School context
Our school at a glance
Students
The students at E A Southee Public School are drawn mainly from the area to the west and north of Muttama Creek which runs diagonally through the township of Cootamundra. They mostly reside within the town itself although there are a number who live in the adjacent rural areas. These areas have a full range of socio-economic backgrounds and a declining total number of pre - and school aged children. The school has 8% ATSI student population.

Frequently, the students are praised by the wider community and their teachers, for their wonderful behaviour when out of the school. Informal student surveys throughout the year indicate that they like coming to school and enjoy the various Student Council activities.

Staff
At E A Southee Public School there is a blend of beginning to experienced teachers, all of whom are dedicated to achieving the best outcomes from their students. This enables us to blend traditional with new ideas and provide a wide range of experiences for all students within a cohesive environment. All teachers have attended a variety of professional learning courses to develop and maintain their high standard of teaching.

Principal’s message
E. A. Southee Public School has staff, students and parents/carers who value learning and recognize that lifelong learning is essential in accessing all that is available to enable us to live a full life.

The school is dynamic and thriving with skilled staff utilizing quality teaching practices to deliver a wide and varied curriculum, catering for individual and group needs. Effective student management and welfare practices are implemented by understanding and caring staff to support students academically and socially.

The wide range of extra-curricular, sporting and cultural activities gives students the opportunities to develop interests, skills and talents. The items in class assemblies are particularly valuable in developing performance skills and confidence within a structured, supportive environment. The public speaking program and school performances in the community allow our students to contribute to the cultural life of the town.

Students and staff have participated in many community events, showcasing the school’s commitment to developing students pride as a citizen of the community and the school.

The high level of technological expertise by staff and students allows students to work online in virtual classrooms, connect to the world via the internet and take part in virtual excursions.

The school is networked, both cable and wireless, with computers and interactive whiteboards (IWB) in every classroom. Students are able to work in classrooms or teachers can choose to use the computer laboratory where students are taught to use a range of programs and how to be responsible digital citizens.

Staff is using an integrated technology program as a student tracking program to monitor all aspects of students’ school life. Consistent attendance is regarded as very important in the development of student learning at our school and is a very important aspect of this system.

The Combined Public Schools Education Week performance was postponed to later in the year when the weather was more favourable. It was held in Jubilee Park with all students from the schools attending. Our school showcased our skipping skills learnt for Jump Rope For Heart and the very talented dance group’s routine which saw them first perform at The Riverina Dance Festival earlier in the year.

The school has continued to receive facility upgrades with: the canteen completely refurbished; a new disabled access bathroom and also a separate toilet completed; extensive undercover walkways built; two lifts installed for access to the library and the computer room/infants section of the school; the staffroom kitchen and staff work area/pigeon holes fully refitted and the administration and foyer area enlarged and built in office furniture installed. All staff at the school have continued to work professionally while these major work projects were completed.

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.

Zita McLeod
Principal
P & C Message

It’s with pleasure I give you the P&C Presidents report. Another eventful year has been enjoyed by the Parents and Citizens Association. The committee members and regular attendees that I have had the privilege of working with this year are: Anne Badcock, Yvette Newman, Leearne Sedgwick, Leanne Gatto, Sue Hefren, Leaane Craw, Katrina Winters, Zita McLeod, Shelly Johnson and Elaine Armstrong. Thank you very much. Without your continued dedication and support there would be no P&C, and without the P&C we would rely solely on the Government to provide us with funds, and the school’s culture would be left as a burden on the already hard working teaching and support staff. Our two major fund raisers this year were again the Fete and the Monster Meat Raffle. Thank you to all the staff and parents who have contributed in any way towards the success of both these fund raisers. Special thanks also to the Larsen Family for donating the beast for the raffle for the second year running, a very kind and gracious donation.

Funds this year have been used to assist the school with repairs to the automatic sprinkler system so that the grass areas can remain green during the summer months allowing our children to have an environment that is relatively dust free and a soft place to fall, as they do.

