

Messages

Principal's message

Yowie Bay Public School continues to provide a wide range of programs and opportunities to meet the academic, sporting and cultural needs of students. This year has been an outstanding year of achievement with improvements noted in literacy, particularly writing and mathematics, sporting excellence and performing arts.

It has been a year of growth in enrolments and has seen the completion of the Building Education Revolution (BER) and National School Pride (NSP) projects with the building of the Stage 3 classroom block, the hall extension and new canteen and the refurbishment of the student toilets and the administration area. A new school run canteen has been established providing service three days a week with profits returning to the school.

The school has begun the establishment of a wireless computer network through the school and has purchased laptops and netbooks for student use in the new Stage 3 block. A strong partnership exists within the school between staff and the parent community. Teaching and learning has been enhanced through parental involvement in the P&C, its fundraising committees and parent assistance within the classroom. The sense of collaboration fostered between staff, students and the parent community has undoubtedly been a highlight of 2010.

The Yowie Bay staff continues to demonstrate their high level of commitment and support for student learning and involvement in extra curricular activities. Staff provide a safe, challenging learning environment providing opportunities for all students to maximise their learning in all areas. Student outcomes have been enhanced due to the extensive professional learning undertaken by staff throughout the year. I sincerely thank them for their efforts.

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 Parents and Citizens Association plays an active role in the direction and decisions made at Yowie Bay Public School.

The P&C contributes significant funds through the efforts of many fundraising events and the uniform shop profits.

During 2010, through the voluntary efforts of many parents, we staged the following events.

- Chocolate drive;
- Discos;
- Mothers Day Stall;
- Election barbeque;
- Wine and Trivia Night; and a
- Golf Gala Day.



I would like to thank those parents and members of the community who have given up their time and resources. Without your help the P&C could not offer the assistance the school received in 2010.

The P&C funded over \$70,000 in initiatives which included:

- 2 days x mathematics teachers;
- laptop computers and supporting technology;
- painting of classrooms; and
- renovating utilities.

Please continue to support the P&C, as all resources we provide directly benefit your children.

Stuart McLaughlin
P&C President

Student representatives' message

The Student Representative Council (SRC) consisted of 27 students. SRC meetings were held once every fortnight and were 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. Each SRC member has been given a clipboard to record their class' ideas and suggestions. The clipboards are brought to the meetings and discussed with the SRC. Miss Braithwaite supervises the group although there is a strong emphasis on student leadership.

In 2010 many issues were raised and worked on by the SRC including discussions for fundraising ideas. The SRC supported the devastating earthquake in Haiti in February by raising \$1,359.00, an amount which covered the inside of the word *HAITI*. In June, the SRC helped raise \$20,000 for our school's technology program by hosting a *World Cup Spellathon*.

In July, the SRC also supported NSW Cystic Fibrosis by styling their hair in crazy styles and raising \$526.00. LJ Hooker Gynea was involved by donating gift cards to *Toys R Us* for the winning hairstyles in each Stage. The SRC raised \$547.00 for the charity *Jeans for Genes* in August. The SRC decided to support the Tooroo Babies' Orphanage in Uganda with a cake stall. Stage 2 provided the cakes and the total amount raised was \$493.60. To support the Australian Mitochondrial Disease Foundation, the SRC organised a *Pyjama Day* in November and raised \$792.80.

Thank you also to the families who donated clothing and other materials to Stewart House in August. The SRC also played an important role in leading Grandparents Day, Open Day, NAIDOC Week and World Teachers Day.

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.

Tara Mooney and Matthew Donnelly

School Captains and SRC Members

School context

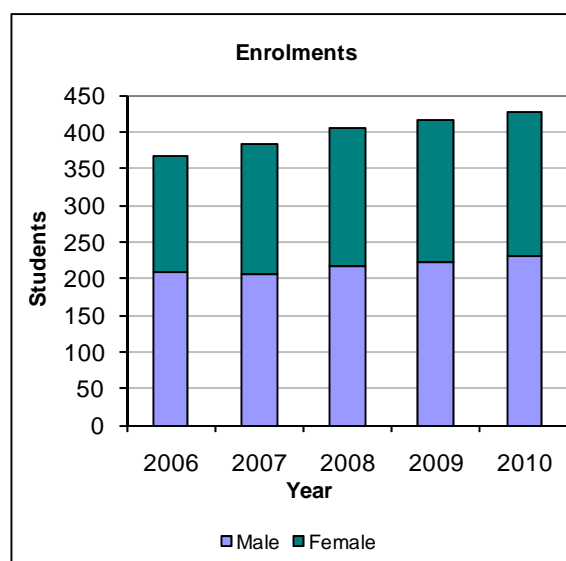
Student information

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 428 students, comprising 230 boys and 198 girls.

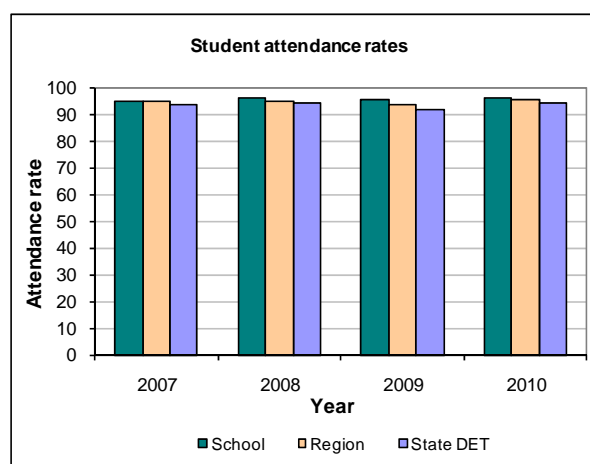
	2006	2007	2008	2009	2010
Male	208	205	218	223	230
Female	158	177	187	192	198



Student attendance profile

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

	2007	2008	2009	2010
School	94.8	96.0	95.7	96.2
Region	95.0	95.2	93.7	95.4
State	94.0	94.1	92.1	94.4



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' attendance issues 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 can be 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 2010 class size audit conducted on Wednesday 17 March 2010.

Structure of classes

Roll Class	Year	Total per Year	Total in Class
KW	K	20	20
KK	K	18	18
KO	K	18	18
1R	1	21	21
1B	1	23	23
1/2P	1	16	28
1/2P	2	12	28
2H	2	23	23
2F	2	25	25
3G	3	30	30
3F	3	31	31
4P	4	29	29
4G	4	30	30
5P	5	25	25
5S	5	26	26
5/6M	5	14	29
5/6M	6	15	29
6W	6	25	25
6A	6	25	25

Staff information

We had 26 teaching members of staff in 2010. This included four assistant principals, thirteen classroom teachers and specialist and support staff. Both an assistant principal and a classroom

teacher were appointed through merit selection and a new teacher was appointed through the transfer system. One teacher was seconded to work as a technology consultant for the year and was replaced by a temporary teacher.

Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	4
Classroom Teachers	13
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	0
Teacher of Reading Recovery	.412
Support Teacher Learning Assistance	.2
Teacher Librarian	.8
Teacher of ESL	.4
Counsellor	.2
School Administrative & Support Staff	2.622
Total	22.634

Staff retention

As well as the permanent staff there were nine temporary teachers appointed during the year to fill vacancies and replace teachers on workers compensation, sick and 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:	30/11/2010
Income	\$
Balance brought forward	118 455.94
Global funds	211 436.86
Tied funds	108 997.48
School & community sources	450 726.46
Interest	8 454.79
Trust receipts	221 010.07
Canteen	18 449.00
Total income	1 137 530.60
Expenditure	
Teaching & learning	
Key learning areas	59 543.09
Excursions	100 271.87
Extracurricular dissections	163 854.92
Library	3 132.12
Training & development	46 259.85
Tied funds	98 641.66
Casual relief teachers	33 511.40
Administration & office	102 760.31
School-operated canteen	15 128.86
Utilities	37 408.24
Maintenance	28 512.58
Trust accounts	214 852.64
Capital programs	70 862.76
Total expenditure	974 740.30
Balance carried forward	162 790.30

groups performed at Westfield Miranda during Education Week. The 4/5 girls jazz group performed at the Highfield Concert raising funds for Sutherland Hospital. The junior 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.



