Our school at a glance

Student achievement in 2009

Literacy / Numeracy – NAPLAN Year 3

2009 was again an excellent year for achievements in Literacy and Numeracy at this level. Our school was above the state averages in all areas. A detailed analysis is on pages 6 and 8.

Literacy / Numeracy – NAPLAN Year 5

Very sound achievements in year 5 with only the writing component being below state averages. Overall growth for literacy was slightly higher than state averages.

Numeracy results were also above state averages. Growth in numeracy was not as good as expected and has become an emphasis for 2010. See detailed analysis on pages 7 and 8.

Messages

Principal's message

It is with pleasure I take the opportunity to congratulate the students, staff, parents and community members of Gulmarrad PS on their achievements and endeavours throughout 2009. This year builds on our excellent work in 2008.

The motto of our school is ‘Look to the Future’, which indicates our purpose of developing in students the skills, values and desires to succeed, which will see them progress to the next stage of their education adequately prepared.

We also believe that students should be proud of their school and what we are achieving. Through this belief also comes dedication, a sense of purpose, commitment and an understanding of the importance of education and supporting each other.

At present the aspirations of our school community are being met. Academic achievement continues to be of a high standard. Children’s behaviour and social interaction are very acceptable. New technologies are being introduced successfully with staff and students. All these things bring about a very positive school climate, one we can be proud of.

Our school P&C continues its strong support of our school. This year they raised money to enable 12 new computers to be purchased. These computers ensure that classes and individual students have improved access.

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.

Gary Faulks
Principal

P&C and/or School Council message

In 2009 the Gulmarrad P & C achieved the following:

- Purchased and installed twelve new computers for the new computer lab in the school library.
- Introduced new school hats (to comply with the Cancer Council policies) and school jackets. The P & C also changed the school shorts and shorts from brown to black. Girls will also now have the choice of black calottes. Modifications were also made to the school shirts however this will be a gradual change over process.
- The building of a new brick wall in the school playground for handball games.
- The purchase of two new shade Gazebos to be used at a variety of school activities and events.
- On-going beautification projects around the school including the replanting of the front gardens and beautification the front seating areas including new seats, shade cloth and a school logo on the front wall.
- The details of all P & C meetings are now featured on the school website.
- The purchase of a new fridge for the school canteen.
- The P & C organised and attended meeting with the local council on site at school regarding the limited parking at our school.
- The committee have continuously fundraised in 2009 with such activities as Mother and Father’s Day stalls, street stalls at local markets, Easter and Christmas Raffles.
- The P & C organised and funded the clearing of dangerous trees in our school playground and the levelling of the grounds and the planting of new grass.
- The P & C initiated correspondence with CVC and RTA regarding the rear entry point to our school off Rosella Road requesting that there be a safety upgrade of this area including more signage. This has now been completed.
- The purchase of new lunch area seating for the students.

Gulmarrad Public School has a hard working P & C committee who are dedicated team committed
to working together to make Gulmarrad Public School a better place for our children. This team work many long hours to achieve great things for our school.

Craig Moran P & C President

Student representative’s message
We have all been at Gulmarrad School since Kindergarten and have had some great times. The school has always encouraged us to be responsible school members and to get along with other people.

The school has a great environment. Our playground has lots of room for everyone to play and we have a variety of equipment to play with.

Our grounds have changed over the year and our new gardens and other things make it look better. Everyone gets along well. The teachers are friendly and respect us as people. Most students feel the same about their teachers and really try to do their best.

We know our school has high expectations for all of us. We have had some really good achievements throughout the year in sport and work, which makes all of us feel proud for the people and our school.

Kate Thomson, Amelia Ryan, Will Schrader, Ben Hastings – School Leaders

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.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>112</td>
<td>107</td>
<td>103</td>
<td>100</td>
<td>90</td>
</tr>
<tr>
<td>Female</td>
<td>108</td>
<td>101</td>
<td>105</td>
<td>97</td>
<td>106</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance at school is important to a child’s academic progress. Attendance is monitored closely, with follow up by note to parents if there is a concern.

Prolonged unapproved absence is referred to the Department of Education Home /School Liaison Officer.

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>1-2 M</td>
<td>1</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>1-2 M</td>
<td>2</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>2-3 M</td>
<td>2</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>2-3 M</td>
<td>3</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>3-4-5 W</td>
<td>3</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>3-4-5 W</td>
<td>4</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>3-4-5 W</td>
<td>5</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>4 M</td>
<td>4</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>4 M</td>
<td>5</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>5-6</td>
<td>5</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>5-6</td>
<td>6</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>5-6 S</td>
<td>5</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>5-6 S</td>
<td>6</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>K-1 C</td>
<td>1</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>K-1 C</td>
<td>K</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>
Structure of classes

Classes at Gulmarrad are formed according to recommended department size limits. This means our school consists of a number of across grade or composite classes as well as single grade classes. There are many factors taken into account when allocating children to classes. These can include academic performance, peer friendships, gender and welfare needs.

