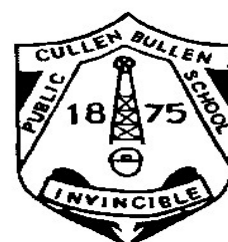




Cullen Bullen Public School Annual School Report



2011



Our school at a glance

Students

Cullen Bullen Public School provides a caring, supportive and child centered environment for its 29 students. Our school has 2 classrooms with an Early Stage 1 and Stage 1, Stage 2 and Stage 3 settings. Staff

Our teaching staff are dedicated and highly qualified. They are proud to provide a positive and stimulating environment that caters for the individual needs of all students.

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

The teaching staff are well supported by a school administration manager, part-time general assistant and 2 SLSOs.

Messages

Principal's message

At Cullen Bullen Public School our motto is "Where every child succeeds" and we believe we provide fantastic and innovative programs in a small school setting.

We are very proud to offer quality education and have programs within the school that cater to the individual needs of every student.

We have a strong literacy and numeracy focus and our staff are committed to ongoing Professional Learning to provide our students with quality, effective programs such as Reading To Learn, MULTILIT and CMIT.

Our student engagement program has proven to be of great value and truly widens and enhances our student's educational experiences. For example our band program and environmental education programs have provided our students with fantastic learning opportunities.

We have developed strong partnerships with the local community and the P&C and pride ourselves on our ability to work with parents and the local community.

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.

Katrena Fraser

P & C and/or School Council message

The P&C has a strong tradition of supporting our school, students, staff and programs. It aims to provide educational resources and quality equipment for our well-resourced classrooms.

Our P&C is proudly supported by committed members of the school and wider community. The P&C (Parents and Citizen's Association):

- Held a range of fundraisers to raise money for educational resources;
- Applied for grants to improve the overall appearance of the school and for educational programs;
- Assisted with financial support to enable students to attend cultural, sporting and social activities.

Cassandra Coleman P&C Representative

Student representative's message

Student Leadership is a very important part of school life at Cullen Bullen Public School. In 2011 the School Leadership Team shared various duties and responsibilities among the team.

We led other students and acted as role models to the younger students of the school.

During the year we:

- Provided support and encouragement to other students as mentors in the school 'buddy' program;
- Raised money for charities such as the Heart Foundation;
- Organized the school talent quest;
- Welcomed visitors to our school;
- Led daily and weekly school assemblies;
- Conducted the Cullen Bullen Community ANZAC Day ceremony;
- Led formal assemblies during the opening of the BER building and presentation night.

Jayden Whalan – 2011 Student Leader

School context

Cullen Bullen Public School is situated 25km north of Lithgow. Historically a mining town, local industry today is too dominated by coal mining and electricity production. The school benefits greatly from close ties with surrounding businesses and local communities. There is a strong P & C, with a range of activities conducted. It serves a diverse community and currently has 31 students enrolled, 5 of whom are of Indigenous heritage.

Cullen Bullen Public School is a PP6 and PSP school with 24 students. We have gradually declining student numbers due to 20% of the school transitioning to public high schools. The school is well resourced and has good facilities. It is committed to improving the literacy, numeracy and technology outcomes. Teacher quality is a focus with a strong emphasis on student engagement and innovative and engaging teaching and learning programs.



