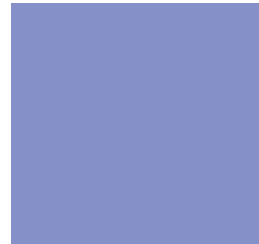
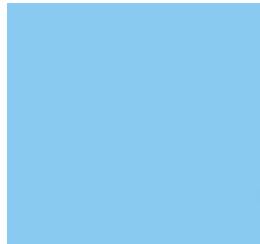


# 2009 Annual School Report Yowie Bay Public School

NSW Public Schools – Leading the way



## **Our school at a glance**

### **Messages**

#### **Principal's message**

This report brings together the many fine achievements of the school during 2009 and provides information regarding the school's priorities for 2010.

The most significant of these has been a focus on explicit quality teaching in the area of literacy to improve student learning outcomes in Reading. A targeted support program was initiated and developed to enhance the reading and comprehension skills of lower achieving students. Mathematics outcomes and growth was particularly pleasing and can be attributed to the continuation of Stage 2 and 3 Mathematics graded groups and the input of an additional teacher in this area.

2009 saw the beginning of a new era in pedagogy in all the key learning areas with all chalkboards being replaced by interactive whiteboards which increased student engagement across the school. Staff participated in ongoing professional learning in technology on the use and application of the whiteboards.

The school's reputation in the area of performing arts has continued to grow with highlights including a Silver award in the Wakakirri Grand Final; participation in the Schools Spectacular; and Gold awards for both the Training and Performing Bands at the Engadine BandFest.

On the sporting field the school continued to achieve outstanding results with students progressing to zone, regional and state carnivals.

Huge improvements to school facilities were completed with the new school oval, new gardens and the establishment of a vegetable garden which strengthened our focus on environmental sustainability.

The school also saw the commencement of the Building Education Revolution (BER) and National School Pride (NSP) projects which included the extension of the school hall, new canteen, four new classrooms and refurbishment of the toilets and administration area.

The school values the contribution of a most dedicated and professional staff and parents working together to ensure quality outcomes for students.

2010 promises to be an exciting and challenging year with the completion of construction of the hall, canteen and classrooms.

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.

**Michelle Leplaw**

#### **P&C message**

The P&C is actively involved in the decision making process at Yowie Bay.

The valuable contribution of fundraising efforts and also the voluntary work by parents in many aspects of the school curriculum benefits the students.

The parental involvement extends to the running of the canteen, providing a uniform shop on campus, collecting and banking of monies, running of school disco, stalls for mothers and fathers day and the major event of 2009 being the successful golf day which raised over \$20,000. These funds will contribute to the development of further technology for the students.

In 2009 the P&C has contributed to the redevelopment of the school oval, providing an additional teacher for mathematics groups and purchasing interactive whiteboards.

**Stuart McLaughlin**

**President, P&C Association**

#### **Student representative's message**

The Student Representative Council (SRC) consists of 26 students – 16 class representatives, 6 school leaders and 4 captains. SRC meetings are held once every fortnight and are run by the captains and leaders. The students bring forward any concerns, ideas or issues with the school that have been brought to their attention.

Minutes are kept by the captains and school leaders and reports are made by SRC members to their class in assembly. The captains also meet with Mrs Leplaw to discuss any of the ideas raised in the meeting. Miss Olechnowicz continues to supervise the group although this year the SRC has been more student directed.

In 2009 many issues were raised and worked on by the SRC including discussions for fundraising ideas. The SRC supported the devastating bushfires in Victoria in February by raising \$3470.00, an amount which covered a sketched map of Victoria. The SRC also supported the Children's Foundation by wearing their footy colours in September and raising \$422.35. To support the Australian Mitochondrial Disease Foundation, the SRC organised a Pyjama Day in

August and raised \$807.95. The SRC raised \$503.00 for the charity Jeans for Genes in August. The SRC once again held an Odd Day mufti day in November which raised \$422.35 for our annual donation to Stewart House. Thank you also to the families who donated clothing and other materials to Stewart House in April and September.

A big thank you to all the students in the SRC. They regularly gave up their time to discuss ways to improve the quality of our school life and organise events to raise funds for those in need.

**Kaylah Daly and Sam Eagles**

**School Captains and SRC Members**

## School context

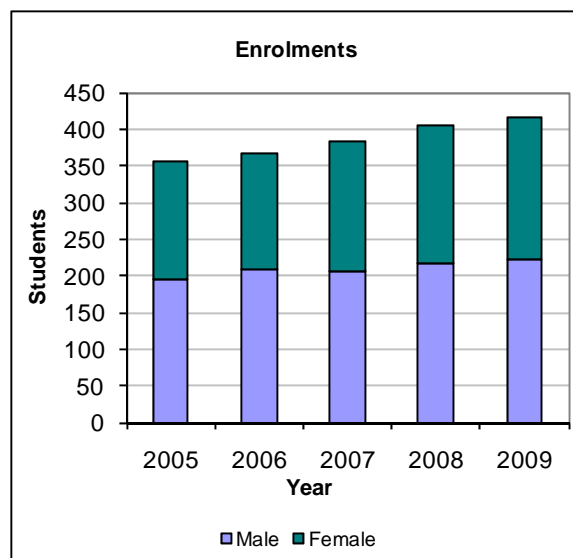
### Student information

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

### Student enrolment profile

Yowie Bay Public School had an enrolment of 415 students, comprising 223 boys and 192 girls.

	2005	2006	2007	2008	2009
<b>Male</b>	195	208	205	218	223
<b>Female</b>	161	158	177	187	192

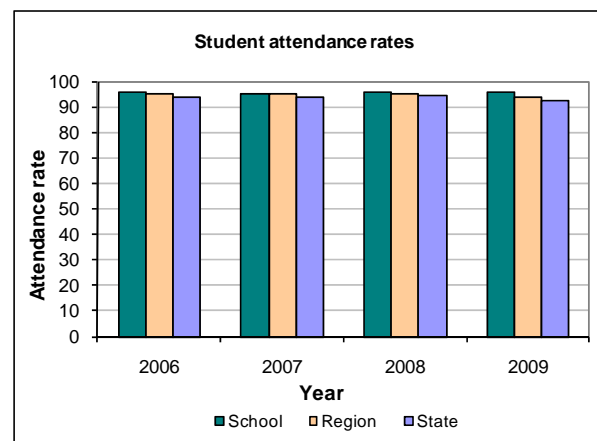


### Student attendance profile

Student attendance at the school remained at a high level as indicated in the following graph.

	2006	2007	2008	2009
<b>School</b>	95.6	94.8	96.0	95.7

Region	95.0	95.0	95.2	93.7
<b>State</b>	94.0	94.0	94.1	92.1



### Management of non-attendance

Rolls are marked and entered into OASIS Absences. Student attendance is monitored by class teachers, a School Administrative Officer and the Principal. An absentee note is sent to parents after an unexplained absence. Students are discussed at Learning Support Team meetings to develop attendance strategies. Parents are contacted by phone or letter to resolve continuing attendance issues. Individualised attendance monitoring cards are used to support improved attendance. After all these strategies have taken place, students are referred to the Home School Liaison Program.

### 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.

### Structure of classes

Roll Class	Year	Total per Year	Total in Class
1/2L	1	13	25
1/2L	2	12	25
1A	1	22	22
1W	1	23	23
2O	2	24	24
2Z	2	24	24
3F	3	30	30
3G	3	30	30
4P	4	30	30

4S	4	31	31
5/6W	5	10	28
5/6W	6	18	28
5A	5	28	28
5O	5	29	29
6M	6	28	28
KD	K	20	20
KK	K	19	19
KR	K	21	21

## Staff information

We had 23 teaching members of staff in 2009. This included four executive staff, fifteen classroom teachers and specialist and support staff.