Staff information

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

Gulmarrad is staffed as per a central formula for all Government schools in NSW. Staff are experienced and turnover is very low.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6.636</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6.315</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.631</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.922</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.5</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12.773</td>
</tr>
</tbody>
</table>

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>10</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>233 805.82</td>
</tr>
<tr>
<td>Global funds</td>
<td>95 170.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>143 619.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>23 847.31</td>
</tr>
<tr>
<td>Interest</td>
<td>8 665.04</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15 125.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>520 234.27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

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

The school continues to provide opportunities for children to be involved in all areas across the school, academic, cultural, sporting and artistic. These opportunities are provided by class teachers, visiting tutors, competition entry and workshops.

The school uses teachers, parents and others who have specific expertise in certain areas to work with small groups and whole classes towards the completion of many projects within school eg vegetable patches, special art projects and dance presentations.

Following are highlights across areas.

Arts

Highlights include:

- Successful participation in the Lower Clarence dance Eisteddfod with class groups in K.
- Many students gained success in Art and Craft sections of the Maclean Show
- Our disabled students involved in a music program with Sister Anne.

Sport

Highlights include:

- Selected sports teams in PSSA knockouts were competitive reaching second and third rounds.
- Many junior and senior teams involved in Gala Days for cricket, touch football, soccer and rugby union. These days promote skills and sportsmanship, not competition.
- A large number of individual athletes proceeded to North Coast competition in swimming, athletics and cross country.
- North Coast representation to State Carnivals was achieved by Niamh Cormick in swimming and Josh Cormick in cricket.

Other

Highlights include:

- Senior classes involved in writing a school newspaper as part of a Daily Examiner initiative.
- A team entered into the Premier’s Debating Challenge was successful in reaching the Northern Zone Final.
- The school continues to take part in the Premier’s Reading Challenge.

Academic

The school utilizes all curriculum statements and online resources to ensure we have consistency of assessment across the school and across stages.

In the National Assessment Program (NAPLAN), the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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).

NAPLAN results for 2009 continued our growth patterns seen in previous years. Students in both years 3 & 5 achieved results that were above state averages overall, with many areas well above. Our school needs to celebrate these achievements and continue to build on them in the coming years.

School assessment data indicates that 90% of our students are achieving outcome levels equal to or beyond those expected for their stage of learning.

Those students who are below these outcome levels receive in school support from our support teacher learning, and for year 1 students through reading recovery.
Literacy – NAPLAN Year 3

Results for 2009 are extremely positive. These results indicate a strong foundation was built in the children’s early years. Through quality teaching and the strong sense of responsibility for Learning, each individual student has achieved close to their potential.

Areas to celebrate in Literacy are:
- Continued improvement in spelling results.
- Excellence in reading.
- Improved performance in writing activities.

Areas to target in Literacy are:
- Continued improvement in Spelling.
- Using complex vocabulary in writing tasks.

Class group work targetted at students individual levels will continue to be a key concept in our school.
Results for 2009 are positive. They indicate that on an overall basis students have performed well with the majority being in the top 3 bands. This is a continuation of the previous years results.

Areas to celebrate in Literacy are:
- Excellence in reading results.
- More students achieving results in the top 3 bands.
- Improved spelling results.

Areas to target in literacy are:
- Continued emphasis on spelling accuracy.
- The use of more complex sentences and vocabulary in writing.
- To achieve a greater representation of children in the top band.
Results for year 3 Numeracy show a continued trend of upward growth for our school.

Areas to celebrate are:
- The high number of students represented in the top 3 bands.
- Equal strengths shown across all areas – number, measurement, space, data and working mathematically.

There has been no obvious weakness in student results that will need targeting. The school and classes will need to continue to provide quality learning so these results can be maintained and built on.

Results for year 5 Numeracy are also pleasing with a continued upward growth trend in results.

Areas to celebrate are:
- The high number of students in the top 3 bands.
- Children achieved sound results equally across all areas, number, measurement, shapes, data and working mathematically.

Areas to target are:
- To increase results in the more complex question types.
- To ensure student growth from yr 3 to yr 5 is similar to state growth averages for the higher achieving students.
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.

Please note that exempted students are included in the tables below. Gulmarrad PS did have a small number of exempted students in each year level. These were students receiving Funding Support and who had a diagnosed intellectual disability.

