Queanbeyan East Public School
Annual School Report
2011

School code 4371
Staff Information

This year has seen the appointment of two new teachers to the staff. Miss Kristin O’Toole was appointed in August to a permanent position and Miss Amanda Bell in September. Both of these teachers were successful in gaining their positions through a merit selection process. Miss Sally Gibson worked with the Year 6 class until the Term 3 appointment of Miss O’Toole.

Mrs Fran Fisher was appointed to the school in Term 4 as School Administration Officer; this appointment was also achieved through successful merit selection.

Also working with us this year was Mrs Danette Wright and Mrs Meegan Honey doing RFF, STLA and ESL duties.

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

Staff Establishment

Principal
Mr Howard Mackinder
Assistant Principal
Mrs Bronwyn Elliott
Assistant Principal
Mrs Kristen Campbell
Class Room Teachers
Ms Patricia Spink
Miss Kim Smith
Miss Amanda Bell
Mr David Reed
Miss Sally Gibson
Miss Kristin O’Toole
Mrs Kristen Campbell
Ms Robynne Prosser
Mrs Danette Wright
Mrs Meegan Honey

Librarian/Learning Support
Mrs Bronwyn Elliott
School Counsellor
Ms Ceiledh Corcoran
S.A.M.
Ms Judith Binet
Administrative Officer
Ms Suellyn Walsh
Mrs Fran Fisher
General Assistant
Mrs Elva Wright

Principal’s message

2011 has been an outstanding year for our school community with achievements, attainments and efforts combining to progress the school.

The efforts of staff and students were recognised wonderfully at our first Education Open Day assembly in the new hall. The students showed their various items with pride in our new building and proved the worth of this great asset.

Achievements across the school in academic, sporting and social areas have been great and the students have responded with enthusiasm and pride in themselves and their school. 2011 has been a year of consistent growth and determined development. I commend the efforts of all of my staff and the students to all of our learning 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.

Howard Mackinder
Principal

P & C message

In 2011 the P&C’s income came from sausage sizzles, cake stalls, election BBQ and chocolate drive. This allowed the P&C to support the school in a number of endeavours such as helping to purchase new equipment and help with the cost of some activities.

The P&C conducted all business through its 3 executive members and small groups of interested parents. The P&C did however, have a number of parent volunteers who helped at the school in 2011 and I would like to them all for their efforts.

Agnes Kidney

Class sizes
Structure of classes

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.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
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<tbody>
<tr>
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<td>K</td>
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<td>32</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>23</td>
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</tr>
<tr>
<td>2B</td>
<td>2</td>
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</tr>
<tr>
<td>3/4R</td>
<td>3</td>
<td>8</td>
<td>22</td>
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<td>3/4U</td>
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<tr>
<td>3/4U</td>
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</tr>
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<td>5C</td>
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<td>6G</td>
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Student enrolment profile

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<td>84</td>
<td>81</td>
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<tr>
<td>Female</td>
<td>61</td>
<td>65</td>
<td>76</td>
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Student attendance profile

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<tr>
<th>School</th>
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<td>K</td>
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<td>93.0</td>
<td>95.6</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>91.1</td>
<td>93.8</td>
<td>93.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.4</td>
<td>96.5</td>
<td>94.4</td>
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<tr>
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<td>5</td>
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</tr>
<tr>
<td>6</td>
<td>91.0</td>
<td>93.3</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.4</td>
<td>93.1</td>
<td>94.3</td>
<td>95.1</td>
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<table>
<thead>
<tr>
<th>State DEC</th>
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<th>2011</th>
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<tr>
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<td>93.7</td>
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</tr>
<tr>
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<td>94.1</td>
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<td></td>
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<tr>
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<tr>
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<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

Students displaying a poor attendance record will be referred to the HSLO. This school values the attendance of the students as being integral to their academic success.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>$93,567.83</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>$27,989.82</td>
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<td>School &amp; community sources</td>
<td>$28,539.31</td>
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<tr>
<td>Interest</td>
<td>$4,828.88</td>
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<tr>
<td>Trust receipts</td>
<td>$8,448.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$263,370.81</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$17,974.00</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>$6,012.83</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>$25,133.80</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
<td>$19,164.34</td>
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<tr>
<td>Total expenditure</td>
<td>$187,387.25</td>
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<tr>
<td>Balance carried forward</td>
<td>$75,983.56</td>
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</table>

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

School performance 2011

Achievements

District Performing Arts

In August, 40 students from years 3-6 participated in the District Arts Festival at the Canberra Theatre.