## Staff establishment

Position	Number
Principal	1.000
Assistant Principal(s)	3.000
Classroom Teachers	13.000
Part Time Teachers	0.700
Teacher RFF	0.672
Teacher of Reading Recovery	0.420
Support Teacher Learning Assistance	0.200
Teacher Librarian	0.800
Teacher of ESL	0.600
Counsellor	0.200
School Administrative & Support Staff (SASS)	2.620
Total	23.314

## Staff retention

As well as the permanent teaching staff, five temporary teachers were appointed for the year to fill vacancies and replace teachers on maternity leave.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	0

## Financial summary

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

Date of financial summary:	30/11/2009
<b>Income</b>	<b>\$</b>
Balance brought forward	134 249.46
Global funds	213 423.70
Tied funds	84 274.15
School & community sources	395 867.31
Interest	4 910.07
Trust receipts	185 148.29
Canteen	0.00
<b>Total income</b>	<b>883 623.52</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	31 375.53
Excursions	72 894.46
Extracurricular dissections	160 374.54
Library	2 695.36
Training & development	37 278.04
Tied funds	108 907.68
Casual relief teachers	30 008.78
Administration & office	106 117.76
School-operated canteen	0.00
Utilities	31 120.67
Maintenance	16 235.52
Trust accounts	188 863.09
Capital programs	113 545.61
<b>Total expenditure</b>	<b>899 417.04</b>
<b>Balance carried forward</b>	<b>118 455.94</b>

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the P&C Association. Further details concerning the statement can be obtained by contacting the school.

## School performance 2009

### Achievements

#### Arts

- Two hundred students participated in the dance program. The jazz groups performed at Westfield Miranda during Education Week. The Stage 2 girls jazz group and the senior girls jazz group performed at the Highfield concert raising funds for Sutherland Hospital. The 2/3 girls jazz group and the senior girls jazz group performed at the Sutherland Shire Schools Music Festival.

- All dance groups participated in school based performances such as Grandparents' Day and the Yowie Bay Performing Arts Concert.



- Kindergarten students performed a dance entitled *Rock Around the Clock* at the Yowie Bay Performing Arts Concert.
- The junior dance ensemble, comprising 24 students, performed *Beat As One* in the Regional Dance Festival at the Seymour Centre.



- The senior dance ensemble, comprising 16 students, performed *Man in the Mirror* in the Regional Dance Festival at the Seymour Centre.
- Ninety Stage 3 students competed in the Wakakirri Dance and Drama Eisteddfod at the Bankstown Town Hall and they were awarded silver in the grand final at the Sydney Entertainment Centre. They performed *Don't Judge a Book by its Cover*.



- Sixteen students participated in the combined dancing in the Schools Spectacular at the Sydney Entertainment Centre.
- Two students participated in the combined choir in the Schools Spectacular at the Sydney Entertainment Centre.
- The Year 2 choir, comprising 60 students and the senior choir, comprising 31 students, performed at the Sutherland Shire Schools Music Festival.
- Three students were selected to represent our school in the Sydney Region Primary School Band.



- The training and performing bands participated in the Engadine Music Band Festival and received gold awards. They played at Grandparents' Day and the Yowie Bay Performing Arts Concert.



- The training and performing bands showcased their talents in a band evening in the school hall, where the training band students received their certificate of graduation to the performing band in 2010.
- The performing band participated in an evening concert at Cronulla Sutherland Leagues Club as part of a combined schools band comprising 213 performers.
- The band ensemble, comprising 6 students, performed in the Sutherland Shire Schools Music Festival.

- The performing band attended a combined schools band camp at Stanwell Tops culminating in a performance for parents.
- The training band attended a band blow in at Beverly Hills Public School where they played as part of a combined band comprising 120 students.
- 2P participated in the Primary Play Day at school. They performed *The Magic Book* at St George Auditorium.



- Selected students from Year 6 were invited to participate in the regional CREATE performance *Accidental Hero*. The students participated in 2 days of workshops in visual arts, dance, choir, drama and technology which culminated in an evening performance at the Sutherland Entertainment Centre.
- Yowie Bay students' artwork was displayed in the *Not Just a Brush* art display at Hazelhurst Regional Gallery and Arts Centre.
- Two students were selected to join the Australian Youth Choir.
- Two students performed at the Seymour Centre as members of the State Drama Festival.

## Sport

2009 has been an excellent year in all areas of sport for Yowie Bay Public School. This has ranged from students competing in weekly class sport activities to students excelling in state wide competitions. Highlights of the sporting year include the following:

- The school sport program (3-6) has involved students in t-ball, softball, cricket, Australian Football League (AFL), soccer, netball, basketball, hockey, rugby league, exercise activities and OzTag.
- The school sport program (3-6) has involved participation in activities at Sutherland Leisure Centre (including flippa ball, aquaerobics, swimming lessons and Royal Lifesaving) and

at a surf awareness program where students learnt how to safely swim in the surf.



- 2009 saw the trialling of a non contact karate program offered to interested students in the primary area.
- The school participated in summer cricket and softball and winter soccer and netball in the Primary School Sports Association (PSSA) competitions.
- The junior softball team was a semi finalist and the senior softball team runners up in the Division 2 competition.
- In netball, the Senior A team and Junior C team were semi finalists.
- The junior cricket team won the premiership in the Division 2 competition.
- In soccer the Senior Kangaroos were the premiers in the Division 1 competition.
- The school sent participants to try out for Zone PSSA teams with a student successful in gaining selection to the Cronulla Sutherland Zone Soccer Team.



- The school participated in Stage 2 and 3 rugby union competitions, Stage 3 AFL competition, Cronulla Sutherland District Rugby League Knockout, Cronulla Sutherland District OzTag competition, the Sydney East Water Polo competition and the Cronulla Sutherland District Super 9s Cricket competition.

- The school was district champion in the Stage 3 rugby union and finalists in the Stage 3 OzTag competition.
- The whole school participated in a gymnastics program run by the local YMCA organisation. Every child was assessed at the start of the program with students then participating in weekly activities designed to improve fundamental movement skills. The students were assessed at the end of the program and growth was recorded.
- Visiting sports associations have provided coaching clinics in cricket, AFL, rugby union and rugby league.



- The swimming, cross country and athletics carnivals were outstanding successes. Competitive squads represented the school at the Cronulla Zone PSSA carnivals with overall school results being excellent.
- A large school squad participated in both the Sydney East Area PSSA carnivals while six students participated in the NSW PSSA state carnivals.
- Early Stage 1 participated in fundamental movement skills such as aerobics and lummi sticks with rotating games and activities.
- Stage 1 participated in rotating sporting activities.
- Stage 2 participated in a surf awareness clinic for a week where all students' confidence and skills in the surf improved.

## Other

### Camps and Excursions

#### Kindergarten

Yowie Bay students have attended numerous incursions and excursions throughout the year to supplement studies in key learning areas.

- Kindergarten students studied *Our Needs* in Human Society and Its Environment. An excursion to Fairfield City Farm enabled the students to compare and contrast their needs with those of the animals.

- Kindergarten students attended the matinee performance of the Sutherland Shire Schools Music Festival in which Year 2 performed in both the combined choir and a dance item.