- The school Dance Ensemble, comprising 30 students from Years 2 to 6, performed *Remember* in the Regional Dance Festival at the Seymour Centre and also in the Sutherland Shire Schools Music Festival at the Sutherland Entertainment Centre.

A full copy of the school's 2010 financial statement is tabled at the first meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

- Thirty students from Stages 1 and 2 participated in the inaugural Regional Primary Dance Day program. This involved guided workshops based on the K-6 dance curriculum. The students developed child centred choreography using the elements of dance. The students performed at the Regional Dance Day at Summer Hill Public School in Term 3.
- One hundred and eighty students participated in the dance program. The jazz



- Five 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 2011.



- The performing band participated in an evening concert at Cronulla Sutherland Leagues Club as part of a combined schools band comprising 223 performers.
- 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 150 students.
- 61 Year 2 students and 62 Year 3 students participated in recorder groups. The recorder groups performed at Open Day and the Performing Arts Concert. The recorder program addresses the Creative Arts curriculum and provides students with a pathway to the band program.
- The Senior Choir, consisting of 37 students from Years 3-6, performed at a number of school and community events in 2010 including ANZAC Day, Grandparents Day and St Luke's Community Carols. The Senior Choir performed at the 2010 Sutherland Shire Schools Music Festival and one of our students was selected as a soloist for the concert.

- One Stage 3 student from the senior choir progressed through three rounds of auditions and live call backs to be a featured soloist at the 2010 Schools Spectacular. She also performed as a soloist at many school events and assemblies.
- The junior choir, consisting 63 students from Year 2, performed at the Sutherland Shire Schools Music Festival. The students also performed at Grandparents Day and St Luke's Community Carols.
- Three classes participated in Primary Play Day in Term 3, performing at the St George Auditorium, Kogarah. 1/2P, 1B and 5/6M all worked with a drama tutor to create student based individual class items which they also performed at the School Performing Arts Concert.

Sport

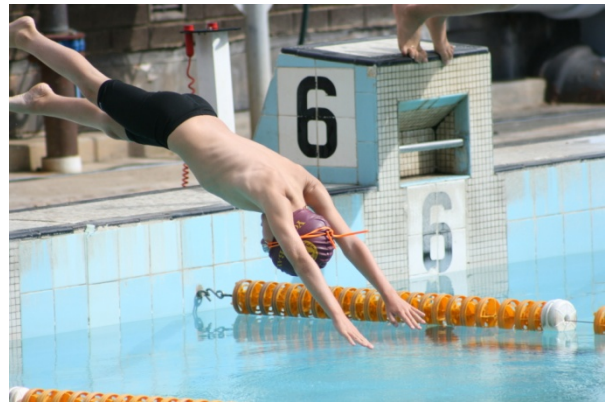
2010 was an outstanding year in all areas of sport for Yowie Bay Public School. This ranged from students competing in weekly class sport activities to students excelling in state wide competitions. Highlights of the sporting year included the following:

- The school sport program (3-6) involved students in t-ball, softball, cricket, Australian Football League (AFL), soccer, netball, basketball, hockey, rugby league, athletics and exercise activities and OzTag. It also included 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.
- 2010 saw the continuation of a non contact karate program offered to interested students in the primary area focusing on fun, fitness and self discipline.
- In summer the school participated in: cricket, basketball and softball and in winter: soccer and netball in the Cronulla Zone Primary School Sports Association (PSSA) competitions.
- In netball, the Junior B team were premiers with the Senior B, Senior C and Junior C teams all being runners up.

- The junior cricket team was the runner up and the senior team won the premiership in the Division 2 competition.
- In soccer both the Senior Kangaroos and Junior Kangaroos were the premiers in the Division 1 competition and the Senior Dolphins were premiers in the Division 3 competition. This was the highest achievement by an individual school in the history of the combined Cronulla and Sutherland PSSA Soccer competition.
- The school sent participants to try out for Zone PSSA teams with 8 students successful in gaining selection to zone representative teams.



- Four students were successful in gaining selection into Sydney East PSSA representative teams including girls hockey, water polo, AFL and rugby union. These teams competed at the NSW PSSA State Championships.
- The school participated in a Stage 3 rugby union competition, Stage 3 AFL competition, Stage 2 and 3 Cronulla Sutherland District Rugby League Knockout and the Cronulla Sutherland District Super 8's Cricket Competition. From these competitions the school was district champion in the Stage 3 rugby union, the Super 8's cricket and finalists in the Stage 3 rugby league competition. In AFL the boys were runners up in the regional competition.
- Visiting sports associations have provided coaching clinics in cricket, basketball, 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.
- Fifteen students participated in Sydney East Area PSSA carnivals while nine students participated in the NSW PSSA state carnivals - an outstanding achievement. The school's success at these carnivals was highlighted by the Senior Boys Relay coming 2nd at the NSW PSSA State Swimming Championships. Yowie Bay was the highest placed public school in NSW in this event.
- Early Stage 1 participated weekly in fundamental movement skills with rotating games and activities developing both fine and gross movement skills utilising both the expertise of teachers and the parent community.
- Stage 1 participated in weekly rotating sporting activities aimed at further developing fundamental skills. Stage 1 students also participated in clinics by the NRL and NSW Cricket.
- Stage 2 participated in a surf awareness clinic for a week where all students' confidence and skills in the surf improved.

NSW Premier's Sporting Challenge

The Premier's Primary School Sporting Challenge aims to engage young people in sport and physical activity and encourages them to lead healthy, active lifestyles. The Challenge involved all classes participating in a 10 week sport and physical activity challenge. Classes received a Bronze, Silver, Gold or Diamond Award depending on how much time they accumulated in a broad range of sports and recreational

pursuits during lunchtime, in school sport programs, class time, after school or in weekend physical activity.

As part of the Premier's Sporting Challenge Ambassador Program, we had a visit from former swimming champion and Olympic gold medallist Craig Stevens. Craig talked about the importance of eating well and the benefits of regular exercise.

As part of the school's involvement in the challenge we received a grant of over \$3000 to spend on sporting equipment.

Camps and Excursions

Kindergarten

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

- In Term 2 Kindergarten attended the matinee performance of *Wombat Stew* at the Enmore Theatre as part of their Narrative and Picture Books studies in English.
- Kindergarten students attended the matinee performance in Term 3 of the Sutherland Shire Schools Music Festival in which Year 2 performed in both the combined choir and a dance item.
- Kindergarten students studied *Our Needs in Human Society and Its Environment*. An excursion to Calmsley Hill City Farm in Term 4 enabled the students to compare and contrast their needs with those of the animals.



Stage 1

- Stage 1 went to Botany Bay National Park at Kurnell in Term 1 as part of their HSIE unit *Wet and Dry Environments*.
- In Term 2 Stage 1 attended the matinee performance of *Wombat Stew* at the Enmore Theatre as part of their Narrative studies in English.
- In Term 3 Year 1 attended the matinee performance of the Sutherland Shire Schools Music Festival.
- In Term 3 Stage 1 visited the Sydney Wildlife World as part of their unit on *Minibeasts*.



- The junior choir attended the Christmas Carol Service at St Luke's Church, Miranda in December.

Stage 2

- Stage 2 went to Elizabeth Farm in Term 3 as part of their HSIE unit *British Colonisation*.



- 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 3

- Stage 3 went to State Parliament, The Mitchell Library and the Art Gallery of NSW in Term 2 as part of their HSIE studies on *Democracy* and CAPA studies.
- In Term 3, Stage 3 attended a 3 day excursion to Canberra and Mt Kosciusko National Park as part of their HSIE unit on *Democracy*.