2012 School Leaders

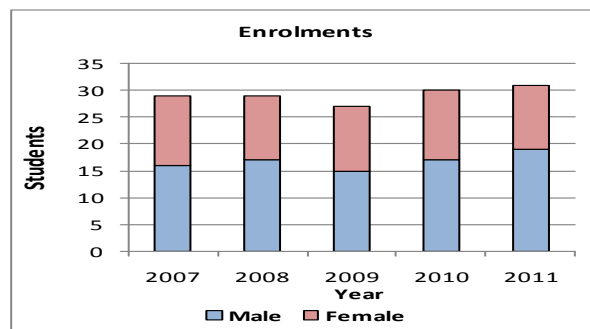
Student information

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

Student enrolment profile

Student Enrolment

Gender	2007	2008	2009	2010	2011
Male	16	17	15	17	19
Female	13	12	12	13	12

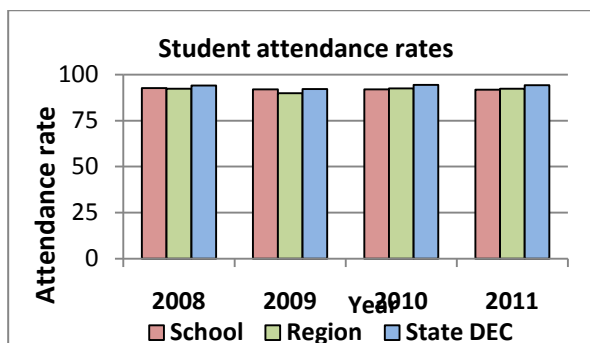


Student attendance profile

Year	2008	2009	2010	2011
School	K	90.5	91.0	92.6
	1	88.4	90.0	86.8
	2	89.9	91.0	93.7
	3	94.3	83.0	90.6
	4	98.2	96.4	92.0
	5	91.6	95.5	92.2
	6	92.3	91.5	92.9
	Total	92.6	92.0	91.9
Region	K	92.6	92.6	92.5
	1	92.1	92.3	91.9
	2	92.3	92.3	92.5
	3	92.2	92.4	92.3
	4	92.4	92.4	92.3
	5	92.3	92.4	92.2
	6	92.2	92.2	92.0
	Total	92.2	89.9	92.4
State DEC	K	94.3	94.7	94.7
	1	93.7	94.2	94.2
	2	94.0	94.4	94.2
	3	94.1	94.5	94.4
	4	94.0	94.5	94.3
	5	94.0	94.4	94.2
	6	93.6	94.0	93.8
	Total	94.1	92.1	94.4

Note:

Attendance rates for central schools are for K-6.



Management of non-attendance

Cullen Bullen Public School has an Attendance Action Plan to monitor student absences and to encourage greater attendance rates.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Cullen Bullen Public School

Class Sizes

Roll class	Year	Total per year	Total in class
K-2	K	5	10
K-2	1	2	10
K-2	2	3	10
3-6	3	6	19
3-6	4	3	19
3-6	5	4	19
3-6	6	6	19

Structure of classes

In 2011 students were split into two classes. One K-2 class and one Year 3-6 class were formed. In addition to these classes our school also funded an additional teacher as STLA and to assist in the implementation of the student engagement program.

Staff information

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

Cullen Bullen has been staffed as a PP5 and has 1 Teaching Principal, 1 classroom teacher and 1 School Administration Manager. The school also uses additional funding to employ an STLA and a SLSO in a full-time capacity.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teachers	
Classroom Teachers	2
Teacher of Emotional Disabilities	
Teacher of Mild Intellectual Disabilities	
Teacher of Reading Recovery	
Support Teacher Learning Assistance	
Teacher Librarian	
Teacher of ESL	
Counsellor	1
School Administrative & Support Staff	2
Total	5

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2011 Cullen Bullen did not have any indigenous staff members.

Staff retention

Fluctuation of numbers and the fact that 20% of our students transitioned to High School meant that we have been unable to retain a second substantive teacher for 2012.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	



K-2 visit to the Fire Station

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:	30/11/11
Income	\$
Balance brought forward	45,556.85
Global Funds	48,873.89
Tied funds	71,434.20
School Canteen	0.00
Interest	2551.14
Trust receipts	1536.00
Total Receipts	<u>145,329.10</u>
Total Funds available	<u>190,886.10</u>
Expenditure	
Educational Programs	
Key learning programs	13,836.23
Library	147.50
Excursions	8,980.11
Extra Curricular	3,641.30
Professional Learning	2,040.35
Tied Funds	71,676.12
Short term relief	3,245.03
	<u>103,566.64</u>
Administration and Office	20,159.01
School Canteen	0.00
Utilities	6,273.78
Maintenance	3,269.35
Trust payments	1,377.72
Capital programs	0.00
Total Expenditure	<u>134,646.50</u>
Balance carried forward	<u>56,239.60</u>

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

During 2011 the students of Cullen Bullen Public School were provided with opportunities to participate in a range of Creative and Practical Arts activities including:

- The ongoing development of the school band. This included small group tuition for flute, trumpet, clarinet and percussion;
- Band performance at Presentation Night;
- Participation in the 2011 Education Week Combined WGECE choir. This included performing at the launch of Education Week at Wallerawang school and at various other local schools during education week;
- School visits by visiting bands such as Sydney Secondary College and the Lithgow high School Performing band;
- Successful entries in the 'Jetsetter Magazine'. Students from K-6 submitted various artworks and won prizes; and
- Visiting local galleries and participation in various workshops.