#### Stage 1

- Stage 1 had guest speakers to discuss *Occupations* as part of their HSIE unit.
- Year 1 attended the matinee performance of the Sutherland Shire Schools Music Festival.
- In Term 4 Stage 1 visited the Powerhouse Museum as part of their unit *Powering On*.
- The junior choir attended the Christmas Carol Service at St Luke's Church, Miranda in December.

#### Stage 2

- Stage 2 went to Nan Tien Temple, Hindu Temple and St Luke's Anglican Church at Miranda in Term 1 as part of their HSIE unit *People and their Beliefs*.



- In Term 2 Stage 2 went to the IMAX and Powerhouse Museum as part of their Science and Technology study.
- In Term 3, Year 4 students went to Deer Park for a 3 day camp as part of their studies in

Personal Development, HSIE and Science and Technology.

- Stage 2 also attended a Surf Awareness Clinic at Cronulla Beach in Term 4 as part of Personal Development, Health and Physical Education.



- Stage 2 went to Bundeena and Jibbon Beach to see the Aboriginal rock carvings in Term 4 as part of their HSIE.

### Stage 3

- Stage 3 went to IMAX and the Maritime Museum in Term 2 as part of their HSIE studies.
- In Term 2, Stage 3 had a guest speaker, Chris Olsen to speak about Antarctica.
- In Term 3, Stage 3 attended a 3 day excursion to Bathurst and the Gold Fields at Hill End.



- In Term 4 Stage 3 participated in the CARES Bike Safety Day.

### K-6

- The EcoWarriors and selected students attended *Zoo Snooze*, a 2 day visit and overnight stay at Taronga Park Zoo in Term 4.



- K-6 travelled to Thirroul Reserve for our End of Year Picnic in December.

### Public Speaking

Public Speaking has continued to be an important part of our talking and listening program in English, with every student from Years 1 to 6 preparing and presenting a speech (exposition) to their class.

After holding our class, stage and school competitions, Yowie Bay hosted the Northern Zone Public Speaking Competition. Our three stage finalists competed against the top speakers from ten other schools in our zone. All of our speakers succeeded in gaining a place with one of these students awarded a Highly Commended at the Zone level.

### Debating

The two debating teams attended a seminar on developing and presenting arguments and engaged in debates during weekly lunchtime sessions. They held a debate night where the teams argued the issue that *ANZAC Day should be our day of national celebration*.

### Premier's Reading Challenge

To complete the 2009 Premier's Reading Challenge, students K-2 were required to have read to them 30 books, 25 from the challenge and 5 personal choice books. Students in 3-6 were required to read 20 books, 15 from the Challenge and 5 personal choice books.

One hundred and twenty five students participated in the 2009 Premier's Reading Challenge. Following are the student participation numbers for each year:

Kindergarten	30
Year 1	20
Year 2	20

Year 3	17
Year 4	18
Year 5	15
Year 6	5

Participation in the 2009 Premier's Reading Challenge decreased by 4 students compared with 2008. There was a decrease in participation in Years 3, 4 and 6 and an increase in Kindergarten, Year 1, Year 2 and Year 5.

### Premier's Spelling Challenge

Yowie Bay Public School participated in the NSW Premier's Spelling Challenge with 31 students from Stage 2 and Stage 3 participating. After the school finals, four students were selected to represent the school at the Area Finals at Peakhurst PS.

### Academic

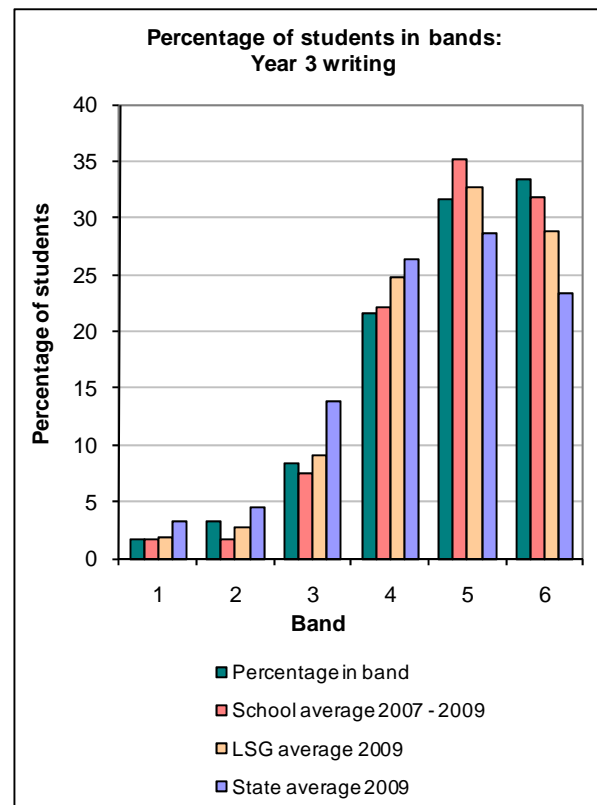
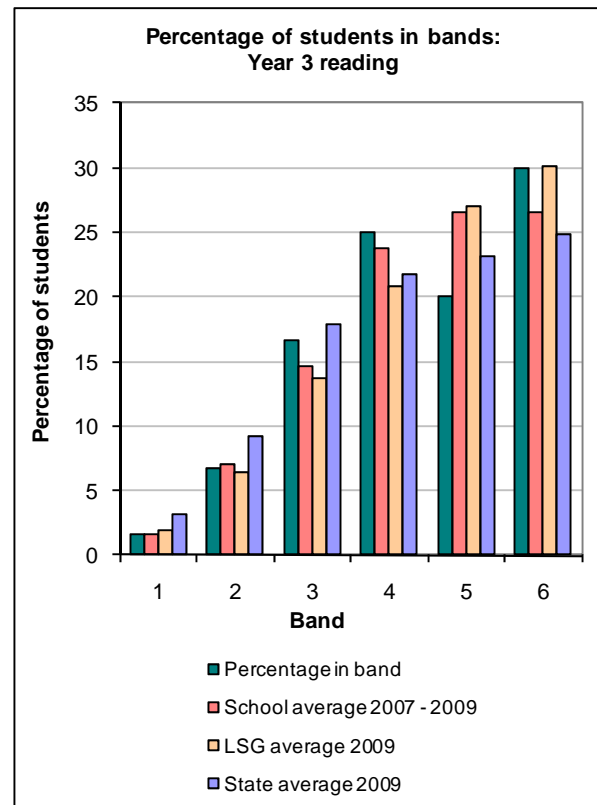
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

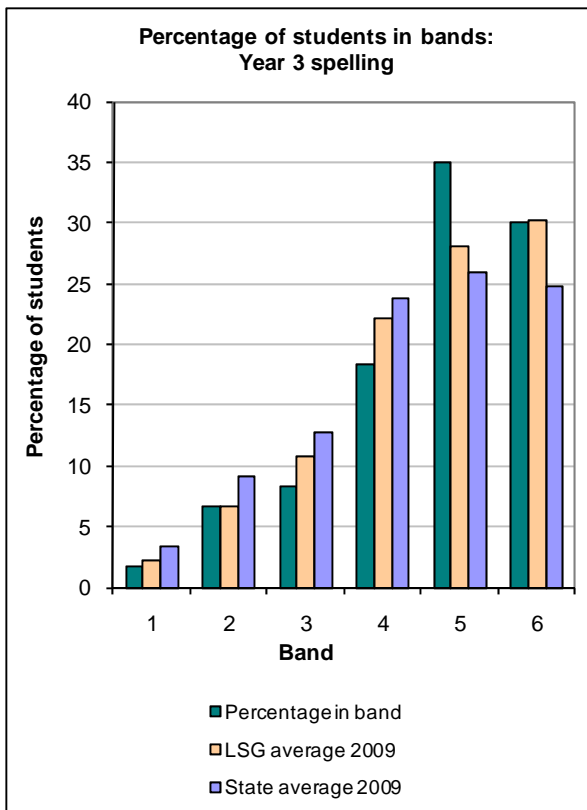
The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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)

### Literacy – NAPLAN Year 3





- There were 180 students in Early Stage 1 and Stage 1. Reading Recovery levels ranged from level 3 to beyond level 30.
- Fifty eight per cent of Kindergarten students were at or above level 10.
- Sixty eight per cent of Year 2 students were at or above level 26.
- Eighty one per cent of K-2 students were reading above grade expectations.
- All students were on an individual home reader level to which they have been matched after individualised testing of oral reading and comprehension. Students were retested at regular intervals to keep pace with their reading development.

