Alstonville Public School
Annual School Report
2011
Our school at a glance

Students
The students at Alstonville Public School engage in productive and positive learning experiences and are encouraged to work hard and achieve their personal best.

Exceptional performances in academic fields, sporting arenas and the arts are summarised throughout this report.

Staff
The school is proud to have an innovative, dedicated and experienced staff. The staff provide a diverse range of programs that cater for all levels of ability and interest. They are committed to creating a warm and nurturing learning environment for all children.

There is a strong commitment to continued professional growth and development. The staff work collaboratively in planning for continued strategic improvement. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
A brief overview of significant programs and initiatives for 2011 appears below:

- Multicultural Public Speaking
- Premier’s Spelling Bee
- Instrumental Music and Band
- Choir
- Dance
- Positive Behaviour for Learning
- Student Welfare
- Aboriginal Education
- Premier’s Sporting Challenge
- Premier’s Debating Challenge
- Reading Recovery
- Plateau Enrichment Program
- Gifted and Talented Education

These programs have received outstanding support from students, staff and parents.

Student achievement in 2011
In 2011 66 Year 3 students and 86 Year 5 students sat the NAPLAN literacy and numeracy assessment.

Messages

Principal’s message
Throughout 2011 the school has undertaken many systems based evaluations and reviews that have resulted in structural changes within the school day. These changes support our improved focus on quality teaching and learning and high expectations for student success.

Congratulations to all students and teachers on their dedication to learning and active participation in the life of the school. My thanks to all parents and community members who have so positively contributed and supported school events and fund raising.

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.

Catherine Moore

P&C message
2011 has been a time of change for our school and I have been honoured to be President of the P&C throughout this exciting period. My term as President began just two months into the period of Cate Moore’s term as our new Principal, with all its associated excitement.

The insights to the school I have been provided with have convinced me that it has a strong and healthy culture amongst the teachers and staff and huge improvements are being made in the area of teacher training, student support and curriculum. I am pleased that the P&C has been able to assist in the ongoing development of the school through fund-raising and donations to the school for items such as shade sails, interactive white boards and outdoor equipment.
Our end of year ‘Thank you to Teachers and Staff’ event summed up the feeling of many parents towards the role the school plays in the life of our children. Parents’ said, ‘We know you go above and beyond the call of duty to provide a safe, caring and inspiring learning environment for our students. You contribute to our school in many and varied ways – from offering extra tuition and guiding sporting and musical groups to maintaining equipment and quiet words of encouragement – the myriad of things you do behind the scenes. We wish to thank you for your compassion, enthusiasm and commitment.’

My thanks go to the vast number of people who volunteer in so many ways throughout the school, to make a positive difference to the education of our children. A special thank you goes to the parents supporting P&C meetings, events, the canteen and the numerous Green Team projects in 2011.

Jenny Stonier, President, Parents and Citizens Association

The SRC organised numerous fundraisers on behalf of our school’s charity, Stewart House. Funds were also raised for the Rescue Helicopter and the Cancer Council. We conducted fundraising through the sale of Year 6 T-Shirts, ‘Memento Bears and Balls’, Discos and a Trivia Day. From these proceeds we committed $1,600 for the purchase of 4 new honour boards. This has enhanced the school’s amenity and facilitated its historical relevance.

As Student Representative Council members, we have valued the opportunity to have been student leaders and the many organisational, decision making and fundraising opportunities we have had. We wish the 2012 new School Parliament well in their pursuits.

SRC Members

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

The school’s enrolment of 570 was distributed as follows.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>276</td>
<td>260</td>
<td>270</td>
<td>287</td>
<td>298</td>
</tr>
<tr>
<td>Female</td>
<td>270</td>
<td>276</td>
<td>286</td>
<td>291</td>
<td>272</td>
</tr>
</tbody>
</table>
Student attendance profile

Total attendance rates were higher than the region but lower than the state as shown in the graph and table below.