This year, the theme was “Planes, Trains and Automobiles”. Mrs Campbell with the help of Mrs Elliott and Miss Gibson wrote and choreographed our school item titled “The Toy Box”. The dance told the story of fictional siblings (Jack Graham and Caitlin Bennett) who were arguing over which toy to play with before dinner. As each toy was pulled from the toy box the giant red cars,
boats and trains came to life through dance. This creative, energetic and colourful performance was enjoyed by all.

All performers were fine representatives of the school and enjoyed learning about drama and dance.

Choral Festival
On Thursday 26th May, Queanbeyan East students participated in the third year of the Queanbeyan District Choral Festival.

The choir, numbering in excess of fifty children, sang two songs: *Dona Nobis* and a lively medley of tunes *Mowtown Medley*.

The evening concluded with all choirs combining to sing two songs from The Wizard of Oz.

Students thoroughly enjoyed and benefited from working to perfect their repertoire, conquering their nerves and performing before a large audience.

Year 5 & 6 Excursion to Bywong Gold Town
In Term 3, Year 5 and 6 studied the unit "Gold in Australia". To consolidate their learning, the group accompanied by Miss O'Toole, Mrs Campbell and Mr Mackinder travelled to Bywong Gold Town.

The classes were given a guided tour of the local goldfield and had the opportunity to share their knowledge of the unit and gather new information about life in the 1800’s. During their visit, each student experienced gold panning and all found a sample to take home with them.

Year 5 and 6 Camp
In Term 1, Year 5 and 6 went on a 3 day camp to Berry Sport and Recreation Centre. The group was accompanied by Miss Gibson, Mrs Campbell, Mr Mackinder and Mr Mellor.

The students participated in a variety of physical activities such as canoeing, cable glide, archery and hiking. The group also completed team building exercises promoting positive communication and self-esteem.

Sport
Swimming
Our annual Swimming Carnival was held very early in 2011 on 4th February. Students competed in a range of swimming events. These included 100 metres Freestyle, 50 and 25 metres events using all strokes and a range of novelty events to cater for non-swimmers.

Cowan were the winners of the day after their swimmers compiled the most team points.

A great day was had by all swimmers involved.

Rugby League
During Term 2 of 2011 QEPS ran a very successful lunchtime Rugby League competition. 44 boys put their names down to play three lunchtimes per week. We played the games at Taylor Park on Tuesdays, Wednesdays and Fridays. Students played in one of eight teams: Cowboys, Broncos,
Storm, Sea Eagles, Raiders, Panthers, Knights or Dragons. The teams were divided into two divisions to cater for varying ability levels. There were 6 teams in Division 1 and 2 teams in Division 2. Mr Mack and Mr Reed selected the teams to make them as even in ability as possible.

We are now into the third year of running this competition. Players have shown great improvement during this time.

Cross Country
The Queanbeyan East Cross Country day was held at Wright Park in early May.

The day comprises of all students competing in cross country events as well as a range of other activities, including relays, parachute play, tug-of-war, continuous cricket and golf.

Students that successfully made it to district level competition were:

**12/13 Year Old Boys**
- Daniel Kirisimasi
- Brendon Thompson
- Matthew McKenzie
- Bill McDermott

**12/13 Year Old Girls**
- Darian Tere
- Tahlia Peck
- Alice Mellor
- Kathleen Egan

**11 Year Old Boys**
- Enrique Arquero
- Luc Abbott
- Charisma Kirisimasi
- Bryton Lukacs

**11 Year Old Girls**
- Emma McDermott
- Olivia Baker
- Raylee Gilbert
- Brooke Simpson

**10 Year Old Boys**
- Leon Boege
- Kye A’Hern
- Connor Breust
- Allan Andersen

**10 Year Old Girls**
- Ella Castle
- Madelyn Bennett
- Kilarney Woodbury
- Chloe Geering

**8/9 Year Old Boys**
- Lachlan Smith
- Ronan Smith
- Riley Breust
- Declan Perry

**8/9 Year Old Girls**
- Chenoa Summerville
- Tenelle Clarke-Huntly
- Emily Woodward
- Lila Rose Bourke

Athletics Carnival
On Wednesday 25th May Queanbeyan East Public conducted their annual Athletics Carnival. The weather was great all day, apart from a chilly breeze in the morning.

Students from Year 2 to Year 6 competed in six events for the day. The running events were 800m, 100m and 200m. The field events were high jump, long jump and shot put. Students that placed in the top four positions for their age in each event were given points towards an overall champion award.