Sport

Our students have had another successful year in a variety of sports. They have been involved in the WGECE small schools PSSA teams, participated in combined carnivals and some students have represented at district level.

Highlights of our success in sport this year include:

- Participation in the WGECE small schools athletics carnival and cross-country event;
- Student representation at district level for cross country running, athletics and swimming;
- K-6 student participation in a Rugby league coaching clinic; and
- Active participation in the school fitness program promoting active lifestyle and

regular fitness. Student's level of fitness is also assessed regularly.



WGEC Small Schools Athletics Carnival

Excursions

Students at Cullen Bullen Public School participated in a variety of excursions throughout 2011.

Excursions / camps in 2011 have included:

- Stage 3 – Broken Bay;
- Stage 2 – Dubbo;
- K-6 - Naidoc Day
- K-6 – WGEC Gala day
- K-2 – Portland Local Services
- K-6 – Mines - Coles Visit to Lithgow
- Year 6 - Year 6 day Out Luna Park
- K-2 – Taronga Zoo Excursion;
- K-2 – Bathurst Sheep and Cattle Drome;
- Life Education Van; and
- Sporting events.



K-2 Visit to Portland Local Services

Extra-Curricular Activities

Our students have been involved in various other projects / activities around the school. These activities are learning based and help increase student engagement. Highlights from 2011 include:

- Billy Kart Day;
- Transition to High School program;
- Vegetable patch
- Regent Honeyeater project
- Transition to Kindergarten – Leaps and Bounds Program; and
- Students were actively involved in WGEC Small Schools video conferencing and learning activities.



Billy Kart Day 2011

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)

In 2011 Cullen Bullen Public School had 3 students in Year 3 and 4 students in Year 5 sit the NAPLAN tests. The actual results are not able to be reported on due to the small size of the group. The parents concerned have received a copy of their child's results and were provided with an opportunity to meet with class teachers.

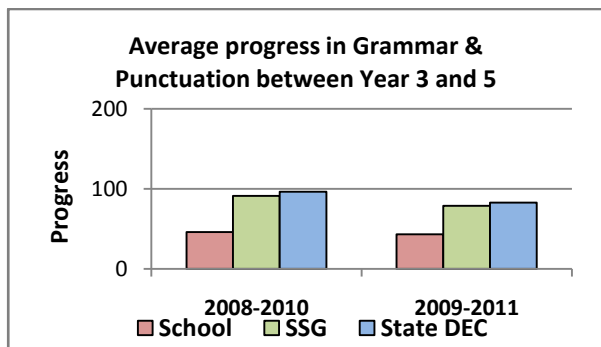
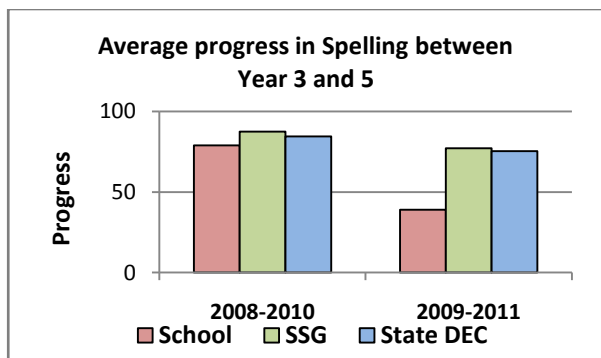
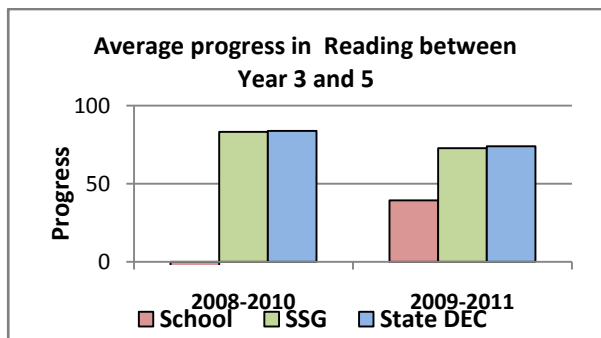
Literacy and Numeracy – NAPLAN

Year 3 and Year 5

Due to the size of the cohort the results are unable to be displayed. Individual results were provided and discussed with each parent.