Management of non-attendance

Student non-attendance is managed by communication between school staff and parents. If attendance does not improve, the NSW Department of Education and Communities guidelines are adhered to and the support of the Home School Liaison Officer is sought.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
Structure of classes
The school had twenty-two classes in 2011:
- Nine year based classes
- One composite class formed across two stage levels
- 12 multi-age stage based classes, including the Opportunity C class for high achievers.

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>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.815</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.8</td>
</tr>
<tr>
<td>Total</td>
<td>31.615</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. We have two Indigenous teachers 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>79%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>21%</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.

The balance carried forward for Tied and Trust funds is $251,711.96. More than $50,000 is held for targeted asset purchase and replacement, unpaid orders and unpaid salaries. The voluntary contribution was set by the P & C at $50 per child or $60 for a family.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>289,459.77</td>
</tr>
<tr>
<td>Global funds</td>
<td>278,415.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>232,418.26</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>271,978.71</td>
</tr>
<tr>
<td>Interest</td>
<td>16,862.46</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19,293.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,108,428.56</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas: 38,276.55
- Excursions: 111,375.44
- Extracurricular dissections: 87,565.32

Library: 2,374.22
Training & development: 2,399.80
Tied funds: 205,969.55
Casual relief teachers: 95,659.46
Administration & office: 59,158.87
School-operated canteen: 0.00
Utilities: 49,629.65
Maintenance: 67,024.53
Trust accounts: 21,192.99
Capital programs: 67,918.75
Total expenditure: 812,543.43
Balance carried forward: 295,885.13

School performance 2011

Achievements
Arts
Creative Arts is highly valued at Alstonville Public School. Excellent and varied opportunities for quality music, dance, drama and art experiences were provided for all students. Assemblies, Senior Citizens’ Day, Education Week, NAIDOC, and concerts showcased the talents of our students throughout the year.
The senior, junior and stage band performances included their award winning participation in the Gold Coast Eisteddfod. Highlights for the band include Senior Citizens’ Day, Alstonville Plaza, Dreamworld, the school band night, presentation night and Alstonville Show.

This year the band and choir students participated in a three day intensive Music Camp. Workshops and performance opportunities were also created through involvement in the Plateau to the Sea Music Program.

Thirty-six choir members performed at the Sydney Opera House as part of the NSW Schools Combined Concert Series. The choir performed alongside the band at many events including the Coastal Kids Concert.

Recorder lessons continued as an important part of the Year 2 Music Program to support students learning to read music and making the transition into the band program in Year 3. A highlight of the year was the Kindergarten Nativity Play and Year 2 Christmas Pageant.

This year, two dance troupes performed in the Far North Coast Dance Festival. Ninety dancers participated in the Junior Rock Eisteddfod Challenge for the first time.

The Zumba Dance Program continued this year for Stage 3 students and was also introduced for Year 2 students. The school entered art works and performed at the Alstonville Show.

One Stage 3 class worked in partnership with Alstonville High School art department to introduce students to lino printing. Students in Stages 2 and 3 participated in an art excursion to the local gallery.

Students were represented at the North Coast Creative Arts Camp, as well as the Regional and NSW State Dance Camps. Four talented students attended the Art Smart Workshop and had artwork displayed in the Lismore Art Gallery.

**Sport**

The school focused on the promotion of and participation in activities, development of skills and a healthy lifestyle. All students were encouraged to elevate their individual skill level through sport and physical education programs.

We embraced the principles and practice of ‘The Live Life Well at School’ program. ‘The Premier’s Sporting Challenge’ offered students the opportunity to recognise and register their physical activity for weekly periods over a 10 week period. This program provided whole school funding to acquire school sports equipment. Additional funding for sports equipment was acquired through the ‘Coles Sports’ Coupons’ promotion.

The Swimming, Athletics and Cross Country Carnivals were successful, enjoyable and promoted healthy competition and involvement by a large number of students. Participation rates have continued to grow annually. In 2011: 224 students participated in Ballina District Trials in all sports, 78 represented at Far North Coast level, 24 at Regional level and 13 participated in Regional teams at State Carnivals.