### Stage 2 Literacy

There were 61 students in Year 3.

- Twelve received literacy support that focused on reading for meaning, comprehension and spelling skills.
- Individual guided reading levels ranged from Yowie Bay Level 13 to Level 17 (equivalent to reading ages of 7½ to 9½ years).

There were 62 students in Year 4.

- Twelve received literacy support that focused on reading for meaning, comprehension and spelling skills.
- Individual reading levels ranged from Yowie Bay Level 14 to Yowie Bay Level 19 (equivalent to reading ages of 8 to 11½ years).

Within all Stage 2 classes, students worked in groups on activities associated with their levelled fiction and non fiction guided reading books or in whole class activities on fiction, non fiction and poetry texts from the school magazine.

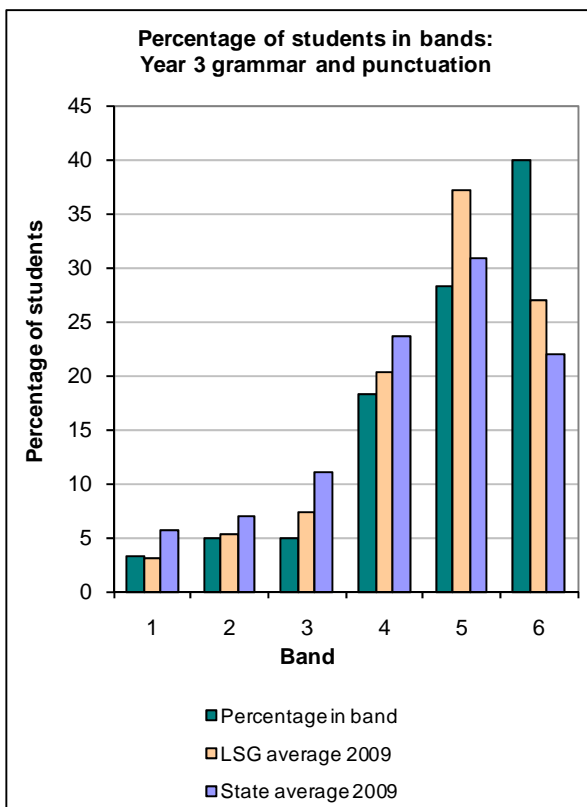
All Stage 2 students participated in daily repeated reading sessions to develop skills necessary for fluent oral reading and accurate comprehension.

During Term 2 and 3, Stage 2 students took part in the home reading challenge.

Students chose their own home reading material from class readers, the school library or their own resources.

### Stage 3 Literacy

- All Stage 3 students engage in daily literacy sessions. Students are placed in levelled reading and spelling groups which allow teachers to specifically cater for different ability groups within the class. During reading groups both Literacy Circles and Reciprocal Reading are actively used within Stage 3

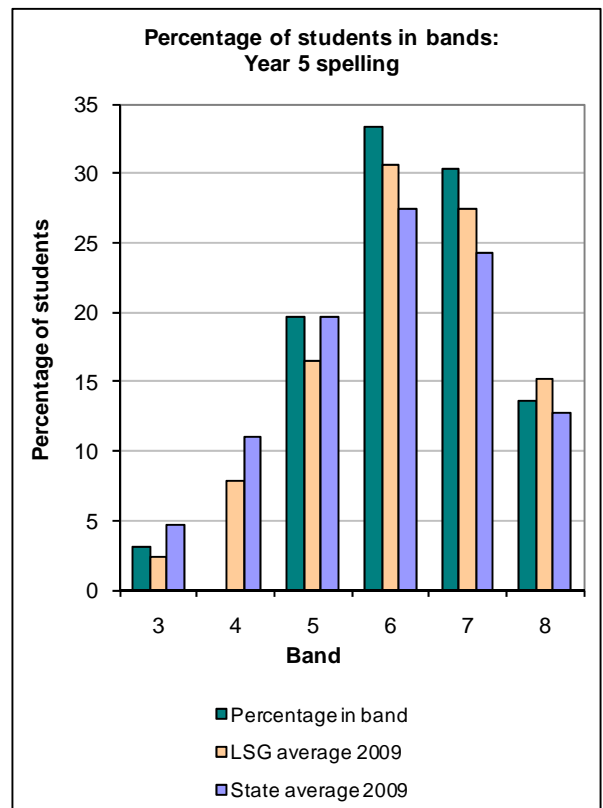
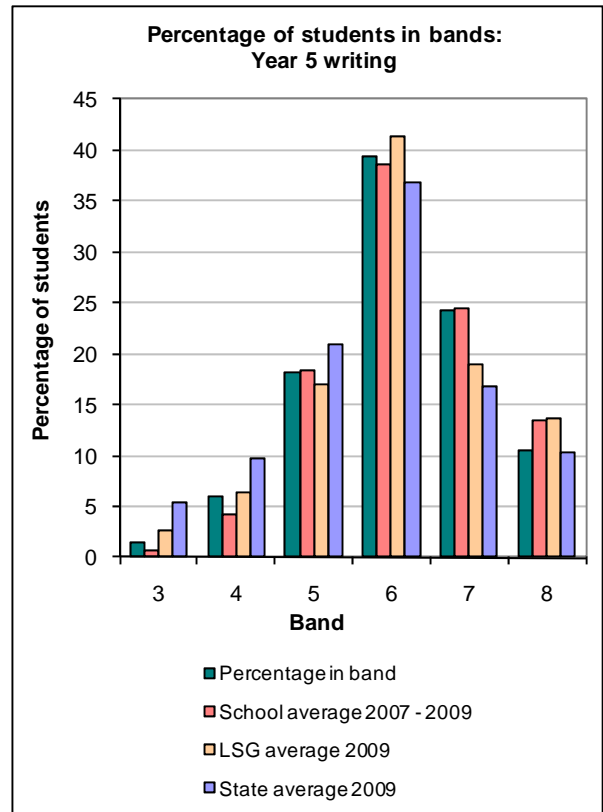
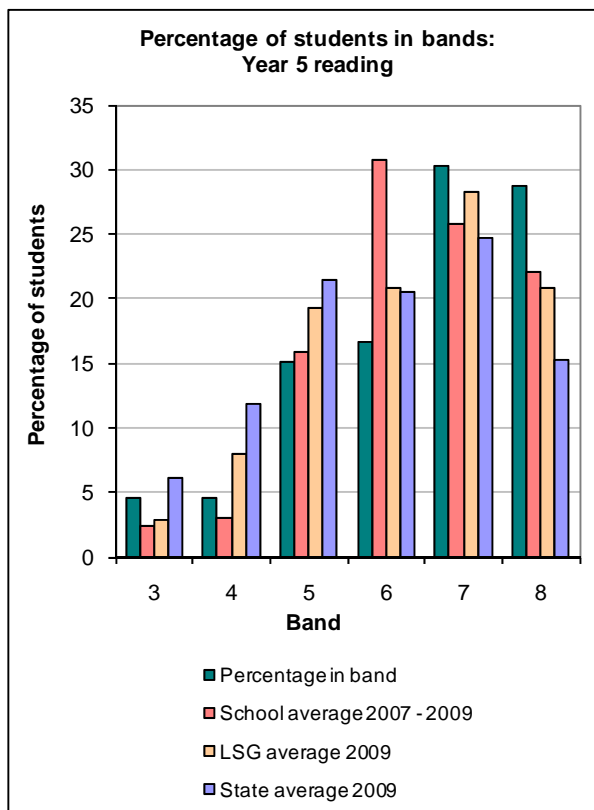