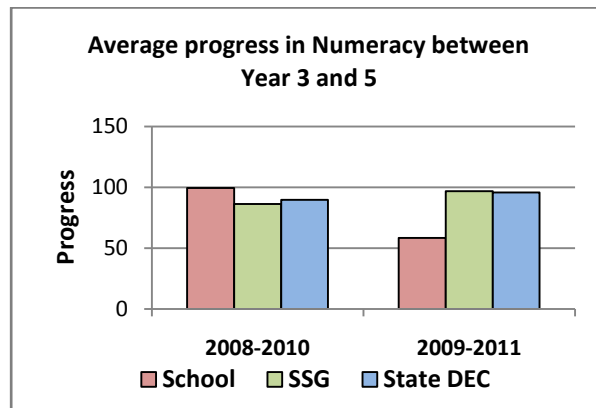
Progress in literacy

The following graphs show how well the students are progressing in literacy. The results compare the school's progress with statistically similar schools and schools in Western NSW region.



Progress in numeracy

The following graphs show how well the students are progressing in numeracy. The results compare the school's progress with statistically similar schools and schools in Western NSW region.



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 unable to be reported on.

Due to the size of the cohort the results are unable to be displayed. Individual results were provided and discussed with each parent.

Significant programs and initiatives

Aboriginal education

Cullen Bullen Public School acknowledges the traditional owners of the land, the Wiradjuri people, and pays respect to owners, both past and present.

The school is a member of the Lithgow AECG and has involved members in providing an authentic Aboriginal Education program.

Elders from the local Aboriginal group delivered an aboriginal program with a focus on traditional Wiradjuri language, art and culture.

At Cullen Bullen Public School all aboriginal students have Personalised Learning Plans (PLPs) and we work closely with parents to identify student strengths and needs and develop programs that cater to the needs of all students.

Cullen Bullen Public School was also involved in the **Wambinya Pilot Program** which focuses on providing support to students in Kindergarten of Aboriginal heritage. This program allowed us to quickly identify students at risk in literacy and develop programs and strategies to work with these children.

The Wambinya program was highly successful and all students involved in the program showed exceptional growth in literacy.



Naidoc Day 2011

Multicultural education

Throughout the year our students have been involved in quality teaching programs that provide our students with multicultural education.

At our school we are proud of providing our students with a safe and happy school environment where we value individuality, differences and students with multicultural backgrounds.

In Stage 2/3 our students were given opportunities to cook and eat food from various cultures and develop an understanding of the cultures from around the world.

In Early Stage1 and Stage 1 our students focused on learning about how different cultures have different beliefs and their celebrations.

National partnership programs

At Cullen Bullen Public School the National Partnership program allowed us to employ an additional teacher to reduce class sizes and provide intensive programs. This additional funding allowed us to have an experienced STLA to work on programs such as MULTILIT and THRASS to increase literacy levels for targeted students.

The program also provided additional funds for our school, allowing us to purchase quality literacy and numeracy resources.

Funds were also used to enhance our student engagement program and purchase equipment for extra-curricular programs such as the band program.

The school band program was led by a teacher with excellent qualifications and expertise and focused on developing basic skills in playing instruments such as trumpet, clarinet, trombone, flute and percussion.

Priority Schools Program (PSP)

The Priority School Funding Program is a government initiative to support public schools serving communities with a high concentration of students from low-socio economic backgrounds. The program provides funding to help create equity across the school sector. It aims to provide funds to help increase the literacy and numeracy levels from students from low socio-economic backgrounds.

At Cullen Bullen Public School the PSP funding was used to fund an additional SLISO to support children within the classroom during literacy and numeracy. The funding was also used to purchase learning resources for the children and to provide professional learning for our teachers.

The K-2 teacher was trained in the Reading To Learn strategy and a SLISO was trained in the intensive strategies that are a part of the R2L framework.

The R2L program has proven to be a valuable program in the K-2 classroom and we will be looking to implement the program across K-6 in the coming year.

The K-2 teacher has reported growth in student writing and in end of year literacy assessments.

The PSP consultant also visited our school to deliver a R2L workshop for parents, giving them an overview of how the program works in our K-6 classroom.

The PSP program also allowed staff to train in Best Start Assessment program Training and attend SMART data workshops.



Kindergarten working hard in Reading To Learn.

Environmental Education

At Cullen Bullen Public School we are proud to have a strong environmental education program that focuses on teaching our students about caring for the environment, its inhabitants and preserving it for future generations.