Early Stage 1 and Stage 1 continued to focus on the development of motor skills and active game skills through a play focus in the playground. The skills development program was continued during grade lessons. The K-2 sports program included an Infants Athletics Carnival.

The School entered the PSSA Knockout Competitions. The rugby team reached the State semi-final and the Girls’ softball team competed in the fifth round of the competition. All other PSSA teams enjoyed their participation and competed well and fairly.

Many students participated in the Years 2 - 6 Intensive Swimming School. This enabled
students to develop confidence, style and endurance in the water.

During the year the school had development program intervention in football, AFL, cricket and rugby union. Stage 3 students were involved in a 3 week mentoring program with Year 10 students from Alstonville High School. Friday sports sessions continued to address the varied interests and abilities of Year 3 to 6 groups and offered a wide and developing variety of sports to students.

**Other**

In the Australian Schools’ Competitions students achieved the following awards, high distinction, distinction, credit, achievement, merit, proficiency.

<table>
<thead>
<tr>
<th>Competition</th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>AM/P</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNSW English</td>
<td>1</td>
<td>7</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>UNSW Writing</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Australian Maths</td>
<td>1</td>
<td>2</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>UNSW Mathematics</td>
<td>1</td>
<td>5</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>UNSW Science</td>
<td>1</td>
<td>5</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>UNSW Computer</td>
<td>1</td>
<td>4</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>UNSW Spelling</td>
<td>6</td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Primary Research</td>
<td>19</td>
<td>5</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Mathematics Challenge</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Science Challenge</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Newcastle Permanent Maths</td>
<td>3</td>
<td>24</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>World Wide Maths</td>
<td>1</td>
<td>22</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Maths Olympiad</td>
<td>4</td>
<td>12</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Two teams entered the Premier’s Debating Challenge for Years 5 and 6. The senior team won the zone and regional competitions and were undefeated in the state finals. It is the first time that a North Coast school has won the State Championships.

A member of our debating team was also selected for the North Coast Team competing in the ‘Primary Schools State Debating Championships’. This team went on to win the Primary Schools State Debating Championship with a teacher from our school coaching the team.

Four students participated in the Regional Final of the Premier’s Spelling Bee. One student represented the region in the Senior Division of the State Finals, finishing 30th in the State.

One student won the Norman Lindsay Short Story Competition and another made the final.

One student was awarded a ‘Commended’ in the Dorothea Mackellar Poetry Writing Competition.

In the World Maths Day Competition, one student was placed 40th in the world and 6th in Australia. One class was placed 1st in Australia in the Primary Section.

The school finished equal 1st in Australia in the Maths Challenge.

The school finished 10th in Australia in Maths Olympiad out of over 1000 schools competing.

Three students won awards at the ANZAC Day Poetry Writing Competition and one was selected to read their work at the local ANZAC Day Service.

One student won the competition for design in a new logo for the local Lions’ Club. One student’s artwork was also selected for the Lions’ Club World Peace Poster Competition.

**Excursions**

Year 6 enjoyed a 5 day excursion to Brisbane and the Sunshine Coast, Year 5 visited the New England Tablelands for 4 days, Year 4 had 2 days at the Dorrughby Environment Centre and Year 3 spent 2 days at Camp Koinonia, Evans Head. These excursions provided an opportunity to satisfy and extend curriculum outcomes.

**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**

Sixty-six Year 3 students completed the NAPLAN assessment. In Reading, 39% of students achieved at the proficiency level, 17% achieved the national minimum standard and 6% of students achieved below the minimum national standard.

In Writing, 54% of students achieved at the proficiency level, 6% achieved the national minimum standard and 3% of students achieved below the minimum national standard.

In Spelling, 39% of students achieved at the proficiency level, 9% achieved the national minimum standard and 6% of students achieved below the minimum national standard.

In Grammar, 35% of students achieved at the proficiency level, 15% achieved the national minimum standard and 6% of students achieved below the minimum national standard.
Numeracy – NAPLAN Year 3
Sixty-three Year 3 students completed the NAPLAN assessment. In Numeracy, 27% of students achieved at the proficiency level, 17% achieved the national minimum standard and 5% of students achieved below the minimum national standards.