We have also assisted the school with funds for transporting the dance group to Griffith, the 5/6’s camp to Broken Bay, and Year 3’s excursion to Canberra. We made a commitment to assist the school with providing Hair Lice treatment as required for struggling families and funds for the purchase of new dining ware for the canteen. All of these expenses have a direct effect on the cost to us for our children’s education. Without the assistance provided by the P&C some of these things would just be considered too costly and not run at all.

Canteen is not just a place to get recess and lunch. Canteen provides a safe environment for students to begin to learn and practise their literacy, numeracy and social skills in a practical way to give them confidence using basic life skills - skills which will carry on into later and adult life. With that in mind please allow your children to use the canteen on at least an occasional basis whether it is a Recess, Meal Deal, lunch order or cool drinks. Every little bit helps both our children and the canteen.

Thanks once again to the canteen Manager, Elaine Armstrong, who although is paid staff, is very dedicated and puts in a lot more hours than she is paid for. It is duly noted and appreciated. Then there are the volunteers who give up personal time to come and help Elaine. So, thank you to all who have assisted the canteen whether it is by volunteering or using the service.

It’s not all about the money though. I had the privilege this year to work closely with some of the staff in the selection for two full time teaching positions. I can say that it was not an easy task. I can also say that the P&C Representative’s position on those panels was not just token. I was a full operating member and my input was both sought and valued, especially with helping Zita negotiate the Jobs NSW website. This is another example of why P&C is so important to our school. As I said, it’s not all about the money. The P&C provides real and valuable input on the running of our school.

The P&C have set up a Facebook page. Just type Southee in the Facebook search bar, then like our page.

In closing, I encourage all parents to consider spending some time with the P&C. One to one and a half hours a month is all it takes. There is no pressure, no politics, no aimless fund raising. Everything has a core purpose which is to provide our school with resources and support, so that the school can get on with its core purpose to provide our children with the best educational start. As I said last year, Southee truly is a great school. Will you help us keep it great? Remember WE are Southee. Our motto - Sincerity, Perseverance and Self Reliance.

Roy Elmes
President E A Southee Public School P&C Association

Student representative’s message

We have been at Southee since Kindergarten and we have enjoyed every moment of it. Over those years we have made many friends, not just with our peers but also our teachers.

The highlight of our time at Southee has been to proudly represent the school as captains this year. We represented the school at the Anzac Day ceremony in Albert Park, Bradman’s Birthday function at his birth
place in Adams Street, the collaboration speech of the Yirrkala Bark Petition in Wagga and the recent Remembrance Day. On a number of occasions we have been honoured to welcome guests to our lovely school.

We have also enjoyed the exciting excursions that we have each year. This started with Noah’s Ark in Kindergarten, right through to our senior years with the Ballarat Gold Fever excursion last year and this year’s camp at Broken Bay on the mouth of the Hawkesbury River.

Another highlight of our Southee life has been representing the school in sporting events such as athletics, cross country, touch football, soccer, netball, cricket and swimming.

The SRC, together with all the Southee students and the support of staff, have done some amazing and fun things this year.

We have raised $640.15 this year with activities such as our Fete’s Crazy Hair Styles, Pillow Fights, Decorate-a-Biscuit and Smash-a-Jaffa.

Some of the other activities were the popular Disco, Super Hero Day, Yellow Daffodil Day for the Cancer Council, Crazy Hair Day, Jeans for Genes Day, Back-To-Front Day and Southee’s Got Talent.

As well, this year, you might have seen the Year 6 students modelling our green name shirts. This year we raised money with our yummy cake stall in support of the National Youth Mental Health Foundation’s HEADSPACE.

One of the whole school events that we have participated in, for several years, is the Jump Rope for Heart, fabulous fitness and skill activity that saw us raise $4292.60. Because we students raised over $4000 the ‘Rock Star’ Southee staff treated us to a rendition of Queen’s ‘We Will Rock You’.

All the students at Southee have worked well together and we have always been there for one another, which has also made us better friends. We would like to congratulate next year’s SRC and hope you have as wonderful a year as we did.