This year students in Years 3-6 were involved in an environmental education program where they conducted an audit of energy use within the school and looked at different ways to decrease use and different forms of sustainable energy.

Our school was also selected by Taronga Zoo to be involved in the Regent Honeyeater project. This project centered on increasing habitat for the Regent Honeyeater bird and learning more about this local endangered species.

Our students learnt about the native plants that are needed for the Regent Honeyeater and were also involved in planting many of these natives in the Capertee Valley.

Taronga Zoo also provided the school with a wonderful hothouse in which the students can continue growing seedlings for the Honeyeater and other plants for use in our school, such as the school vegetable patch.



K-2 Visit to Bathurst Sheep and Cattle Drome

Progress on 2011 targets

Target 1

Increase the number of students achieving the reading benchmark levels from 20% to over 60% in 2011.

Our achievements include:

- The number of students reading at or above regional benchmark levels has increased from 20% in 2009 to 60% in 2011.
- 40% of K-2 students exceeded the regional benchmark levels.
- K-2 teacher has been trained and has successfully implemented the R2L strategies within the K-2 setting.

Target 2

All Year 3 and 5 students are at or above National Minimum Standards in NAPLAN Grammar and Punctuation.

Our achievements include:

- Year 3 - 100 % of students are at or above National Minimum Standards in NAPLAN grammar and punctuation.
- Year 5 - 100 % of students are above National Minimum Standards in NAPLAN grammar and punctuation.

Target 3

All Year 5 students are at or above National Minimum Standards in Yr 5 NAPLAN Reading.

Our achievements include:

- 100 % of students are at or above National Minimum Standards in NAPLAN Reading.
- Teachers at the school have received ongoing Professional Learning to enhance teaching quality.

Target 4

Increase the number of Year 5 students that will match or exceed national minimum standards in the NAPLAN numeracy.

Our achievements include:

- 100% of Year 5 students are matching or exceeding national minimum standards in NAPLAN numeracy.
- 50% of our students were placed in Band 5 for NAPLAN numeracy in 2011.
- 25% of students who sat the test in 2011 were placed in Band 6 and 25 % in Band 7 for NAPLAN numeracy.



Student science presentations

Target 4

Increase student growth during Early Stage 1 to Stage 1 in all Best Start Data

Our achievements include:

- Best Start data from Term 4 shows that all Kindergarten students have moved along the continuum in Literacy and Numeracy.

Target 5

Increase student attendance to from an average of 90% in 2010 to above 93% in 2011

Our achievements include:

- Class roles show that only 18% of absences have been unexplained.
- Implementation of the school attendance action plan. This includes a reward system and careful monitoring of students with habitual absences.
- Although we were unable to meet targets for absences we were able to reduce the number of unexplained absences.



Parents joining us for cooking classes

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of:

Educational and management practice

Teacher Professional Learning

Background

As a result of National Partnerships we have increased Professional Learning opportunities and have developed Personal Professional Development Plans, with staff identifying key areas of need. Staff meetings have changed from administration to professional learning and shared professional learning between school communities is occurring.

Staff are able to implement and focus on literacy and numeracy strategies that involve teacher professional learning. Staff value professional learning opportunities and the impact it has on student learning.

It has enhanced student achievement and allowed staff to broaden their skill sets. This has also enabled the training of staff in the Reading to Learn Program.

Staff have opportunities to pursue professional development in areas of leadership and key learning areas. Staff are encouraged to share their knowledge and new skills with other members of staff.

Findings and conclusions

- 75% of staff are trained in the R2L framework and strategies.
- Professional learning has provided valuable opportunities to successfully network with other schools.
- Professional Learning initiatives included Reading To Learn (R2L), Technology training, digital programming and numeracy.
- 100% of staff are committed to ongoing professional learning to enhance teaching quality for the students of Cullen Bullen Public School.

Future directions

- In 2012 we will continue our strong focus on literacy and numeracy.
- Staff will continue to receive Professional development in programs such as R2L and CMIT.
- We have re-visited our school-based assessments and have used the new digital system to identify areas of need for individual students.
- Staff to receive further professional learning to step towards digital and shared programming.
- Local school networks and contacts will be used to access greater opportunities for staff professional learning.

Curriculum

Reading

Background

Literacy has been an area that we have targeted in the 2009-2011 school plan. Staff have participated in many professional learning

opportunities and we have started to see growth across the K-6 group.