Overall Champions were:

**Juvenile**
- Lachlan Smith
- Ella Castle
- Declan Perry
- Maddie Bennett

**Junior**
- Kye A’Hern
- Chenoa Summerville

**11 Year Olds**
- Luc Abbott
- Darien Tere

**Senior**
- Charisma Kirisimani
- Lani Harrison

The team with the most points at the end of the competition was Tinderry.

A big thank you to parents that came on the day and helped with timing and marshalling.

Student Achievement in 2011

NAPLAN Analysis

Literacy – NAPLAN Year 3

Year 3 cohort results indicated that there were strengths in identifying the purpose of an illustration and interpreting a metaphor in narrative text. Areas of reading which indicated a trend needing improvement were locating directly stated information, inferring information from text, interpreting information from text and summarising and sequencing skills.

Spelling skills of identifying errors and correct spelling of basic vocabulary were also identified as areas needing attention. In the area of Grammar and Punctuation the identification of appropriate parts of speech and correct usage of words and sentence structure were seen to be in need of targeted attention.

Numeracy – NAPLAN Year 3

The Year 3 cohort displayed strength in the area of position – using plans and coordinates. Areas of weakness were indicated in Fractions and Decimals, 2D shapes, Maps and Directions and using estimation skills.

Literacy – NAPLAN Year 5

The Year 5 cohort displayed strengths in Reading in recognizing and identifying aspects of sentences, spelling common words and identifying errors and identifying redundant words in texts. Areas of weak included making inferences and identifying purpose in Reading and identifying appropriate punctuation and parts of speech.
**Numeracy – NAPLAN Year 5**

The Year 5 students showed strength in some aspects of 2D and 3D shapes, using plans and coordinates and equivalent expressions. Areas for development were indicated in 3D shapes, Fractions and Decimals using a number line and estimating parts of a whole number.

**Progress in Literacy**

![Average progress in Reading between Year 3 and 5](image)

![Average progress in Spelling between Year 3 and 5](image)

**Progress in Numeracy**

![Average progress in Numeracy between Year 3 and 5](image)

**Student Growth**

These trends indicated growth patterns which were compatible with state average. The cohort showed more improvement in Literacy areas than in Numeracy.

**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**

![Percentage in bands: Year 3 Reading](image)

![Percentage in bands: Year 3 Writing](image)
Literacy NAPLAN Year 5
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.

Minimum Standards Data

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

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

Progress on 2011 targets
Target 1
Enhance Literacy across the School

- Literacy improvement has been indicated through analysis of NAPLAN data and school-based assessment.
- Teachers have employed explicit and systematic approaches to planning and teaching.
- Planning across stages and classes has shown commitment to catering for improvement in areas identified from professional analysis of NAPLAN and school-based data.

- School culture reflects a rigorous approach to continuous improvement in Literacy standards as a continuum across the school.

Target 2
Improve Numeracy Outcomes across the Stages

- Teachers have consistently prepared programs which address the needs of the students identified in NAPLAN professional analysis.
- Assessment strategies and reporting to parents have been refined and improved through reflections and professional dialogue.
- Programs for improvement have been implemented consistently and in a balanced manner so that relevant outcomes are identified, prioritised and achieved.

Target 3
Enhance Teacher Quality and Professional Development

- Adoption of the Quality Teaching Framework professional competencies has enhanced the work of teachers.
- TARS and EARS interactions have focused on professional development and delivered quality teaching outcomes and enhanced leadership capacity.
- Staff have undertaken appropriate professional development and enhanced student outcomes across the school.

Evaluation of Literacy 2011
During Terms 2 and 3 2011 the whole school staff conducted an evaluation of the literacy component of the English curriculum. Literacy is the operative component of this KLA and is most pertinent to school programs in developing our core business. The professional dialogue was introduced at whole school meetings and then developed further in Stage meetings where specific issues and observations were expressed and noted.

The area first examined was that of planning and organisation. The teachers believed that the planning cycle was smooth and focused, particularly the opportunity to plan the following years’ directions on the School Development Days at the end of the year. They felt that planning was a team effort and that assessment
was also effectively planned and coordinated. Talking and listening was rated as the aspect which could be planned more effectively and worthy of professional attention.

The use of resources was considered very closely and across the school, staff felt that the resources available to support literacy teaching and learning were both useful and relevant. They believed that the curriculum outcomes were being met through existing resources. Staff believed that existing resources were used effectively in their teaching and that ICT was becoming more of a feature in smart board and computer based lessons. Enhancements to existing operation were noted and were targeted in further planning.