In Grammar, 49% of students achieved at the proficiency level, 18% achieved the national minimum standard and 8% of students achieved below the minimum national standard.

Literacy – NAPLAN Year 5
Eighty-six Year 5 students completed the NAPLAN assessment. In Reading, 40% of students achieved at the proficiency level, 16% achieved the national minimum standard and 3% of students achieved below the minimum national standards.

In Writing, 24% of students achieved at the proficiency level, 16% achieved the national minimum standard and 7% of students achieved below the minimum national standard.

In Spelling, 29% of students achieved at the proficiency level, 19% achieved the national minimum standard and 7% of students achieved below the minimum national standard.
Numeracy – NAPLAN Year 5

Eighty-five Year 5 students completed the NAPLAN assessment. In Numeracy, 25% of students achieved at the proficiency level, 11% achieved the national minimum standard and 4% of students achieved below the minimum national standards.
Progress in numeracy

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 students in our school achieving at or above the minimum standard in 2011

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</td>
<td>93.9</td>
<td>96.9</td>
<td>93.9</td>
<td>93.9</td>
<td>95.2</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2011

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</td>
<td>96.5</td>
<td>92.9</td>
<td>92.9</td>
<td>91.8</td>
<td>96.5</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Background
The Aboriginal Education Committee met to plan the school’s NAIDOC week celebrations and discuss support for Aboriginal Education in the school. The school is committed to celebrating the success of Aboriginal students and providing Aboriginal perspectives across the curriculum.

Findings and Conclusions
The school’s Aboriginal Education Coordinator, teachers and support staff worked in consultation with parents and caregivers of Indigenous students to construct and evaluate Personalised Learning Plans.

The local Aboriginal Education Consultative Group were involved in NAIDOC week celebrations. Elder, Aunty Bertha Kapeen opened the NAIDOC celebrations. The assembly was led by senior Indigenous students. Classes presented individual items and the school joined in the singing and recording of the song ‘Hands Across Australia’, as part of the ‘Generation One’ project aimed at helping close the gap between Indigenous and Non Indigenous Australians.

Students participated in 2011 NAIDOC Week School Initiative Competitions. A Kindergarten student, was successful in winning the Prime Minister’s NAIDOC Medal for her entry in the colouring in competition.

Stage 1 students attended and performed the dance, ‘The Hunters’ at the Cubawee Aboriginal Reserve celebrations. Stage 1 students also participated in the ‘Dolphin Dreaming’ excursion.
at Byron Bay, exploring Dreamtime stories and Aboriginal culture.

**Future Directions**

Students will attend the ‘Deadly Days’ celebrations planned for our local area in September 2012.

Students in Stages 2 and 3 will participate in the Junior Rock Eisteddfod for 2012. The dance program will allow students to create a dance around the theme ‘Rain Maker.’

**Multicultural education**

**Background**

Through classroom programs, particularly in Human Society and Its Environment, students have come to understand the culturally diverse nature of Australian Society.

**Findings and conclusions**

Harmony Day, NAIDOC Day and COGS class units provided a valuable dimension to our multicultural perspectives program.

All classes from Years 3 to 6 participated in the Multicultural Perspectives Public Speaking Competition. A Year 6 student from our school won the local event for Years 5 and 6 and went on to participate in the regional finals.

Four students represented our school at the district finals of the Multicultural Perspectives Public Speaking Competition. Through speeches shared and class discussion, a greater understanding of cultural diversity was experienced.

Guest speakers from Sudan and Pakistan gave the school community background information from a refugee and migrant perspective. This allowed positive relationships to be formed between international and local students and a greater understanding of cultural diversity.

Three new English as a Second Language students from Nepal and Japan enrolled in our school. A positive interaction between international and local students has resulted in developing stronger relationships and greater understanding of cultural diversity. Lessons were provided for our international students. These lessons are provided daily and concentrate on language, speech, reading, social skills and adjustment to classroom practices.