The R2L strategies and MULTILIT program have been key programs for success and we are committed to continuing these programs in 2012.

Findings and conclusions

- 60 % of students in Kindergarten achieved regional reading benchmark levels.
- 40 % of Kindergarten students were reading above reading benchmark levels.
- 100 % of students are at or above National Minimum Standards in NAPLAN Reading.
- 29% of students from K-6 did not achieve expected benchmark levels in 2011.
- 17% of students not achieving benchmark levels had access to the MULTILIT program.
- 100% of students in K-6 had a Personalised Learning Plan which included an area for literacy development.

Future directions

- All teaching staff to be trained in the R2L strategies and cycles.
- Implement assessment schedule and literacy tracking system.
- Train an SLSO and implement the MULTILIT program.
- Develop and implement a literacy scope and sequence.
- Implement a reading fluency program for K-2 and students with reading difficulties.
- Use National Partnerships (Low SES) and PSP funds to employ an additional teacher and SLSO to support literacy groups.

Parent, student, and teacher satisfaction

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

Their responses are presented below.

Student Attitudes towards Reading

Students were surveyed on their attitude towards reading and 65% of students surveyed said that they enjoyed reading.

Of the students surveyed 40% said that they read at home.

Student Fitness

At the beginning of the year the student's fitness levels were measured using the 'Beep Test'. Their fitness level was then tested at the end of each term and showed the following positive results.

85% of all students who participated in the 'Beep Test' showed that their level of fitness had improved throughout the year. This was also evident in the positive attitude displayed during the daily fitness program.

Teacher Professional Learning

100% of staff said that they found professional learning to be worthwhile and important to their work with the students at our school.

100% also went on to say that they are committed to further professional learning and are active in pursuing professional learning that is relevant to their role within the school.



K-2 CMIT activities

Parent Involvement

At Cullen Bullen we pride ourselves on developing PLPs (Personalised Learning Plans) for all students. Interviews between students, parents and teaching staff are conducted in Terms 1 and 3.

From the formal and informal interviews conducted 100% of parents said that they would like their child to be happy, literate and numerate.

Parents were also encouraged to be actively involved with the school. 60% of the parents of

students in our school are actively involved in their child's learning or in school programs.

Professional learning

Cullen Bullen Public School receives Professional Learning funds that are to be used to support the Professional Learning of staff.

Professional Learning experiences assist in improving student outcomes and meeting the school targets.

Professional learning for 2011 included:

- CPR and emergency care
- Reading To Learn
- Best Start Training
- R2L – teaching and programming & intensive strategies
- Working mathematically
- Focus on Mathematics – syllabus and scope and sequences
- One Note digital programming
- SMART data analysis workshop
- Anaphylaxis training
- Financial Rollover training
- Strengthening Community Partnerships
- Western gateways Educational Community Principal's meetings
- Regional Principal's meetings

School planning 2012—2014

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

Book Week 2011

School priority 1

Outcomes for 2012–2014

Literacy

- Increased levels of literacy achievement for students in K-6 in all key assessment data.
- Increased student performance within the reading, writing and spelling strands through consistent teacher programming.

2012 Targets to achieve this outcome include:

- Increase all students reading levels so that every child shows personal growth on the literacy continuum and 60% of K-2 students are achieving regional benchmark levels by 2014.
- Increase the number of Year 3 and Year 5 students achieving above National Minimum Standards in NAPLAN in all aspects of literacy.
- All students in Year 5 show personal growth in all aspects of literacy in NAPLAN.
- All Aboriginal students in yr 5 and 7 reach expected growth in NAPLAN reading.

Strategies to achieve these targets include:

- Implement the Reading to Learn (R2L) program strategies in classroom programs and practice for all students K-6.
- Provide continued professional learning in Reading to Learn for all teaching staff in regular scheduled professional learning meetings.
- Provide in school professional learning in Reading to Learn for all SLSO's to enhance their knowledge of reading to learn strategies to support classroom teachers-
- Implement the Best Start program.
- Develop IEPs for all Kindergarten students in literacy.
- Use integration funding to employ one full time and one part time SLSO position to support students in literacy groups
- Train SLSOs in the use of the MULTILIT program.
- Train SLSOs in the use and implementation of the Discovery Reading Fluency program.
- Create a 0.8 teacher position to team teach and to provide support and

extension to students during literacy groups.