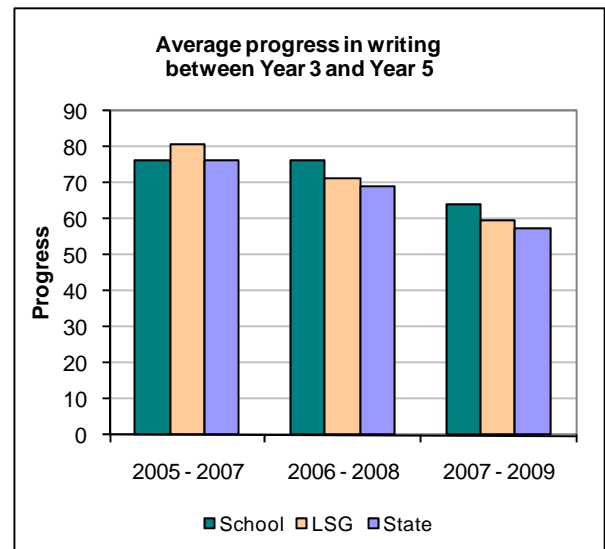
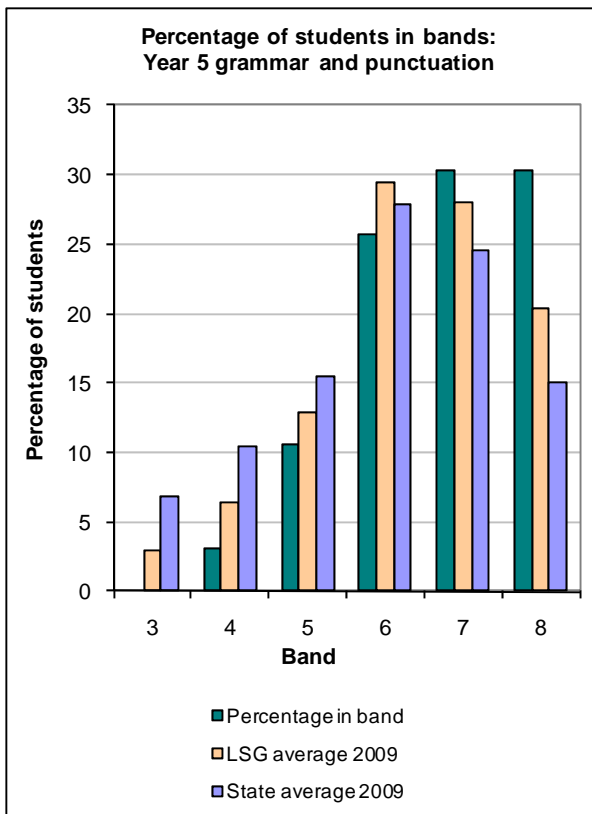
## Kindergarten to Year 2 Literacy

classrooms to continue to specifically encourage and develop boys' comprehension and fluency. Parents are also invited to assist in daily reading groups.

- Teachers utilise a wide variety of resources to support literacy sessions within the class. These include monthly school magazines, big books, picture books, novels and non fiction books.
- Stage 3 students are actively encouraged to participate in home reading. This is achieved by homework tasks, participation in the Premier's Reading Challenge and awareness of specific literature.
- In Writing, Stage 3 students participate in daily writing sessions. Focus is placed on specific text types and these are studied in detail whilst constant revision is applied to other text types, writing styles and techniques.

### Literacy – NAPLAN Year 5

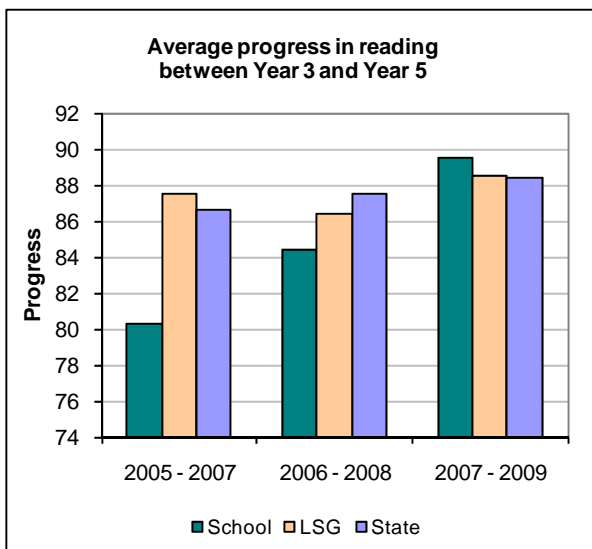




**Average Progress in Writing for Matched Students**

	2005 - 2007	2006 - 2008	2007 - 2009
School	76.4	76.5	64.3
LSG	80.7	71.2	59.9
State	76.1	69.3	57.7