- In Term 4 Stage 3 visited The Royal National Park rainforest as part of their HSIE unit on *Rainforests*.

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 a significant part of our talking and listening program in English. In Term 3, every student from Years 1 to 6 prepared and presented a speech in the form of an exposition to their class.



After holding our class, stage and school competitions, our three stage finalists progressed to the Northern Zone Public Speaking Finals at Gympie Bay Public School.

Our Stage 2 and 3 speakers gained first place in their stage sections and subsequently advanced to the district level of competition which was held at Miranda North Public School.

Our Stage 2 representative won his section at District and went on to represent Yowie Bay in the Regional Finals at Chifley Public School.

Debating

In 2010 our debating team consisted of 16 students from Stage 3. Our teams debated against Sutherland Public School and Loftus Public School in a series of 3 round robin debates. Our 2 teams performed well, each winning 2 debates, and we were narrowly beaten by Loftus to progress to the zone debate.

Premier's Reading Challenge

To complete the 2010 Premier's Reading Challenge students K-2 were required to read, or have read to them, 30 books, 25 from the challenge and 5 personal choice books, while students in Years 3-6 were required to read 20 books, 15 from the Challenge and 5 personal choice books.

- 227 students completed the 2010 Premier's Reading Challenge. Following are the student participation numbers for each year:

- Kindergarten - 55, Year 1 - 59, Year 2 - 61, Year 3 - 19, Year 4 - 13, Year 5 - 12, Year 6 - 8.
- Participation in the 2010 Premier's Reading Challenge increased by 102 students compared with 2009. There was an increase in participation across all grades in the school.

Premier's Spelling Bee

Yowie Bay Public School continued its participation in the NSW Premier's Spelling Challenge with 45 students from Stage 2 and Stage 3 participating in the school based challenge. Eight students competed in the school finals with four students selected to represent the school at the Regional Finals at Bonnet Bay PS.

Climate Clever Energy Savers 2010

Yowie Bay Public School was involved in Climate Clever Energy Savers, a statewide project designed to educate students about energy usage and, through student led research, develop ways that schools can reduce their carbon footprint. This was the pilot year for this program and we were only one of 17 primary and high schools to be selected in this region. Six groups of Year 6 students involved worked in developing these proposals and discovered many new ways that Yowie Bay Public School can conserve energy.

Two of our proposals were approved and we received a total of \$3,000 to implement the ideas into our school. The two proposals were very different - one was a hardware device to store power being used by our interactive whiteboards and the other was a program involving interactive and educational games to be designed for K-2 students. As part of the education program, students contacted Environmental Educational Centres and arranged incursions for students.

Environmental Education

There has been a continued promotion of environmental education through active participation in resource and energy saving activities on a class and whole school basis.

- Whole school participation in *School Clean Up Day* and *World Environment Day*.
- Whole school participation in *Nude Food Day* as part of the continuing practice to encourage low waste lunches.
- Whole school rich tasks with environmental components have been incorporated into HSIE and Science programs K-6.
- Assemblies focusing on the importance of recycling and the potential danger to wildlife of plastic in our waterways.
- Salad vegetables from the school vegetable patch were used in the school canteen.
- Paper, printing ink and energy have been saved by sending the school newsletter via email.
- Year 6 students took part in the *Climate Clever* program.
- Plans are being made to plant more fruits and vegetables that can be used in the canteen over the next year.
- A worm farm is to be purchased to supplement the compost bins already in use.

Academic

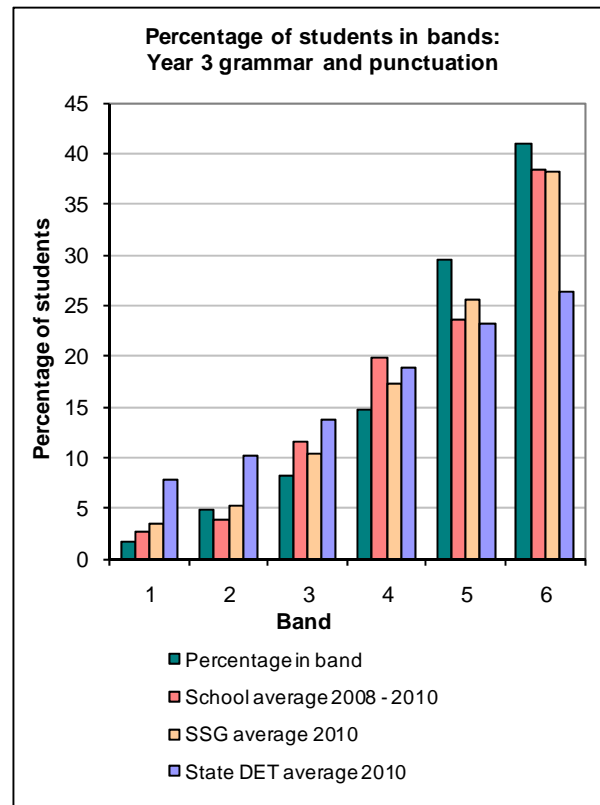
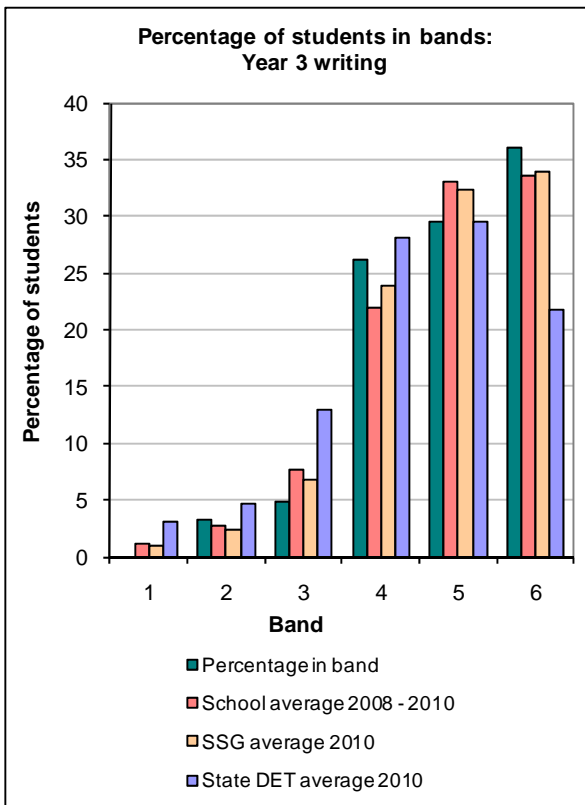
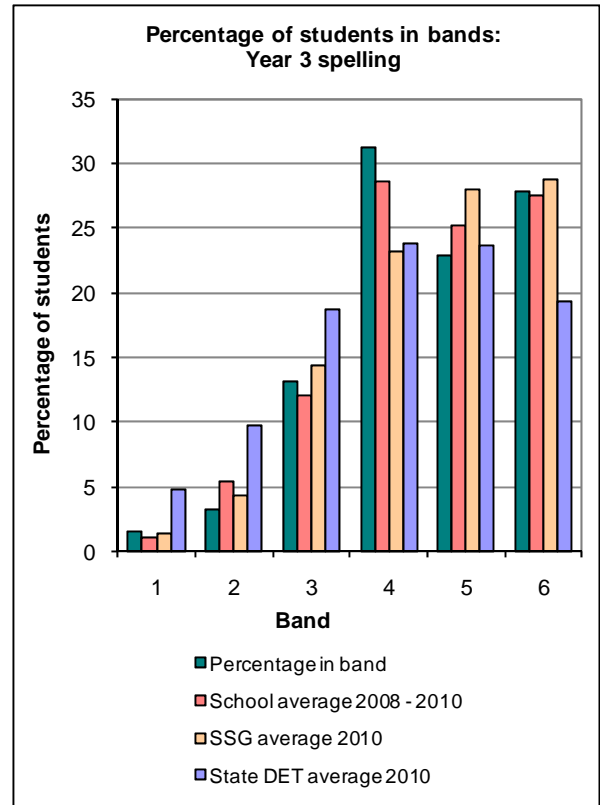
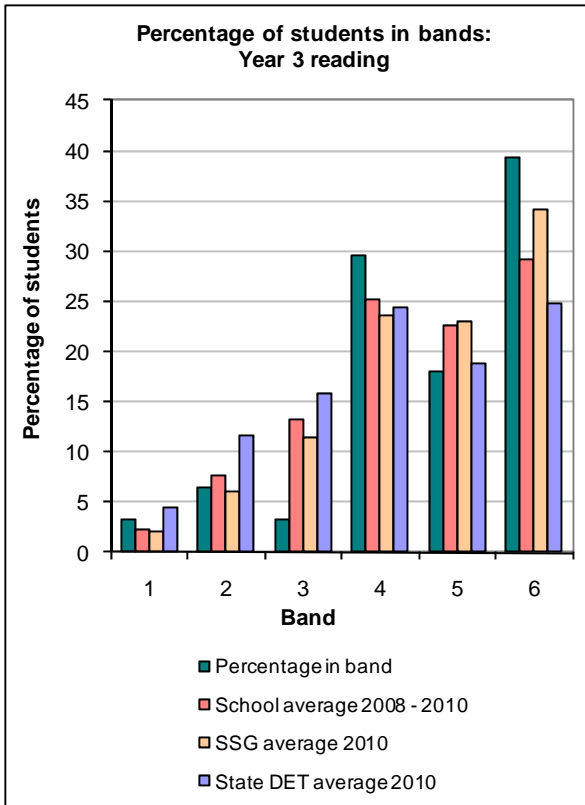
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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