<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>

Aboriginal education

The school recognises the significant contributions of indigenous culture to Australian life and history through school curriculum and classroom programs.

The school is involved in a range of activities that promote and recognise this culture. These include but are not limited to, specific class activities related to cultural themes, involvement in national and local special days and visiting speakers and performers.

In planning for 2009 our emphasis will be on raising cultural awareness of our staff and students. This will be done in consultation with our community, and in partnership with other schools.

See Target 3

Individual programs are in place for each of our aboriginal students. These are done in consultation with the parents.

These programs are monitored as part of the classroom assessment. Students at Gulmarrad perform at and above expected stage levels.

Multicultural education

The school has very few children from non English speaking background. Classroom and school programs are developed to include studies of other cultures. These programs highlight the acceptance of people and ideas from differing cultures and background. Activities include the study of language, arts, history, music and food.

Our school involves all classes in significant days such as Harmony Day with a wide range of activities across all Key Learning Areas.

Respect and responsibility

During 2009 the school introduced afternoon class circle activities used as a tool to discuss respect and responsibility at the appropriate level in each room.

Whole school activities to promote respect and responsibility were undertaken, these included;

- ANZAC activities
- Student council meetings and organised functions
- Support for World Vision child
- Clean up Australia
- Caring for individual class gardens

Students requiring educational support

Ten students with physical, intellectual, language, mental health and autistic spectrum disabilities are included in the mainstream classes across the school. These children are supported in their learning by having a Support Learning Officer with them in their room for part or all of their school day.

These students work on individual programs formulated by teachers and other personnel with specific expertise that assist the classroom teacher. Mandatory State curricula provide the framework for these programs.

Through consultation and cooperation with parents the children received special programs in music and Yoga throughout the year.
Other programs
The following programs are run either by the school or on a cost basis by visiting tutors.
- Music, involving choir and guitar tuition
- Dance
- SMASH – Gross Motor Program
- Learn to Swim

Classroom programming focuses on all Key Learning Areas. Teachers use a variety of resources and class groupings to help cater for the needs of each student.

Professional learning
Teachers participate in professional learning that is aligned to our school management plan. In 2009, the following activities were undertaken
- 4 teachers attended an introduction to basic interactive whiteboards.
- 2 teachers attended the quality teaching conference.
- 2 teachers attended the technology conference.
- All teachers participated in school staff development days. Their focus was; spelling and writing, using technology, analysing school data to inform teaching and develop school plans.
- School staff meetings also contain segments of professional development related directly to curriculum, classroom teaching, school policy and student welfare.

Progress on 2009 targets

Target 1
In conjunction with writing, to raise the spelling level of 15% of students by one achievement level in the 2009 NAPLAN Writing Assessment

Our achievements include:
- Yr. 3 going beyond the target set
- Yr 5 moving to higher levels except for required movement into the top band
- Class teacher professional learning centred on spelling occurred during the year.

This target needs to be ongoing into 2010

Target 2
To improve the results in writing by having 20% of the children move into the next highest band.

Our achievements include:
- Both yr. 3 and yr. 5 achieving growth in writing
- Yr 3 higher levels maintaining their numbers.
- Higher numbers moved to middle bands.
- Most students now in the top 3 bands.
  We need to continue moving children upwards further into the top 2 bands

Target 3
To have two interactive whiteboards operative in the stage 3 classrooms. Teachers and students are using this equipment to enhance their teaching and learning.

Our achievements include:
- Technology permanently set up in 3 classroom and 1 support room.
- 60% of teachers have attended appropriate professional learning.
- Teachers using equipment as part of quality teaching for their rooms.
- Teachers who do not have permanent fixtures are regularly using the support room.

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 Teaching and Writing.

Educational and management practice

Background
As part of our cyclical review process, surveys, observations and parent discussions were used to provide advice about the effectiveness of Teaching at Gulmarrad Public School and to provide recommendations for the future.

A random selection of students and staff were surveyed. Anecdotal parent comments from staff/parent meetings were also used.

School documents including teacher programs, supervisor notes and assessments were also looked at.

Findings and conclusions
- Teaching programs followed school policies and Board of Studies curricula closely.
- Students felt they were given a wide variety of learning experiences.
- Parents were positive in their responses to teaching, highlighting group work in classrooms
- Supervisor observations supported written documentation of positive and effective classroom practice by teachers.
Future directions
- Staff are aware of upcoming curricula change through national curriculum and the need to be involved in that change.
- Parents wish to see more use of extension activities for more gifted students. This could take the form of individual class activities or whole group activities.
- All school community members recognised the need to maintain quality teaching as an integral part of our school.