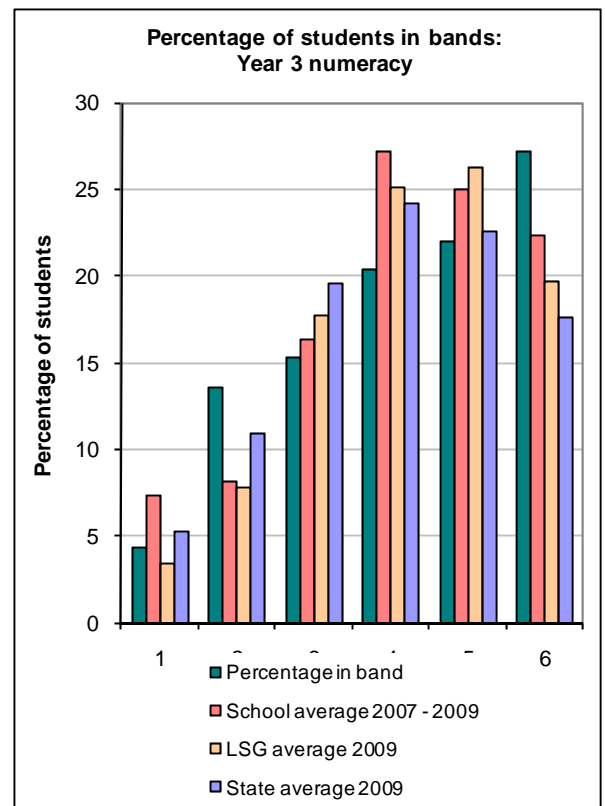
**Progress in literacy**



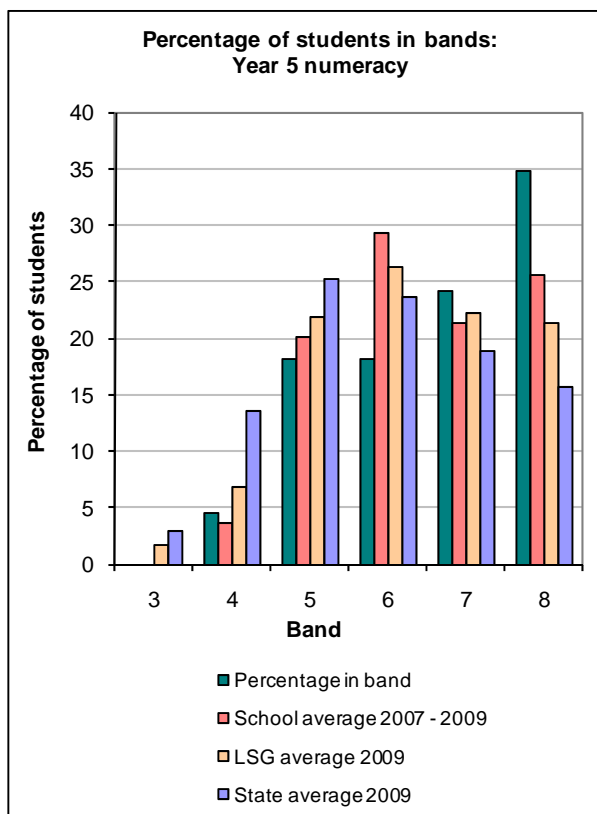
**Average Progress in Reading for Matched Students**

	2005 - 2007	2006 - 2008	2007 - 2009
School	80.3	84.4	89.5
LSG	87.5	86.4	88.5
State	86.6	87.5	88.4

**Numeracy – NAPLAN Year 3**



## Numeracy – NAPLAN Year 5

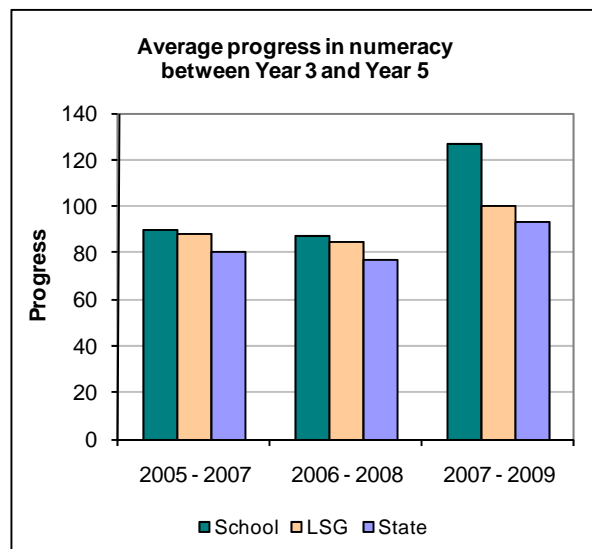


### Stage 2 and 3 Mathematics Groups

All students in Years 3-6 are graded into Stage 2 and Stage 3 Mathematics groups. There are 5 graded Stage 2 groups and 5 graded Stage 3 groups. These groups are taught by the Stage teachers as well as an additional Mathematics teacher, generously funded by the P&C and the school. Mathematics groups are implemented daily for one hour, ensuring students' individual needs in Mathematics are addressed and students with similar Mathematics ability can work together cohesively.

The groups are flexible and students are able to move between groups depending on their assessed performance and learning needs. Students participate in a range of targeted learning tasks including the use of technology such as the interactive whiteboards and the *Mathletics* program. These mathematics groups reflect explicit teaching and maximise learning experiences for the students.

## Progress in numeracy



### Average Progress in Numeracy for Matched Students

	2005 - 2007	2006 - 2008	2007 - 2009
School	89.7	87.5	126.7
LSG	87.9	84.4	99.8
State	80.4	77.3	93.4

### 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 2009

Percentage of Year 3 students achieving at and above minimum standard	
Reading	98
Writing	98
Spelling	98
Punctuation and grammar	97
Numeracy	98

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 5 students achieving at and above minimum standard			
Reading			95
Writing			98
Spelling			97
Punctuation and grammar			100
Numeracy			100

## Significant programs and initiatives

### Aboriginal education

Aboriginal studies are integrated into various key learning areas. The outcome of these studies is that students develop a greater awareness of both contemporary and traditional Aboriginal culture. These outcomes were achieved in 2009:

- utilising both traditional and contemporary Aboriginal stories as an example of the narrative text type throughout all the stages;
- studying the beliefs, culture and lifestyle of traditional Aboriginal people in Early Stage 1;
- singing the Aboriginal third verse of the National Anthem;
- using traditional Aboriginal lifestyles as a theme in a Stage 2 Visual Arts unit;
- visiting Jibbon Beach and the Aboriginal Rock Carvings to learn more about the local Aboriginal tribe;
- explanation of Aboriginal weapons and tools to Stage 2 by an Aboriginal Elder; and
- the impact on the land and Aboriginal people by the Gold Rush studies in Stage 3.

### Multicultural education

Students at our school are exposed to a variety of other cultures through a wide range of experiences. These included:

- multicultural songs in class;
- early Stage 1 HSIE unit entitled *Me* which involved studying the differences and similarities between different cultures;
- comparing similarities and differences in different families around the world in the Stage 1 HSIE unit entitled *Families Past and Present*; and
- studying the differences and similarities in various world religions in Stage 2 HSIE unit *People and their Beliefs*.

### Respect and responsibility

Yowie Bay Public School had numerous programs to ensure students were provided with

opportunities to demonstrate respect and responsibility at all times. These programs included:

- a strong partnership with the local community including the local RSL club. This was highlighted during Anzac Day commemorations when over 80 students and teachers represented the school at the Dawn Service. Members of the RSL club also spoke at the school's Anzac Day ceremony. Flower wreaths were made by the school and laid at the local cenotaph by the school captains;
- the use of Restorative Practice to resolve student issues in a fair and harmonious way;
- participation by all students in the school in a Values Program highlighting respect and responsibility;
- sponsorship of a World Vision student to assist him and his community; and
- one minute silence held to commemorate Remembrance Day.

## Other programs

### Student Welfare

Yowie Bay Public School continues to incorporate a successful Student Welfare Policy. Our award system operates with students valuing the benchmarks as well as the recognition for rewards. Our school plan for welfare programs K-6 for 2009 included:

- Term 1 – Bounce Back Program: our K-6 classes reinforcing our school values. Students participated in lessons promoting honesty, caring and consideration, respect, resilience, doing your best and responsibility.
- Term 2 – Child Protection: the Child Protection Program was successfully implemented for all K-6 students. Students discussed their rights and responsibilities and the importance of a network.
- Term 3 – Road Safety: the important concepts of Road Safety were discussed with K-6 students ranging from crossing a road, bike safety and the importance of wearing a seatbelt or helmet.
- Term 4 – Drug Education: students in K-6 took part in lessons regarding the importance of using and keeping medicines safe. Stage 1 used *Dr Gemma* and Stage 3 used *Smoke Screen* resources.

## Enrichment Programs

### Semester 1

During Semester 1 selected Stage 2 students developed thinking skills through the use of

*DeBono's Six Thinking Hats*. This program gave students opportunities to think more richly and comprehensively. Students explored each of the six coloured hats and expanded their use of different aspects of thinking while solving a variety of problems.