We, together with our classmates are looking forward to attending high school next year but we are sure we’ll miss Southee’s friendly environment and all the wonderful opportunities the school has provided us with.

On behalf of the 2013 SRC and all the students, we would like to wish everyone a Merry Christmas with their families and friends and best wishes for the New Year.

Michaela Webb James Collingridge
School Captains 2013

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

Student enrolment profile

![Enrolments Graph]

![Student Enrolment Profile Chart]
## Class Sizes

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## Student attendance profile

### Student Attendance

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### State DEC

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<td>94.4</td>
<td>94.3</td>
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## Workforce information

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

### Workforce composition

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<th>Position</th>
<th>Number</th>
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<tbody>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

One staff member recognized their Aboriginality, with other indigenous data unknown.

### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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## Management of non-attendance

Non-attendance is managed by the classroom teacher via written or verbal communication to the parent. If an explanation is not forthcoming the absence is followed up by school executive. In certain circumstances the Home School Liaison Officer will make direct contact with the parents. Attendance is managed and monitored by all staff using Sentral Web Attend software.
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 | 30/11/2013
--- | ---
Income | $
Balance brought forward | 148269.13
Global funds | 117536.17
Tied funds | 243404.75
School & community sources | 69091.98
Interest | 5335.19
Trust receipts | 34634.56
Canteen | 0.00
Total income | 618271.78
Expenditure |
Teaching & learning |
Key learning areas | 10404.99
Excursions | 32529.57
Extracurricular dissections | 22702.32
Library | 7397.61
Training & development | 0.00
Tied funds | 217245.02
Casual relief teachers | 51611.58
Administration & office | 22196.09
School-operated canteen | 0.00
Utilities | 47150.17
Maintenance | 10908.30
Trust accounts | 49542.60
Capital programs | 0.00
Total expenditure | 471688.25
Balance carried forward | 146583.53

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the E A Southee Public School P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2013
Students are offered a wide range of academic, cultural and sporting opportunities and encouraged to enter school and community based events.

Academic achievements
NAPLAN
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.
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy Reading

![Percentage in bands: Year 3 Reading](image)
NAPLAN Year 5 - Literacy Spelling

Percentage in bands:
Year 5 Spelling

School Average 2009-2013
SSG % in Bands 2013
State DEC % in Bands 2013

NAPLAN Year 5 - Literacy Writing

Percentage in bands:
Year 5 Writing

School Average 2011-2013
SSG % in Bands 2013
State DEC % in Bands 2013

NAPLAN Year 5 - Literacy Grammar and Punctuation

Percentage in bands:
Year 5 Grammar & Punctuation

School Average 2009-2013
SSG % in Bands 2013
State DEC % in Bands 2013

Average progress in Reading between Year 3 and 5

School SSG State DEC

Average progress in Spelling between Year 3 and 5

School SSG State DEC
Arts

Jubilee Park. The skipping group showed off our school’s

skipping and fitness skills with a fast-paced, enthusiastic

skipping exhibition to “Boom! Boom!”, which they had

learnt from our involvement with Jump Rope For Heart.

An exciting new program was trialled with the support of

Mission Australia when DRUMBEAT was introduced to

our school. Students came together each week and

learnt to play the drums as a team, with cooperative and

supportive strategies being used by all students to

maintain the complicated rhythms. This group was a

highlight at Presentation Night when they performed the

opening act for the evening.

All students attended art workshops at The Cootamundra

Arts Centre. This was an exciting initiative and each

student completed work under the tutelage of the artist-
in-residence and classroom teacher. The visit also raised

student and staff awareness of the facilities and

programs which are available through The Arts Centre.

Students prepared works of art for the Wattle Time Art

Exhibition and The Cootamundra Show with several students gaining places and highly commended

awards. Both of these events showcase the arts program

at our school.

Sport

2013 saw students representing at Regional and State

level. Jayden Shephard represented the Riverina Region

at the State Rugby League Carnival and Lachlan Webb

represented the Riverina Region at State Cross Country.