Curriculum

Background
As part of our cyclical review process and also in response to current results in writing through NAPLAN teacher programs were reviewed and teacher and student comment sought about writing in our school.

Findings and conclusions
- All stages teach a variety of text types as per our school scope and sequence.
- Teachers and students see the ability to write and understand a wide range of text types important.
- Students in general find it easier to write factual text styles eg. reports, arguments than narrative style writing.
- With NAPLAN currently based on one style, classrooms will need to place extra emphasis on this style.

Future directions
- Continue to follow our Board of Studies Curriculum and school policy in teaching varied text styles.
- Ensure students have explicit teaching in narrative style to include complex vocabulary and sentence styles.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school through differing forums.
Their responses are presented below.

Students
- Believe school is a safe and happy place to be.
- Believe they are given many learning opportunities in all areas.
- Are proud of what they and others do at school and their achievements.

Parents
- Believe issues are treated fairly.
- Support the school and are interested in the learning of their children.
- Believe the school provides many opportunities for their children both academically and socially.

Teachers
- Feel supported and valued by all members of the school community.
- Feel they are supported by executive staff
- Believe they have access to professional learning.

School development 2009 – 2011

Targets for 2010

Target 1
Stage 1: To attain spelling results for 75% of students to their chronological age or above in ES1 and S1 by the end of 2010 evident in Best Start and school based assessments.

Target 2
Stage 2 & 3: To increase the spelling results for Yrs 3 & 5 students in all bands by 15% from NAPLAN Data 2009 by 2011.

Strategies to include:
- Base line data of children’s spelling ages taken in term1 – Stage 1, NAPLAN Stage 2 & 3
- Purchase of updated Letterland resources
- T & D of all ES1 and Stage 1 staff in using resources and implementing the Letterland program
- Use of ICT in all classrooms to promote spelling and assist higher achieving individuals – all stages
- Initial Stage 2 & 3 meeting to develop spelling rules sequence and activity list
- Stage meetings held monthly to discuss activities and progress/mentoring
- Supervisor ensuring quality programming and monitoring classroom application

Our success will be measured by:
- Teacher programs and classroom activities demonstrate agreed practice
- Resources purchased and being used in all classroom
- Use of ICT evident – student feedback on improvement and use
- Monthly monitoring indicates individual progress
- End of year assessment confirms minimum target change
Target 3

Gulmarrad PS will introduce cultural programs for staff and students to support Aboriginal Education by end 2011.

Strategies to include:
- gather information about Dare to Lead
- use web site to access cultural activities
- include activities across curricula –target PE & art as starting point
- with Maclean PS SDD using local community about local culture (2011)
- designated teacher with role of information collecting, gathering and disseminating
- whole school organised activities or join with community activities to acknowledge important indigenous days eg NAIDOC, Harmony Day
- ensure Personalised Learning Plans are in place

Our success will be measured by:
- Dare to Lead affiliation done
- Website and other resources being used that incorporate cultural activities
- meetings held with parents to discuss PLP to gather ideas re cultural things appropriate to local community
- SDD organised and run
- teacher volunteer to oversee Aboriginal education
- monitoring of PLP to show goals are met

Target 4

Student outcomes across all KLA’s should be maintained at current levels or improved for all students by 5%. 90% of students are able to perform ICT tasks as per school scope and sequence.

Strategies to include:
- all teachers have undergone 2 day training on whiteboard use
- whiteboard access is available to all classes.
Each board has its own laptop – teachers can borrow to take home for work purpose
- teacher designed / Dept designed / company designed lesson / unit plans are available and being used by teachers
- baseline student engagement data gathered by observation at start 2010, data recollected end 2010 and end 2011. Student comments sought
- monitoring of programs indicates an increased use of the technology across all KLA’s
- resources are allocated to increase number of boards, laptops and specific programs for classroom use

Our success will be measured by:
- all teachers using whiteboard as part of their teaching/learning program
- student responses indicate a higher level of engagement – teacher anecdotal evidence supports this
- appropriate and effective resource purchases have been made
- student assessment data shows an increase of outcome achievement by 5%
- 90% of students able to complete tasks as per scope and sequence
- teacher programs indicate resources being used in the classroom

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.

Gary Faulks  Principal
Greg Spiers  Assistant Principal
Doc Munro Assistant Principal
Lyn Faulks
David Stanger

School contact information

Gulmarrad Public School
466 Broomhead Rd, Maclean
Ph: 66542587
Fax: 66453220
Email: gulmarrad-p.school@det.nsw.edu.au
Web: gulmarrad-p.schools.nsw.edu.au
School Code: 2099

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: