policy will be implemented through positive communication and mediation for those students at risk of referral for poor attendance.

The school will host a Positive Parenting Program run by skilled district staff early in Term 1.

Our success will be measured by:

Playground and class incidents requiring referral to the Principal will be 10% below 2008 levels, and 5% below 2009 levels.

A survey of parents will show their better understanding of positive behaviour interventions.

Attendance of those few students at risk will improve by 5% on 2009 levels.

**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.

Lisa Runnacles Teacher
Lyndal Belgrove Teacher
Brett Lees P and C President
Annette Broadbent Principal

**School contact information**

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Email: gunning-p.school@det.nsw.edu.au

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