Kindergarten to Year 2 Literacy

- There were 180 students in Early Stage 1 and Stage 1. Reading Recovery levels ranged from level 1 to beyond level 30.
- Seventy nine percent of Kindergarten students were at or above level 10.
- Sixty nine percent of Year 1 students were at or above level 20.
- Sixty eight percent of Year 2 students were at or above level 26.
- Eighty four percent 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 regularly retested at regular intervals to keep pace with their reading development.
- All K-2 students participated in daily reading sessions to develop their skills for fluent, oral reading and accurate comprehension.
- Students were supported in developing their literacy skills through intensive small group programs. These programs included guided reading, modelled reading and individual programs.
- All K-2 students achieved the Premier's Reading Challenge.
- The daily home reading program and daily parent tutor program has led to increasing confidence and enjoyment of literature by the K-2 students.

Stage 2 Literacy

There were 60 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 60 students in Year 4.

- Twenty 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).

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.

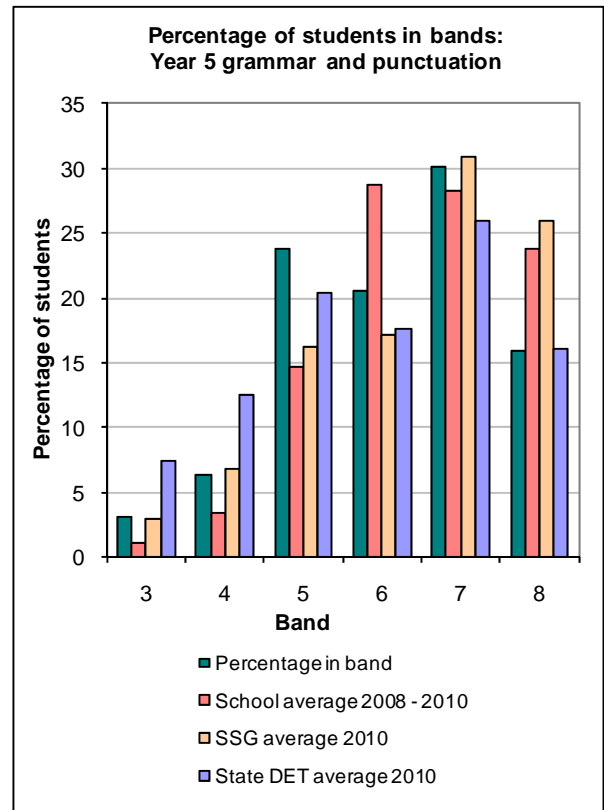
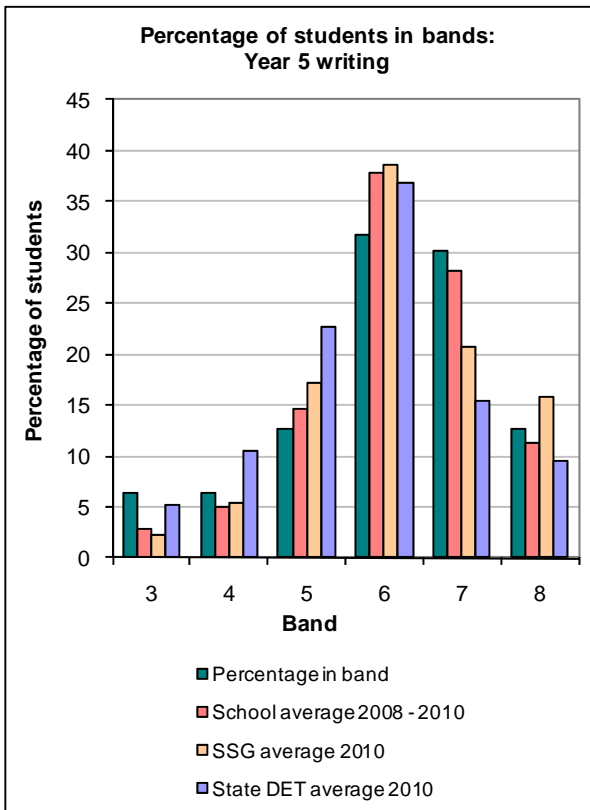
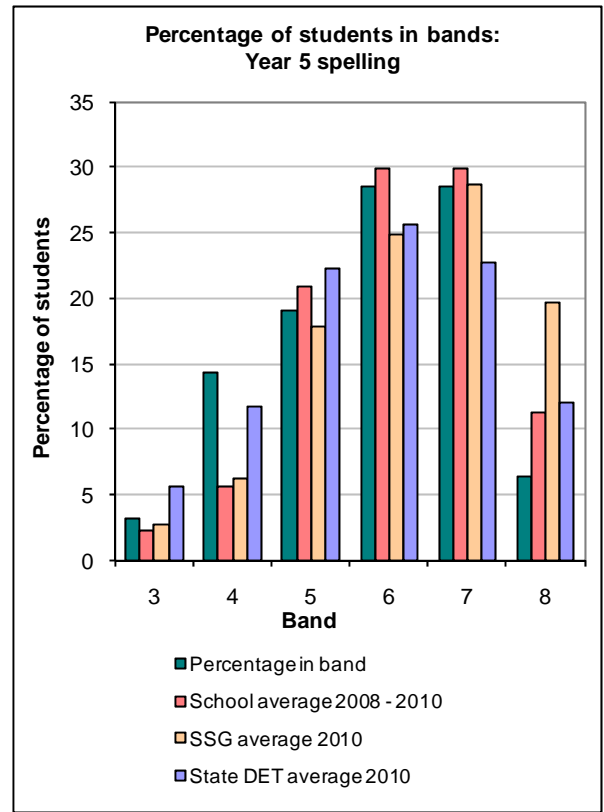
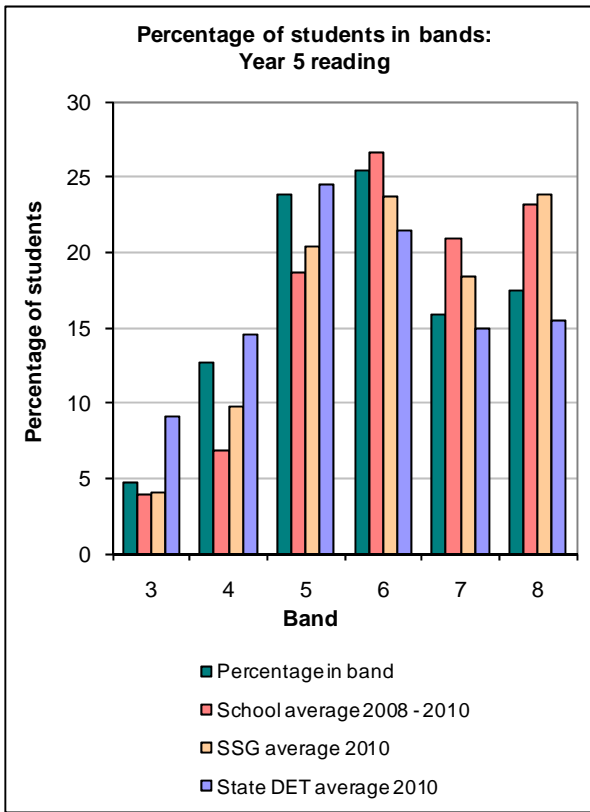
During Term 2 and 3, Year 4 students took part in the home reading challenge.