Stage 3 students participated in *Murder Under the Microscope*, an interactive environmental game. In this project, students were presented with a mystery, an eco crime somewhere in Australia. Working as an investigation team, students studied the issues and crime sites, researched victims and villains and used the clues provided by Catchment Headquarters to try to solve the mystery. The students successfully completed the investigation and were awarded a certificate for being successful EcoPlanners in the 2009 game.

## Semester 2

During Semester 2, selected Stage 2 and Stage 3 students participated in the *Night of the Notables* enrichment program. *Night of the Notables* stresses independent learning; wide and deep research; superior end products; personal commitment and performance; and higher level thinking skills. This program allowed students to engage in an in depth personal study of one famous person. Students researched their chosen *notable* widely and comprehensively with a view to presenting as that person. This individual research nurtured passions and interests and supplied strong motivation for the students to succeed.

## Stage 1 Semester 2

During Term 3 teachers in Stage 1 identified students suitable for participation in a technology based enrichment program. The program was based on the International Year of Astronomy and involved students researching self chosen aspects of space.

Students worked in the school technology centre for one hour a week, learning to manipulate and incorporate aspects of technology in their presentations.

Students developed skills in creating powerpoint presentations, word processing and public speaking to develop a four minute presentation. The final presentations were performed for parents, staff and Stage 1 peers at the end of Term 3.

## Technology

The Technology room was used continually by all K-6 students.

- K-6 students participated in Mathletics.
- ICT integrated into all key learning areas.

- IWB (Interactive Whiteboards) installed in all classrooms.
- IWB integrated into daily teaching and learning activities and used by students and staff.
- Technology continuum was revised and used throughout the year in class teaching programs.
- All staff trained in the use of Smart Notebook software.
- Web pages created to support the use of IWB in the classroom.
- School's intranet updated to include more teaching resources.
- Students achieved 4 high distinctions and 10 distinctions in the Computing Skills test.

## Support Programs

The Learning Support team meets weekly in consultation with the school counsellor to identify, discuss, monitor and track students' needs – social, emotional, academic and special.

The identified students are assessed by the counsellor or Support Teacher Learning Assistance (STLA) in consultation with the class teacher, parents and relevant support staff.

Students with specific and ongoing learning disabilities are monitored and discussed regularly. Parents are kept informed of their progress.

Students requiring support engage in the following programs:

- Multilit Literacy Program;
- Reading Recovery;
- Rainbow Reading Program;
- Fitzroy Reading Program;
- Kindergarten Restart;
- Kids Hope Program; and
- Years 1-6 Reading Support Program.

## Progress on 2009 targets

### Target 1

***To improve the performance of students in literacy with a focus on Reading and Spelling with 92% of students reaching stage outcomes in Years 1-6.***

Our achievements include:

- using NAPLAN data and the Smart Package, staff designed programs in literacy to address perceived areas of weakness for students in Years 3-6;

- support programs provided for Years 2-5 targeted students;
- targeted remediation programs for Years 3-5 students to improve NAPLAN results;
- successful implementation of Best Start in Kindergarten;
- professional learning to revisit explicit systematic teaching in Reading;
- participation in a variety of Sydney Region literacy projects with participating teachers presenting aspects to the staff in professional learning sessions;
- classroom lesson observations by team leaders and principal providing support and direction for guided reading lessons;
- school based professional learning including Running Records, Visual Literacy, Writing Criteria developing comprehension skills was undertaken by teachers;
- improved NAPLAN results in Reading with 50% of Year 3 students and 52% of Year 5 students in top two bands in Reading; and
- Guided Reading groups evident in all classes to cater for individual literacy levels of students.

## Target 2

***To improve student engagement and teacher confidence in technology and to ensure grade specific technology outcomes are achieved.***

Our achievements include:

- technology continuum being revised during a school development day and used throughout the year in class teaching programs;
- all students K-6 allocated time in technology room with ICT coordinator to develop ICT skills;
- lessons with ICT strand cooperatively planned by ICT teacher and class teacher;
- excellent student results in Computer Skills Test;
- extensive in school training being given to staff in the use of IWB and integration into teaching programs;
- teachers participating in regional professional learning courses. This led to the development of school resources; and
- teacher participation in online IWB courses.

## Target 3

***To further develop and promote environmental education through active participation in activities designed to promote economical use of resources.***

Our achievements include:

- plans to collate successfully implemented teaching programs and rich tasks with integrated environmental activities into a scope and sequence of environmental education integrated into present HSIE and science school plans;
- an assembly with an environmental focus, highlighting the destruction caused by non recyclable waste, a focus on reducing lunchbox waste and identification of recyclable items by all classes in the timeframe of one week;
- evidence of successful results from encouragement of no waste lunches;
- maintenance of energy reduction achieved in 2008;
- readiness of compost to be used in the new vegetable patch and gardens around the school and the purchase of a second composting bin;
- implementation of strategies to improve students' awareness of the importance of saving water through participation in Sydney Water Design Challenge. Students produced water saving posters and proposed replacement of an old style bubbler with a waste reducing water bottle filler; and
- a combined schools seminar with expertise and knowledge being exchanged to promote better environmental initiatives in all participating schools.

## 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 Learning and Spelling.

## Educational and management practice Learning

### Background

Student forums were conducted across Stages 2 and 3 to ascertain students' understandings of how they learn and the best learning strategies for them as learners.

A cross section of students, equitably gender balanced, participated in orally transcribed

discussions with a staff executive about their learning experiences. All group discussions were informal and focused around the same open questions allowing students to contribute as openly as possible.

## Findings and conclusions

Students:

- commented on the positive qualities of their teacher (supportive, thoughtful, respectful, tolerant) and their successful learning experiences in the classroom;
- felt the interactive whiteboard had made their classroom a much more interesting place to learn;
- learnt best with clear explicit teacher instruction and expectations of how students could achieve well;
- liked to have some say in their learning – they liked to have choices in the way they could respond to tasks;
- liked to manipulate materials and explore ideas by doing hands on activities;
- liked having their creativity and learning styles valued;
- liked peer mentoring, particularly in graded activities such as mathematics and reading groups;
- learnt best when their classroom was safe and happy;
- liked open ended activities;
- learnt best when the teacher listened to and valued their ideas;
- enjoyed having different teachers for different lessons and felt this helped them become more independent learners;
- improved their performance when the teacher gave them positive feedback. The two most popular reinforcers were a positive conversation with the teacher or a special comment written on their work;
- valued seeing their work displayed and shared;
- found their classroom learning experiences positive and engaging;
- felt their teacher was central to their successful learning; and
- valued choices in their learning.

## Future directions

From the forums there were clear implications for ways to improve quality learning for all students. These will be important considerations in lesson planning for 2010.

These include more opportunities to:

- learn using physical resources, ie hands on activities as students valued opportunities to manipulate, design and create objects to respond to tasks;
- respond to tasks in a variety of ways catering for individual learning styles;
- contribute to and negotiate their own learning tasks; and
- recognise from staff that students have clear understanding of how they learn best and that this should be considered in classroom teaching.

## Curriculum

### Curriculum – Literacy - Spelling

#### Background

Following our BST and Naplan results assessment in Spelling over the last few years, as well as observations of programs and teaching strategies, it was decided to review the teaching of spelling across the school.