The school Anti-Racism Contact Officer (ARCO) is a trained staff member who is accessible each day to our school community.

**Future Directions**

The school will continue to provide quality multicultural opportunities for students across all stages, further developing the student’s understanding of Australia’s global connections and multicultural background.

**Progress on 2011 targets**

**Target 1**

**Implementation of the Positive Behaviour for Learning Program (PBL)**

Our achievements include:

- Term 2 all staff and parent representatives attended a 2 day training program. TPL continued throughout the year at regular staff meetings.
- Weekly PBL meetings were utilised to formulate an action plan and develop core rules and the behaviour matrix.
- The community participated in a family challenge resulting in the development of the PBL school logo.
- RISC has been implemented as a means of tracking and monitoring discipline incidents within the school.

**Future Directions**

- To develop and teach explicit PBL lesson plans.
• The lessons will be delivered weekly and reinforced to ensure compliance before moving to subsequent lessons.

• Review of the current award system and alignment with the PBL system.

• Create visuals to support the expected behaviours across all settings.

• Survey results are collated and provide directions for the PBL team.

Target 2

*Improvement in consistent teacher judgement (CTJ) and assessment practices.*

Our achievements include:

• All staff attended a training session on CTJ.

• Each stage determined a shared overview for assessment, standard tasks were set and a shared process of assessment formulated.

• Teachers have started to develop and implement rubrics which reflect the syllabus outcomes.

Future Directions

• Staff will receive training in available technology based support for rubrics.

• Staff will develop a CTJ scope and sequence K – 6 which includes shared assessment tasks, devised rubrics and a timeline.

• Executive will develop an assessment schedule K-6 and standardized programming templates.

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 2011 our school carried out evaluations of school practices and Mathematics.

**Educational and management practice**

**Improving School Practices**

**Background**

As part of the school’s commitment to continuous school improvement K-6, staff, parents and students were surveyed for their opinions on school management practices.

**Findings and conclusions**

• All survey respondents acknowledged that the school is continually looking at ways to improve its performance.

• Teachers undertake training to improve their classroom teaching. Staff agreed that they are encouraged to constructively and productively assess educational practices.

• 71% of the surveyed parent group, believe the school communicates effectively with students and parents through various methods, including email, newsletters, phone calls, class notes, interviews and report cards.

• 89% of parents surveyed believe the school cares about the students and the discipline is fair.

**Learning Between Home and School**

**Future directions**

In 2012, a review of the school’s welfare policy and rewards system will be carried out, to be aligned with the Positive Behaviour for Learning (PBL) Program. The school will keep parents regularly updated about the PBL program through the school newsletter. Three parents are members of the PBL committee.

The staff remain committed to improving communication about students between home
and school. Teachers will trial conducting parent interviews at the end of Term 1 2012.

Class teachers will continue to upgrade their skills to help improve learning. Teachers will work collegially on developing corporate grade programming for all Key Learning Areas, with focus on CTJ within assessment and reporting practices.

Curriculum - Mathematics

Background
Evaluation of the whole school's mathematics program was conducted in 2011. The evaluation included:

- Detailed analysis of our current and previous NAPLAN data.
- Review of scope and sequence for the teaching of mathematics and use of textbooks across the school.
- A survey of students, staff and parents.

Findings and conclusions

- Data analysis revealed Mathematics lessons sometimes provided a balance of independent and group learning activities.
- Lessons were usually interesting and appropriate to children’s needs and abilities. Students usually had access to good equipment to help them with their learning.
- Survey results indicate a need for greater dialogue in Mathematics between what students are learning and why.
- Students also want to understand how they have improved overtime.
- Data analysis conducted by teachers revealed the need for students to have a greater recall of times tables in Stages 2 and 3.

Future directions

In 2012 a formal mathematics policy will be implemented. Corporate programming will be introduced to staff. Teaching cycles and sequences will more directly target student learning needs.