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

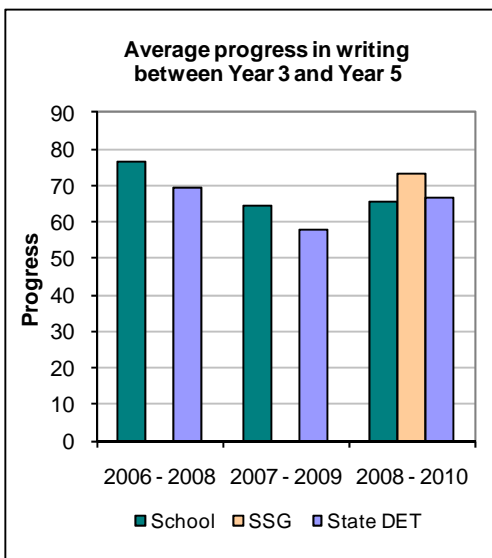
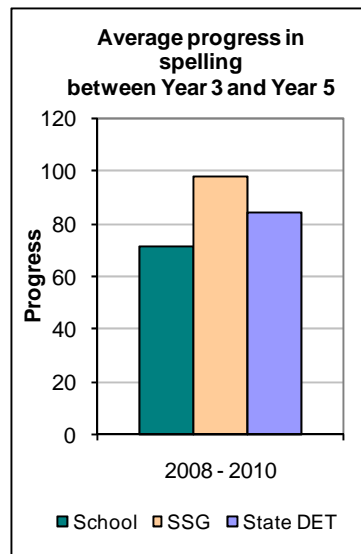
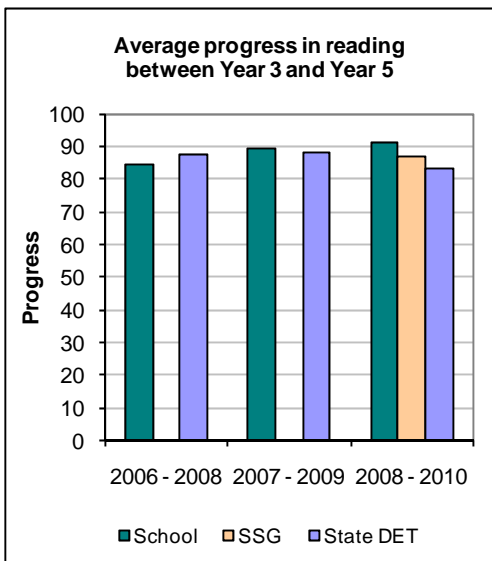
Stage 3 Literacy

- All Stage 3 students engaged in daily literacy sessions. Students were placed in levelled reading and spelling groups which allowed teachers to specifically cater for different ability groups within the class. During reading groups both literacy circles and reciprocal reading were actively used within Stage 3 classrooms to continue to encourage and develop boys' comprehension and fluency. Parents were also invited to assist in daily reading groups.
- Teachers utilised a wide variety of levelled resources to support literacy sessions within the class. These included monthly school magazines, big books, picture books, novels and non fiction books.
- Stage 3 students were actively encouraged to participate in home reading. This was achieved by homework tasks, participation in the Premier's Reading Challenge and awareness of specific literature.
- In Writing, Stage 3 students participated in daily writing sessions. Focus was placed on specific text types and these were studied in detail whilst constant revision was applied to other text types, writing styles and techniques.
- A support program was provided for students experiencing difficulties in targeted aspects of literacy. From analysis of NAPLAN results, programs were developed to cater for the specific learning needs of students.

Literacy – NAPLAN Year 5

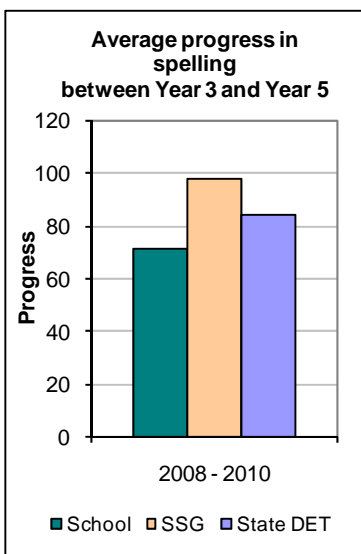


Progress in literacy

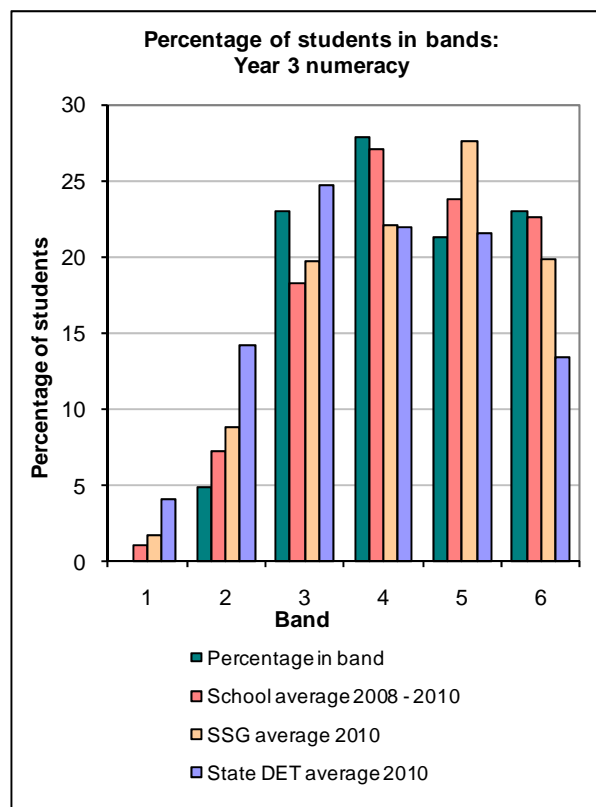


Average Progress in Writing for Matched Students

	2006 - 2008	2007 - 2009	2008 - 2010
School	76.5	64.3	65.8
SSG	N/A	N/A	73.2
State DET	69.3	57.7	66.8



Numeracy – NAPLAN Year 3



Stage 1 Mathematics Groups

In 2010 the school successfully introduced graded mathematics groups for Stage 1. Through funding from the school six groups were established. All students in Year 1 and Year 2 were assessed using the *Early Number Framework* and grouped according to their instructional level. This allowed teachers to focus on the explicit learning needs of the group. Following first semester assessment, some students progressed to more advanced groups. The success of the groups can be measured by both an improved attitude to mathematics by the students and an improved cohort performance in formal assessments.