Staff were surveyed on their teaching of spelling including modelled, guided and independent. They were also asked about their understandings of the four forms of spelling – phonological, visual, morphemic and etymological. Other areas surveyed included assessing spelling, spelling texts, Spelling lists and programs.

#### Findings and conclusions

As a result of the staff survey, it was evident that:

- the spelling program needed to include the four forms of spelling;
- spelling lists needed to be organised according to the four forms of spelling knowledge;
- spelling texts were not structured in a meaningful way;
- a whole school proofreading and editing guide needs to be developed which can be used consistently by students from one year to the next; and
- a planned whole school approach to spelling is not in operation in the school.

#### Future directions

In 2010 we will:

- examine the spelling documents;
- focus on literacy: Spelling; Programming and Strategies Handbook; Teaching Spelling K-6; Classroom Strategies for the Teaching of Spelling (North Coast Region); Writing and Spelling Strategies; and NSW English Syllabus;
- discuss best practice strategies in the teaching of spelling;
- engage in professional development in school and in regional projects;
- develop a consistent editing tool across the school for writing;
- implement the K-6 *Sentence a Day* Program; and
- consult with regional literacy consultant to provide support and direction.

### 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.

#### Strengths

- Dedication and professionalism of teachers.
- Caring and helpful office staff – amazing multi taskers.
- Excellent leadership – strong organisation, high standards and decisive.
- Happy and nurturing learning environment.
- Excellent extra curricular activities.
- Performing Arts Concert and Wakakirri.
- New technology – interactive whiteboards.
- Varied sporting opportunities, karate, gala days and surf awareness.
- Kindergarten Restart program.
- Language programs – Japanese, German and French.

#### Areas of Improvement

- Newer, more relevant home readers K-2.
- Issue homework on a Friday to give more opportunity for completion over the weekend.
- Homework activities need to be more revision and reinforcement of work covered.
- Award system – difficult for students to achieve a Principal's Award.
- Introduction of String Group.
- More emphasis on Science.

- Improved dance choreography.

### Professional learning

All teachers participate in state, regional, local and school based professional development during 2009.

#### State

**Best Start** – Kindergarten teachers were trained in Best Start assessment procedures and individually assessed each Kindergarten student on entry to school in literacy and numeracy. Data was recorded and a comprehensive report was provided to each parent.

#### Regional

Projects included:

- Coffee and Literature
- Visual Literacy Stages 2 and 3
- Naplan Marking Criteria for Writing
- Bridging the Gaps Stages 2 and 3
- Reading Matters Stages 3 and 4
- Promoting Thinking and Working Mathematically in Stages 3 and 4
- Patterns and Algebra
- English and Mathematics K-6 in the Interactive Classroom
- Claymation – Digital Animation
- Promoting Thinking and Working Mathematically

#### Local

- Network Meetings – Kindergarten A Good First Year
- Computer Coordinators Meetings
- Librarian Meetings
- Choir Workshops
- Learning Support Team Meetings
- Early Child Network Meetings
- Primary Executive Network (PEN) Meetings

#### School

- Child Protection
- Emergency Care and CPR
- Writing: Criteria marking for Naplan
- Anaphylaxis
- Technology – Smart Notebook Software
- Naplan – Smart Data

- Reading

percentage of Year 3 Naplan Number results in the top two bands.

## School development 2009 – 2011

### Targets for 2010

#### Target 1

**To improve the performance of students in literacy with a focus on Spelling and Talking and Listening with more than 50% of Year 3 and Year 5 students in the top two bands in Spelling.**

Strategies to achieve this target include:

- using NAPLAN data 2008 and 2009 to identify weaknesses in Spelling and plan strategies to improve pedagogy;
- participation by staff in whole school Spelling and Talking and Listening professional learning by reviewing syllabus documents and support materials;
- participation by staff in Sydney Region professional learning on projects to improve all aspects of literacy with a focus on Spelling and Talking and Listening;
- implementation of the K-6 *Sentence A Day* Program;
- developing a consistent approach to planning and programming spelling K-6 and phonemic awareness K-6;
- trialling new spelling strategies incorporating the four forms of spelling – visual, phonological, morphemic and etymological; and
- regional consultants providing support and direction in Spelling and Talking and Listening.

#### Our success will be measured by:

- staff designing programs in spelling to incorporate perceived areas for improvement;
- improved pedagogy in Spelling and Talking and Listening as evidenced by professional dialogue, classroom lesson observations and teaching programs;
- improved outcomes in Spelling as evidenced by school based assessments and NAPLAN results in 2010 and 2011 with more than 50% of Year 3 and 5 students in the top two bands;
- the development of a school plan for Spelling and Talking and Listening; and
- targeted support for students in Years 2-6 in the area of spelling resulting in a greater

#### Target 2

**To improve the performance of students in numeracy K-2 with a focus on number**

Strategies to achieve this target include:

- using Year 3 NAPLAN results 2008 and 2009 to identify weaknesses in numeracy results and plan teaching strategies for Stage 1 programs;
- using Kindergarten Best Start data to group students and plan and deliver quality numeracy teaching in the first year of school;
- school professional learning revisiting syllabus and support documents to improve numeracy outcomes K-2; and
- participation by K-2 staff in Sydney Regional professional learning projects to improve numeracy outcomes;
- reviewing assessment strategies in numeracy to ensure continual growth for every student;
- inservicing staff on *Mathletics* and greater use of this resource in the K-2 area;
- stocktake, redistribution and purchase of numeracy resources in K-2 classes to ensure adequate *concrete* materials;
- assessing Stage 1 students using the Early Number Framework and grouping students in graded number groups across the stage; and
- introducing graded numeracy groups in Stage 1 using an additional teacher to form smaller groups.

#### Our success will be measured by:

- programming in numeracy to incorporate perceived areas for improvement (from NAPLAN results) included in teaching programs;
- Kindergarten and Stage 1 students grouped according to the Early Numeracy Framework;
- improved pedagogy in K-2 numeracy teaching as evidenced by professional dialogue, programming and numeracy lesson observation by team leader and principal;
- feedback from the school community following the introduction and formation of Stage 1 numeracy groups;
- *Mathletics* used as a resource from K-2 numeracy lessons; and

- improved student numeracy outcomes as evidenced in school assessments and NAPLAN results (2011 and 2012).

### Target 3

***To enhance access to digital educational resources and to be innovative in the use of interactive technologies for teacher and student learning.***

Strategies to achieve this target include:

- maintaining the school's six IWB resource sites;
- purchase and installation of a wireless network for new classrooms;
- purchase of laptop computers and trolleys;
- technology coordinator providing and coordinating within school professional learning of staff;
- purchase of IWB for new classrooms;
- incorporation of wikis and blogs into classroom practice;
- successful installation of the interactive classroom;
- participation by staff in connected classroom training;
- incorporation of cybersafety and cyberbullying into ICT and student welfare programs;
- technology coordinator mentoring selected staff for professional learning;
- technology lessons taken by technology coordinator in RFF; and
- reduction of energy consumption by school computers.

#### **Our success will be measured by:**

- school community using wikis and blogs as means of communication and a tool for learning;
- K-6 students all receiving technology lessons to achieve KLA outcomes;
- laptop wireless network available to four classrooms which results in the school's technology room being available to more classes;
- staff confidently using IWB and related technologies in all classrooms to enhance student learning across all key learning areas;
- students having a deeper understanding of cybersafety and cyberbullying;
- teachers and students adopting new technologies and deeply embedding them in

quality teaching practices to ensure enhanced student outcomes; and

- school has reduced energy consumption.

### About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find 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>