Student achievement will be monitored and discussed through grade assessments, matrices and plotting student’s progress on the Numeracy Continuum.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

The responses to a survey of parents, students and staff indicated that they all felt that the students were the school’s main focus. Teachers were acknowledged for being very tolerant and accepting of all students. Class programs allow students to be regularly challenged to do their best, with clear expectations for student achievement.

All surveyed groups felt that the administrative staff act in a very caring manner. Open lines of communication exist within the schools and parents and students feel comfortable with talking to teachers about issues.

Parents, students and teachers agreed strongly that fair discipline exists within the school and that teachers are very fair with how they treat all students. The school community believes the school devotes the right amount of learning time to promoting school rules through the Positive Behaviour for Learning Program.

Professional learning

In 2011 all staff had the opportunity to participate in a broad range of professional learning linked to the School Targets and outlined in the School Management Plan. Professional learning was provided in-school on Staff Development Days from visiting consultants and at staff and grade meetings.

Teachers also attended courses organised through the Plateau to the Sea Learning Community and by the region. Topics included Career and Leadership Development, OHS, Positive Behaviour for Learning, Quality Teaching, Language, Literacy and Learning (L3), Interactive Whiteboard usage, Live Life Well at School, ASPECT, NAPLAN Analysis, Diabetes, Consistent Teacher Judgement, Australian Curriculum, Code of Conduct, Keeping them Safe, Child Protection updates, Best Start Training, Anaphylaxis,
Asthma, First Aid, CPR, Emergency Care, Learning Support Team training and Debating.

Current and aspiring Assistant Principals have undertaken a program of development in School Leadership and Management with the Principal and Deputy Principal.

Ancillary Staff also attended Financial Management, ERN Implementation, Manual Handling and Personal Development Courses.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**  
*Improve student performance in spelling core words, spelling rules and word families.*

Strategies to achieve these targets include:
- Training all staff in Spelling Matrices.
- Year 1 to 6 implementation of Spelling Matrix program.
- Explicit teaching of spelling skills in the Sound Waves program in Years 1 to 6.
- Analysis of 2011 NAPLAN data to target specific deficit areas for explicit teaching in the area of spelling.

Our success will be measured by:
- standardised assessment and recording of student progress and growth in spelling ages.
- alignment of student achievement and progress using the Literacy Continuum K-10 and the creation of data walls.

**School priority 2**  
*Improve student outcomes in the area of writing*

Strategies to achieve these targets include:
- introduction of K-6 assessment schedule.
- introduction of the daily 2 hour uninterrupted literacy session.
- standardised stage assessment and marking of writing tasks with rubrics.
- analysis of NAPLAN data to target specific deficit areas for explicit teaching K-6 in writing with regards to sentence structure, punctuation, paragraphing, cohesion, character and setting, vocabulary, audience, ideas, grammar, text structure and spelling.

Our success will be measured by:
- Consistent teacher judgement (CTJ) used in all assessment and reporting tasks.
- All classroom teaching programs K-6 reflect planning for explicit teaching of target areas, including evidence of Quality Teaching Framework (QTF).

**School priority 3**  
*To raise the Numeracy standards for all students*

Strategies to achieve these targets include:
- standardised corporate programming and improved supervisory standards.
- structured daily 1 hour Numeracy lessons.
- plotting student data using the Numeracy Continuum.
- increasing student engagement.
- integrating technology effectively into practice.
- regular tracking of student recall of Times Tables in Years 2 – 6 using a matrix with parent volunteers.
- analysis of 2010 NAPLAN data to target specific deficit areas for explicit teaching K-6.

Our success will be measured by:
- All classroom teaching programs K-6 reflect planning for explicit teaching of numeracy, including evidence of the QTF.
- CTJ used in all assessment and reporting tasks.
- In NAPLAN, all students will achieve at least minimum expected growth of two bands between Years 3 and 5.

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.

Catherine Moore - Principal
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Frank Scott – Assistant Principal
Juanita Thomson – Assistant Principal
John Freebody – Assistant Principal
Larissa Polak – Assistant Principal (Relieving)
David Wright – Classroom Teacher
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