The development and implementation of the Community Mathematics Tutors Project for Year 1, enabled students requiring additional learning support to receive additional personal tuition with a trained community tutor for one session per week. This program will be expanded in 2011.

Stage 2 Mathematics Groups

All students in Stage 2 were graded into Mathematics groups. There were five graded Stage 2 groups and these groups were taught by the Stage teachers as well as an additional mathematics teacher, generously funded by the P&C and the school. Mathematics groups were implemented daily for one hour, ensuring students' individual needs in mathematics were addressed and students with similar mathematics ability could work together cohesively.

The groups were flexible and students were able to move between groups depending on their assessed performance and learning needs. Students participated 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.

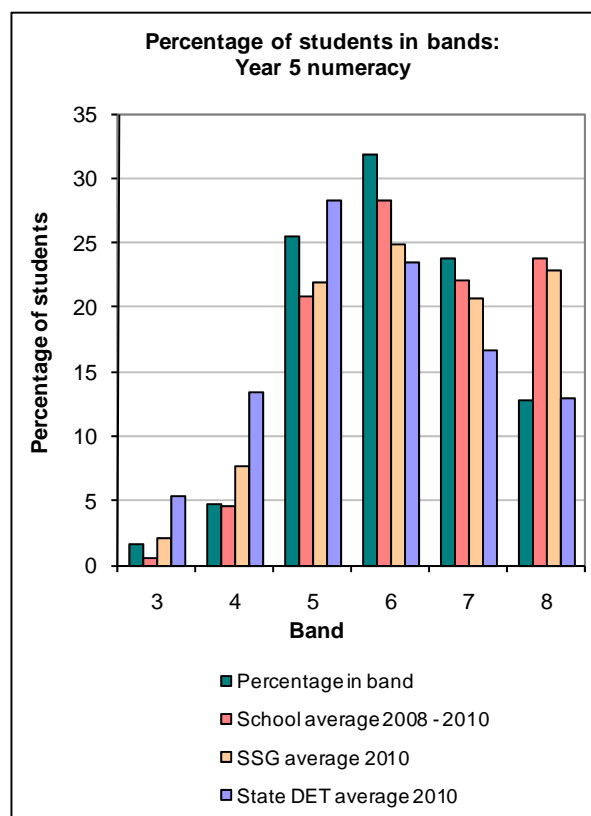
Stage 3 Mathematics Groups

All students in Stage 3 were graded into mathematics groups. In Stage 3 in 2010 there were five graded groups. These groups were taught by the Stage teachers as well as an additional mathematics teacher, generously funded by the P&C and the school. Mathematics groups were implemented daily for one hour, ensuring students' individual needs in

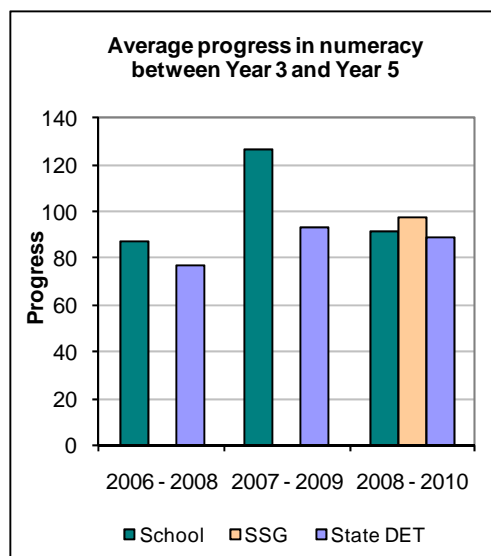
mathematics were addressed and students with similar mathematics ability can work together cohesively.

The groups were flexible and students were able to move between groups depending on their assessed performance and learning needs. Students participated in a range of targeted learning tasks including the use of technology such as the interactive whiteboards and the *Mathletics* program. These mathematics groups reflected explicit teaching and maximised learning experiences for the students. Stage 3 utilised the new laptops and netbooks and the wireless system to further enhance student engagement in mathematics.

Numeracy – NAPLAN Year 5



Progress in numeracy



	2006 - 2008	2007 - 2009	2008 - 2010
School	87.5	126.7	91.6
SSG	N/A	N/A	97.6
State DET	77.3	93.4	89.3

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 2010

Percentage of Year 3 students achieving at or above minimum standard			
Reading			97
Writing			100
Spelling			98
Punctuation and grammar			98
Numeracy			100

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

Percentage of Year 5 students achieving at or above minimum standard			
Reading			95
Writing			94
Spelling			97
Punctuation and grammar			97
Numeracy			98

Significant programs and initiatives

Aboriginal education

The importance of Aboriginal culture and heritage is embedded in our learning programs at Yowie Bay Public School. During 2010 we continued to value and pay respect to our nation's indigenous culture, both contemporary and traditional within the classroom and across whole school programs.

The programs which have supported this included:

- The *Welcome to Country* at all school formal assemblies, as well as the singing of a third verse of the National Anthem, in the local Dharawal dialect.
- A school wide celebration of NAIDOC Week, including a whole school assembly which included a clapping stick performance by KK to accompany a contemporary Aboriginal story. At this assembly the *Welcome To Country* was given in the Dharawal dialect and the Year 6 captains presented information on the history of our area and the Aboriginal meaning of Yowie Bay.
- Aboriginal traditional and contemporary stories were studied as narratives in the school K-6 text type program.
- Studying the beliefs, cultures and lifestyles of traditional Aboriginal people in Stage 1's Wet and Dry Environment studies included lessons with National Park education officers on local traditional Aboriginal diet and lifestyle in a visit to Kamay National Park, Kurnell.
- Using examples of artworks by contemporary and traditional Aboriginal artists in art appreciation and art making, using a variety of media.

Multicultural education

Students at Yowie Bay Public School had opportunities to celebrate the cultural diversity of our society throughout the year in many ways. These opportunities included:

- a school wide celebration of Harmony Week including a special assembly on Harmony Day, where Early Stage 1 and Stage 1 presented a combined choir of songs in 4 different languages. All students and staff wore orange coloured accessories to promote the celebration of harmony between cultures;
- Stage 1 studied *Japan* as a HSIE focus in Term 2, with staff and volunteer parents teaching the students simple Japanese language and visual arts, including Koi kite making;
- Stage 3 studied *Bali* as a HSIE focus in Term 4, utilising technology to create virtual tours of *Bali*; and
- a staff member attended refresher Anti Racism Training to support an inclusive multicultural focus at Yowie Bay Public School.

Respect and responsibility

Yowie Bay Public School conducted 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 90 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 school leadership team assisted in conducting an Anzac Day ceremony at *Waterbrook*, a local retirement village;
- the use of Restorative Practice to resolve student issues in a fair and harmonious way;
- participation by all students in a Values Program highlighting respect and responsibility;

- participation in Harmony Day and related activities;
- one minute silence held to commemorate Remembrance Day; and
- students demonstrating these specific values were highlighted by the school at either assembly or the weekly newsletter.

Connected learning

Yowie Bay Public School is a leader in using technology at the Primary School level with facilities and equipment that expose students to a wide range of learning tools and enable them to develop many skills.

For student access to technology, every class room has an interactive whiteboard, and we have a computer lab with 29 dedicated computers, 3 mini mobile labs with 15 computers each, a mini lab in our school Library and a set of digital cameras with video capability. In Term 3, the school gained a Connected Classroom which enables video conferencing.

All students in the school have had a weekly computer lesson with a specific Information Technology IT focus. This has developed in them skills such as using screen captures to create digital images and adding posts to blogs (Kindergarten), taking and uploading digital photographs (Stage 1 to Stage 3), creating blog posts (Stage 1), creating Interactive Whiteboard Objects for student use (Stage 2), researching and presenting information on a virtual trip (Stage 3), manipulating digital photographs and video (Stage 3).

During Library lessons students have utilised the Mini Lab to research information and create presentations. Students have also accessed computers to use Mathletics for interactive mathematical learning.