The use of time to work cooperatively was seen by all staff as a valuable asset and the stage meetings in particular were valuable to professional development of practical planning. The staff felt valued as professionals and that they were recognised for their efforts. The opportunities to share expertise and ideas were well received and training at school level was viewed as adequate. The opportunities to explore online options for training were considered. Staff were generally happy with T&D support.

The teachers were confident with their syllabus understandings and pedagogical skills development. They expressed a confidence to implement any new curriculum developments and felt that the developments and felt that the development of new skills and teaching techniques as well as ICT development were entirely within their capabilities. Across the stages the teachers were confident that their improvements were due to implementing plans and developing opportunities to improve literacy operation. There is an agreed level of best practice which is encouraged by honest reflection and development of routines, high expectations and careful assessment.

All staff recognised that literacy was the driving force behind all school targets and was central to the achievement of these targets. Further, that we demanded higher standards of achievement here than in any other KLA because it is important to our school ethos. The teachers believed that we promote a consistent message across the school of solid literacy skill building to promote high expectations, the use of quality teaching domains and developing explicit lessons through this planning model were seen to be the key factors in achievement. Staff were enthusiastic about their delivery of a high quality learning environment and showed further insights into future improvement.

From their evaluation and professional dialogue, the staff identified that assessments were integral to developing accurate data and that time needed to be allocated to share ideas and gain consistency in assessing students work samples. The concept of sharing ideas across stages and checking validity of assessments was discussed. A number of challenges in gaining time and consensus on a number of issues were noted as needing attention and future organisation. Staff felt that they shared similar high expectations and that they worked well together. The willingness to plan together to achieve further improvements was noted as a positive strength for the school’s development in literacy.

The staff collated their findings and further staff meetings allowed staff to analyse their data and respond to develop professional planning.

**Areas for Development**

- Text type continuum
- Talking and listening activities
- Spelling consistency
- Integrating technology

**Strategies Implemented in Term 3 and 4 2011**

Some of these issues were considered able to be started to address immediately and the following strategies were planned and implemented.

- Sharing of resources from class to class based on awareness and need.
- Visiting classrooms in release time to observe other teacher’s techniques.
- Communicating specific expectations in a spelling continuum between stage classes.
- Presentation of an exemplar, Talking and Listening Program to other class teachers.
- Scope and sequence in spelling developed and trialled as a restructure of spelling.
- Reading groups using better resources.

Other planning strategies were identified as being more appropriately addressed on a long term basis in the 2012-2014 Strategic Plan.
- Allocate time in stage meetings to analyse NAPLAN and other assessments and continuously revise effectiveness in spelling and comprehension.
- Implement NSW Curriculum 2014.
- Develop a spelling continuum for whole school implementation.
- Focus on development of bookwork, handwriting and text organisation skills.

Learning Support Team Evaluation
Integral to the teaching of literacy in this school is the work of the LST in providing learning assistance to all students. The LST is led by Mrs Bronwyn Elliott AP and the program involves all classes and teachers.

Evaluations focused on the ability of the team and personnel to meet the needs of the students and the teachers. The level of professional development provided was also assessed. All indications from staff on the following questions rated highly positive approval.

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<thead>
<tr>
<th>Questions</th>
<th>Almost always</th>
<th>Usually</th>
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</thead>
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<tr>
<td>1. The learning support team addresses the learning needs of specific students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2. The learning support team at East is a whole school planning and support mechanism.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3. Analysis of data drives the planning and priorities of the learning support team.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4. Regular meetings of Stages and executive members are held to discuss students, strategies and directions.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5. Regular communication and feedback occurs.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6. Teachers concerns and needs are addressed by the learning support team.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7. A variety of professional strategies are employed to maximise outcomes.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8. Involvement of parents/carers is valued.</td>
<td>✓</td>
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</tr>
</tbody>
</table>

Responses indicated that almost always or usually the teachers met the parental expectations of learning for their child.

Bullying Survey
Every year the school surveys the students and parents to gauge the level of bullying apparent in the school. This is part of our implementation of the school’s anti-bullying policy and as a result of this survey the staff can plan a professional response to any issues raised.

Responses indicated that across the school, incidents of bullying were seldom occurring in the classroom environment. The survey responses showed that the playground was the most usual place for bullying to occur and that the incidents were more frequent for younger grades and ranged into seldom for Year 6 students.

A number of students were identified as likely to bully others and in some instances these same students were perceived as victims of bullying themselves.

Staff responses to the survey were:
- Proactive playground vigilance and continued movements.
- Meetings with students to discuss playground issues.
- Class lessons in anti-bullying techniques.
- Lunchtime sport activities for students to channel their focus.