- Promote teacher consistency through the joint programming of literacy programs.
- Implement and effectively utilise the school developed assessment schedule and tracking sheet to inform quality teaching and learning programs.
- Use the digital tracking system to identify students with learning difficulties.
- Release a classroom teacher to analyse and record school based assessment data.
- Utilise the expertise of the district literacy consultant to develop a scope and sequence for K-6 literacy to promote teacher consistency from K-6.
- Utilise the district literacy consultant to provide staff with professional learning in preparation for the new National Literacy Curriculum.



Book Week Celebrations 2011

School priority 2

Outcome for 2012–2014

Numeracy

- Increase levels of numeracy achievement for students in K-6 in all key assessment data.
- Increase student performance in number through consistent teacher programming.
- Improve student outcomes in numeracy through the implementation and consistent updating of data using the numeracy tracking system.

2012 Targets to achieve this outcome include:

- Increase the number of Year 3 and Year 5 students achieving at or above National Minimum Standards in NAPLAN in number.
- Close the gap in numeracy so that 60% of students are achieving at or above stage outcomes in number by 2013.
- All Aboriginal students to show personal growth in NAPLAN numeracy.

Strategies to achieve these targets include:

- Create a 0.8 part-time teacher position to provide support and extension to students during numeracy groups.
- Promote teacher consistency through the joint programming of numeracy programs.
- Allocate set staff meetings for professional learning in Numeracy with a focus on the North Coast scope and sequence and preparation for the new National Mathematics curriculum. Use Staff meetings and Staff Development Days for Professional Learning for the CMIT and Counting On programs.
- Use PSP consultant to assist the P & C in the creation of CMIT and Counting On numeracy resources.
- Use P & C / parents to assist in numeracy groups.
- Implement aspects of the North Coast scope and sequence into the K-6 mathematics program.
- Use the numeracy tracking schedule and system to track student progress in numeracy.



Visit from the Taronga Zoo Mobile

School priority 3

Outcomes for 2012–2014

Student engagement and community partnerships

- To increase student engagement through effective welfare and curriculum initiatives.
- Strengthen community partnerships and increase parent and community involvement in school activities.
- Promote a positive image of the school to the local and wider community.

2012 Targets to achieve this outcome include:

- Increase average student attendance from 85% in 2010 to 93% by December 2014 through the use of an attendance action plan and innovative and engaging programs.
- Increase the number of parents and community members actively involved in school activities.
- Increase opportunities for cultural and educational experiences for all students.

Strategies to achieve these targets include:

- Use parent and community volunteers in classroom activities and school improvement projects.
- Teachers released from class to meet with parents and students to develop detailed Personalised Learning Plans for all students in K-6.
- Implement a range of innovative and engaging learning activities for all students such as:
 - K-6 enrichment program
 - Building of a chicken coop
 - Caring for chickens
 - Maintaining the vegetable patch.
 - Virtual excursions
 - Connected classroom activities
- Release a teacher to work with regional GATS co-ordinator to assist in the development and implement the enrichment program.
- Use the enrichment program to provide lateral extension for Gifted and Talented students through the use of the Ixtend and Xsel programs.

- Use Connected Classroom Consultant to assist in the development of a joint COGS program with Capertee Public School.
- Provide professional learning and leadership opportunities for teaching staff for using IWB, video conferencing and Bridgit technology.
- Use interactive technology and teacher's areas of expertise to teach students within the WGECE Small Schools network, and lead and participate in professional learning.
- Investigate and apply for a grant to fund the Small Schools Connected Classroom Pilot Program in 2013.
- Work collaboratively with the WGECE Small Schools Network to develop a small schools debating competition.
- Join with other WGECE Small Schools for joint sporting events.
- Increase student attendance rates from an average 85% to 93% by 2014.
- All staff implementing the Attendance Action Plan.
- Increase opportunities for students to be involved in quality cultural experiences.
- Subsidise bus travel to allow greater opportunities to participate in local school visiting performances.
- Join with other school to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks.
- Join with other schools to release a person at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practise.
- Form a school improvement team including parent and community representatives to evaluate the School Management Plan, including targets, intended outcomes, indicators and strategies.
- School Improvement Team to refine SMP annually.



A visit from some chickens, part of the 'Growing and Changing' unit in Science.

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.

Katrena Fraser – Principal

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Tabitha Player – Teacher

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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>