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 2010 included:

- Term 1 – Values Education: K-6 classes reinforced 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 – Drug Education: students in K-6 took part in lessons regarding the importance of using and keeping medicines safe. Stage 1 used *Drug Education* resources and Stage 2 and 3 used *Message in a Bottle* resources; and
- Term 4 – 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.

Enrichment Program

The range of enrichment learning opportunities and programs continues to grow at Yowie Bay, ensuring the delivery of an exemplary differentiated curriculum, catering for our students' needs.

A kindergarten staff member attended the Gifted and Talented Kindergarten Project (GTK), a sustained twenty week professional learning program. This led to the development of teaching strategies, learning experiences and resources to develop curriculum for gifted students within the Kindergarten classroom. The focus on enrichment in numeracy and literacy for gifted Kindergarten students has led to improved learning opportunities and outcomes for these students, within a differentiated classroom.

The composite Year 1/2 and 5/6 enrichment classes enabled identified students to participate in challenging enrichment opportunities during the year, including individualised open ended learning tasks. The students also developed the ability to monitor their own learning through collaboratively negotiated learning contracts.

Selected students in Stages 2 and 3 participated in various weekly programs throughout 2010 which incorporated research skills, problem solving and thinking skills:

During **Term 1** selected Stage 2 students developed scientific skills through their involvement in science enrichment lessons. This program gave students the opportunity to explore a variety of science theories to enable each student to present a science experiment to demonstrate the theory researched. Each student posted their experiment on the group's science blog allowing the group the opportunity to comment and ask questions in relation to the presented experiments. Additionally, in Term 1 identified Stage 2 and 3 students applied De Bono's Six Thinking Hats method, to expand their use of different thinking strategies in rich, comprehensive learning tasks.

During Term 2 the composite class 5/6M participated in *Murder Under The Microscope*, an interactive, technology based environmental education program. Working as a team, the students were asked to solve a pseudo ecology based crime in Australia. The students utilised sequential clues to locate the crime, the crime site and the culprit. The group then developed an environmental management plan to mitigate the ecological damage to the site. This program, in a modified format, was also conducted in Terms 3 and 4 with selected Stage 2 and Stage 3 students.

5/6M also competed in a Web Design competition. They worked as a team to create a six page website utilising music, animation, video and still photography. The website was designed with a community audience purpose to promote how the school is endeavouring to reduce its ecological footprint.

During **Term 2 and Term 3** selected Stage 2 and Stage 3 students were selected to participate in the National Tournament of Minds program which encourages students to develop cooperative problem solving skills and creative thinking. Teams were required to solve two demanding, open ended challenges - a long term challenge and a spontaneous challenge. Both challenges were publicly presented on tournament day. The school entered two teams in the 2010 competition. One team performed successfully in the regional competition in the division of Language/Literature. The other team won the regional competition and was highly successful in the state competition in the division of Applied Technology.

During **Term 4** selected Stage 2 students developed their creative poetry skills by investigating the features of different poetry genres. Following this, the students refined their writing skills and wrote, published and performed them to their peer audience.

Nine students from Stage 3 participated in the gifted and talented project Create South entitled *Sheerluck Holmes*. Identified students successfully auditioned and participated in a professionally staged musical production utilising their skills in drama, music - both instrumental and vocal, technology and visual arts.

During Semester 2 identified Year 5 and 6 students were selected to participate in enrichment/transition programs with Port Hacking High School on a weekly basis involving band, science, history and other curriculum areas. This successful program will be further developed next year, as a feature of our school's 2011 targets.

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 2010 targets

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.

Our achievements include:

- using NAPLAN data 2008, 2009 and 2010 weaknesses in spelling were identified and strategies planned 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, including Stage 1 teachers in *Growing the Gains* and Kindergarten teachers in the *Lighthouse* project;
- implementation of the K-6 *Sentence A Day* Program;
- the development of a consistent approach to planning and programming spelling K-6 and phonemic awareness K-6;
- the trialling of new spelling strategies incorporating the four forms of spelling – visual, phonological, morphemic and etymological;
- professional development of staff by utilising the expertise of regional consultants in providing support and direction in spelling and talking and listening;
- targeting support for students in Years 2-6 in the area of spelling, resulting in a greater percentage of Year 3 and Year 5 NAPLAN spelling results in the top two bands;
- staff designing programs in spelling to incorporate perceived areas for improvement with all stages now having a coherent and comprehensive spelling program;
- 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 students in the top two bands. Year 5 students were under the 50% target so this will be an area that will be targeted in 2011;
- the development of a school plan for spelling including the removal of spelling textbooks and a more meaningful and authentic program put in place;
- the promotion of spelling with a *Spellathon* - Spelling Fun Day that encouraged students to participate in daily spelling activities while also raising funds for the school; and
- continued involvement and a greater student participation of the Premier's Spelling Challenge, providing capable students in spelling with an enrichment program.

Target 2

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

Our achievements include:

- the use of the Year 3 NAPLAN results 2008 and 2009 to identify weaknesses in numeracy results to plan and implement explicit teaching strategies for Stage 1 programs;
- the successful implementation of graded mathematics groups for Stage 1 based on *Early Number Framework* assessment;
- The utilisation of *Kindergarten Best Start* data to group students and plan and deliver quality numeracy teaching in the first year of school. This included graded number groups twice a week from Term 2;
- K-2 staff completed school professional learning involving revisiting the syllabus and support documents to improve numeracy outcomes K-2 ;
- K-2 staff participated in Sydney Region professional learning projects to improve numeracy outcomes, including *Patterns and Algebra*, *The Lighthouse Project for Kindergarten* and *Training in Community Mathematics Tutors*;

- an audit and strengthening of assessment strategies in numeracy was undertaken to ensure continual growth for every student;
- staff received training using the interactive *Mathletics* program. Following this there was a reallocation of computer room time which has led to K-2 becoming active participants in the program;
- a stocktake, redistribution and purchase of numeracy resources was undertaken in K-2 classes to ensure adequate *concrete* materials. Due to expansion of Kindergarten and more trained mathematics tutors, more resources will be purchased in 2011;
- programming in numeracy to incorporate perceived areas for improvement (from NAPLAN results) included in teaching programs;
- improved pedagogy in K-2 numeracy teaching as evidenced by professional dialogue, programming and numeracy lesson observation by team leader, principal and school education director; and
- very positive feedback from the school community following the introduction and formation of Stage 1 numeracy groups, including community members' attendance at information sessions and Community Mathematics Tutor Training.

Target 3

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

Our achievements include:

- the purchase of laptop computers and trolleys for Stage 3 and the installation of a wireless network to four classrooms;
- interactive whiteboards installed in all classrooms including a connected classroom;
- K-6 students using blogs as means of communication and a tool for learning;
- K-6 students all received technology lessons to achieve KLA outcomes;
- technology room available for Stage 1 students to complete *Mathletics* activities;

- staff confidently using IWBs 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:
- reduction in school energy consumption by power saving techniques being introduced; and
- staff attending regional professional learning courses and sharing knowledge collegially.

Key evaluations

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

Educational and management practice

Teaching

Background

In Term 4 parents were surveyed using SchoolMap about *Teaching* at Yowie Bay Public School. Only 66 surveys were returned.

Findings and conclusions

Parents strongly supported the statement that **Teachers keep comprehensive records of student progress**. Data about student learning informs teaching practice. There is an ongoing record of student progress gathered in a number of contexts. It is used for deciding what further learning is required for student improvement. Examples of this include Kindergarten Best Start Assessment, benchmarking for reading, class assessments, Athletics and mathematics grouping.

Summarised information is obtained about an individual student's achievements against clearly stated criteria at a particular time. Examples include Year 3 and Year 5 NAPLAN, University Testing, OC Testing and Selective High Testing.