Evaluation of Learning
Evaluation of learning area of school operation was conducted and 27 parents gave responses to questions asked about the learning practices in the school.
Presentation Day 2011

Each class awarded five students for academic achievement in 2011. Excellence in Numeracy and Excellence in Mathematics awards were also presented to the top students in Year 6. The 2012 School Captains are also presented with their badges at this ceremony.

School planning 2012—2014

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

School priority 1 – Literacy and Numeracy
Outcome for 2012–2014

- Reinforcement of a consistent, whole school focus on Literacy and Numeracy as our core business.
- Enhanced Reading, Writing and Numeracy results across the school.
- Improved diagnostic assessment for all students in core business areas.
- Consistent monitoring of levels of Reading, Writing and Numeracy achievement for Aboriginal and ESL students.

2012 Targets to achieve this outcome include:

- Increased % of students achieving above chronological age level in reading and spelling.
- Reduced % of students achieving below NAPLAN minimum standards in all aspects.
- Improved outcomes in literacy and numeracy indicated for Aboriginal and ESL students.
- Improved performance in school based assessments in numeracy and problem solving.
- Improved performance in literal and inferential meaning in comprehension.
- Improved outcomes across whole school in text editing, verbs and vocabulary development.
Strategies to achieve these targets include:

- Implement “Literacy Teaching Guides” in classroom practice.
- Focus all staff on the delivery of explicit and systematic teaching programs.
- Enhance the “Best Start” diagnostic assessment program through extending the program for Year 1 and Year 2 students.
- Focus on school based assessment, consistency of judgement and professional reporting standards.
- Monitor progress of Aboriginal and ESL students through the LST.
- Implement action plans identified in LST review conducted in 2011.
- Implement action plans developed in 2011 evaluation of Literacy.
- Use DET Analytical Framework for effective leadership and school improvement in literacy and numeracy.
- Provide structured opportunities for professional dialogue to critique assessments and programs.
- Focus on verbs and vocabulary development.
- Conduct a whole school projection on text editing across stages and years. Results to be analysed in collegial groups.

School priority 2 – Leadership and Management

Outcome for 2012–2014

- Enhanced teacher quality and professional standards.
- Expansion of school leadership capacity in all staff.
- Improved quality of professional development and enhanced expertise of all staff.
- Enhanced relevance of professional learning to management planning.

2012 Targets to achieve this outcome include:

- Staff have utilised Leadership Capability Framework in their Professional Development Plan.
- Professional learning is relevant and targeted to staff and school needs.
- Expertise of staff is demonstrated in delivery of curriculum through class programs and performance.

Strategies to achieve these targets include:

- Enhance focus on Teaching Standards Framework in the TARS structure.
- Emphasise the implementation of the Quality Teaching Framework perspectives across the Teaching Standards elements and domains.
- Enhance the development and expansion of staff understandings across the range of Professional Teaching Standards.
- Provide structured T&D opportunities for staff to develop competencies.
- Focus on support for professional development of strategies to facilitate the Integration of IT into teaching programs.
- Enhance school leadership capacity of staff by structured professional development planning.
- Enhance leadership capacity through utilising the structure of the School Leadership Capability Framework.

School priority 3 – Curriculum and Assessment

Outcome for 2012–2014

- Focus on delivery of the NSW curriculum in a professional and balanced manner.
- Enhance understanding of the curriculum and the pedagogy needed to deliver the curriculum effectively.
- Extend and expand the knowledge of components of the curriculum across year levels.
- Facilitate accurate and relevant assessments which are directly related to curriculum outcomes.
- Employ assessments and relevant data to inform further planning and report accurately to parents.
- Facilitate school improvement through implementation of evaluation cycle.
- Facilitate student progress through directed feedback on curriculum progress.

2012 Targets to achieve this outcome include:
Expanded knowledge of HSIE curriculum and planned pedagogy to enhance delivery.
Assessments employed accurately to inform reports to parents.
Staff are working towards implementation of Australian Curriculum.
Staff have incorporated a focus on feedback for students in teaching programs.

**Strategies to achieve these targets include:**

- Implement curriculum changes as soon as possible after they are released.
- Enhance curriculum knowledge and pedagogical delivery through professional development and collaborative dialogue.
- Promote curriculum understanding and implementation through evaluation of Key Learning Areas and teaching practices.
- Facilitate on-going development meetings of teachers and executives to ensure consistency of judgement and the validity of assessment tasks and practices.
- Evaluate KLA’s and aspects of school operation in structured manner.
- Develop actions plans from evaluations to enhance delivery and understanding of KLA’s.
- Develop feedback structure involving teachers and students in directed discussion.

**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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