Future directions

The survey indicated that teachers could further develop strategies to clarify intended outcomes and the purpose of learning experiences with their students and, where appropriate, negotiate learning experiences with students.

Curriculum

Physical Education

Background

The area of Physical Education (PE) was evaluated during Term 4 and both staff and parents were surveyed using a school made Zoomerang Survey with 92 responses.

Findings and conclusions

Responses regarding the following were very positive with more than 70% of responses agreeing or strongly agreeing the following statements.

- PE is an important subject for my child.
- My child enjoys most aspects of PE and has developed new skills in PE.
- The school is well resourced for the teaching of PE.
- The school provides suitable programs for students not involved in PSSA competitions.

Results from the survey indicated that students need to be better prepared for participation in the Cross Country and Athletics Carnivals. The school also needs to cater for the students' varying abilities in the area of PE.

Future directions

The school will be participating in professional development to upskill staff in the area of physical education and to this end a team of teachers will be participating in the professional development program *Live Life Well at School*. PE is also a target for 2011. It was further decided to reintroduce a K-6 daily fitness program in the school to improve the physical education of students.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

There were 65 responses and the survey produced very positive comments and feedback about our school. The complete results of this survey with parents comments were published in Term 4 Week 6 newsletter for all parents to read. The following decisions were made from parent feedback.

- We will not hold a school show and a Performing Arts Concert in the same year.
- Sporting and Cultural Photographs will not be taken in the future.
- K-2 Home Readers are being culled and new books purchased with rewards for reading progression.
- K-2 Reading system is being reorganised into Reading Recovery levels.
- Netbook computers are being purchased for Stage 3 students.
- More use of our SMS system to remind parents about upcoming events.

Professional learning

All staff participated in state, regional, local and school based professional learning during 2010. Professional learning opportunities were based on school targets and priorities and experience levels of staff.

State

Best Start Kindergarten Assessment Training and Primary Principals Association State Conference.

Regional

Projects included:

Coffee and Literature; Kindergarten A Good First Year; English and Mathematics K-6 in the Interactive Classroom-Beginner and Intermediate Course; Growing the Gains Stage 1; Patterns and Algebra Stages 1-3; Tournament of Minds 4 Sessions; ARCO Refresher Course; Road Safety Education; Community Mathematics Tutor Program; Connected Classrooms; Follow Up to NAPLAN: Numeracy and Literacy; Interactive Whiteboard Course; Connected Classroom; Gifted and Talented Online Course; Gifted and Talented Education in Kindergarten; Reading Matters Stage 2 & 3; Climate Clever Energy Savers Program; Relieving Principals Induction; and Drug Education for Beginning Teachers.

Local

Band Conducting Course; Network Meetings - Kindergarten A Good First Year, Best Start, Kindergarten Lighthouse Meetings; Computer Coordinators Meetings; Sutherland Shire Teacher Librarian Meetings; SSSMF Choir Inservice; Learning Support Team Network Meetings; Sutherland Primary Principals Meetings; and Primary Executive Network (PEN) Meetings

School

Child Protection; Emergency Care, CPR and Anaphylaxis; Code of Conduct; Literacy - Spelling and Writing; Technology; NAPLAN - Smart Data; and Emergency Management Plan.

School Development Days 2010

Term 1	Administration and Organisation
Term 2	K-2 Numeracy Interactive Whiteboards Blogs Circle Groups in Restorative Practice
Term 3	Time Management - Coping with Stress

School development 2009 – 2011

Targets for 2011

Target 1

To increase the percentage of Year 3 students to 50% or greater (40% in 2010) and Year 5 students to 50% or greater (37% in 2010) achieving proficiency (top two bands) in Numeracy

Strategies to achieve this target include:

- using NAPLAN data 2009 and 2010 to identify weaknesses in numeracy results and plan strategies to improve pedagogy for targeted students;
- using the teaching strategies linked to NAPLAN questions as a basis for programming numeracy;
- continuation of graded numeracy groups in Stage 1, Stage 2 and Stage 3 with the use of an additional teacher to form smaller groups;

- introduction of graded numeracy groups in Early Stage 1;
- inservicing staff on problem solving strategies and implementing these strategies in each numeracy group; and
- participation by staff in whole school numeracy professional learning and Sydney Region Project *Growing The Gains*.

Our success will be measured by:

- improved student numeracy outcomes as evidenced in NAPLAN results (2011, 2012 and 2013) with 50% of students achieving proficiency in numeracy;
- graded numeracy groups occurring across the whole school;
- improved pedagogy including the use of the NAPLAN teaching strategies; and
- improved teacher confidence in teaching problem solving strategies as evidenced by professional dialogue and student results.

Target 2

To increase the percentage of students achieving expected growth in Reading from 60% in 2010 to 75% in 2011, with a particular focus on boys' comprehension.

Strategies to achieve this target include:

- inservicing of staff on identifying and implementing the three levels of comprehension, with an emphasis on interpretive comprehension;
- purchasing of high interest readers designed for boys;
- regional consultants providing support and direction in boys literacy education;
- participation in regional projects to support boys' literacy;
- using NAPLAN data 2009 and 2010 to identify weaknesses in comprehension and plan strategies to improve pedagogy; and
- targeted support for students, particularly boys, in Year 2-6 in the area of reading and comprehension.

Our success will be measured by:

- staff designing programs in reading to involve all students, especially boys;
- a greater percentage of Year 3 and Year 5 NAPLAN results above national minimum standard;
- 75% of boys attaining expected growth in reading in Year 5; and
- staff implementing specific teaching of the three levels of comprehension and assessing using these levels.

Target 3

To increase the percentage of Year 6 students attending their designated government secondary school and to establish quality teaching and learning links between Stage 3 and Stage 4 at our local high school.

Strategies to achieve this target include:

- participation of Stage 3 students in a *Transition to High School Program* where students will regularly attend Port Hacking HS and participate in a number of learning opportunities in leadership, science, history, enrichment and music;
- participation by Stage 3 staff in a detailed analysis of previous Year 7 NAPLAN results to better design targeted teaching and learning programs for Stage 3;
- highlighting the achievements of local government high schools and inviting students from Port Hacking HS to perform at school assemblies, special days and events;
- an analysis of the student and parent concerns about beginning secondary school and communication of these concerns with the secondary school;
- inviting executive staff from Port Hacking HS and past students to address the P&C detailing the benefits of attending the school; and
- communicating with Stage 4 teachers and Year 7 students to establish what areas are best addressed in beginning high school and what areas in primary school could be improved.

Our success will be measured by:

- a greater number of students selecting their designated secondary school;
- an increased number of Stage 3 Yowie Bay PS students participating in the *Transition to High School Project* in 2011;
- the design of teaching and learning programs in Stage 3 that specifically address areas for improvement based on a detailed analysis of Year 5 to Year 7 NAPLAN results;
- stronger communication and links between Yowie Bay PS and Port Hacking HS; and
- a greater community awareness of Port Hacking HS and the programs offered to students.

Target 4

To increase the fitness, physical skill level and general health of students.

Strategies to achieve this target include:

- adoption of a daily whole school fundamental fitness program;
- participation by a staff team in the *Live Life Well At School Program*;
- participation by the school in *Jump Rope For Heart*;
- continued promotion of healthy eating habits through the sale of healthy products in the canteen and practices within the school;
- purchasing new equipment for PE and sport matched to age and skill;
- professional learning for staff on the PE Health, PD Syllabus; and
- developing an action plan for PE and Health to include curriculum, culture and the community;

Our success will be measured by:

- successful K-6 daily fitness and *Jump Rope For Heart* Programs;
- a scope and continuum and school plan for the sequential development of fundamental fitness skills.

- staff implementing new activities as a result of *Live Life Well At School* inservice; and
- an observable improvement in levels of fitness by students in school carnivals and other physical activities.

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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James Wratten, Assistant Principal

Debbie Pendergast, Assistant Principal

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>