We had many students gain selection into the

Cootamundra and District PSSA teams in swimming, cross country, athletics, AFL, rugby league, girls and

boys soccer, netball, touch football and basketball.

Our teams performed well in the soccer, rugby

league, netball and touch football state knockout

competitions, with the girls soccer team progressing to

the second round and the netball team progressing to

the third round of their competitions.

The Pinney Family Award for Sportsperson of the

Year was presented to Michaela Webb.

The Leahy Family Award for Sporting Ability and

Sportsmanship was presented to James Collingridge.

Class items, presented during school assemblies,

enable students to display their talents and creativity.

Involvement in items also gives the students an

opportunity to perform in a supportive environment

where students develop confidence in performing in

front of an audience – a life skill. These productions are

prepared and presented by all classes with special

invitations given to family and friends. The singing,

dancing and acting are highlighted with colourful

costumes and the ethos of the school is

demonstrated by the enthusiasm of all students with

their involvement.

The choir presented at the Christmas Carnival, Carols in

The Park and on Presentation Night, with students and

staff willingly giving their time to these community

events.

Our dance group, comprising 28 students from Years 4, 5

and 6, auditioned successfully in April for the Riverina

Dance Festival. They danced at Griffith Regional Arts

Centre on Friday, 21st June performing “Dreaming”. The

story was set in a children’s bedroom and as the children

slept the toys awoke and played. The children woke to

join in the merriment but were then unsure whether it

had been a dream. The dancers enjoyed playing the

characters of dolls, clowns, teddy bears and soldiers.

The performance was bright, colourful and happy and

superbly complemented by the costumes and make-up

effects created through a joint effort by parents and

staff. The dance group performed at several other

community and school events during the year.

For Education Week a combined presentation was

organized by local public education schools. Our dance

group performed wonderfully in the amphitheatre at

Jubilee Park. The skipping group showed off our school’s

E A Southie’s tradition of providing opportunities for

students in public speaking, dance and drama were

once again evident throughout 2013.
The Junior Sportsperson Award was presented to Lachlan Webb.

Trevor Glover was presented with Life Membership of The Cootamundra and Districts PSSA and Riverina Region PSSA for over 30 years continuous dedication to school sport. Amongst his many contributions was Regional Convenor for rugby league throughout these years. Mr Glover has positively impacted on the development of sport as a coach, convenor and organiser at all levels with a highly successful record and having teams represent at district, regional and state levels. Mr Glover had also convened district, regional and state carnivals.

The school continues its involvement with The Active After School Program with all students being offered the opportunity to access this fun, activity based program. The healthy afternoon tea is an added bonus with students being fully engaged and understanding the healthy lifestyle message.

Jump Rope For Heart is completed in Term 3 with all students and many staff competing. The students are encouraged to hone their skills leading up to the annual Jump – Off and Speed Skipping Competitions. The money raised goes to The Heart Foundation and this year exceeded $4000.00. Staff responded to the challenge and, as over $4000.00 was raised, performed The Queen song “We Will Rock You” to a crowded assembly.

Students in Stages 2 and 3 participated in a range of community based sports. They played squash, tennis and golf at town facilities. One group participated in a fitness/lifestyle program at the local gymnasium and another group attended multi-sports at the stadium. A local fitness instructor worked with a Stage 1 class on incorporating fitness and games into everyday activities and promoting a healthy lifestyle.

All students participated in the Premier’s Sporting Challenge with the majority of students receiving Gold Certificates. Students were encouraged to record in-school and out-of-school time spent involved in sporting activities.

**Community Involvement**

Southee School is very involved in community events with students entering work in the local show and Wattle Time Art Exhibition, participating in the Wattle Time Community Street Parade, marching and donating a book and laying a wreath for ANZAC Day and the whole school taking part in The Book Week Parade.

The choir involvement in The Christmas Carnival and Carols in the Park show the student, staff and family commitment to participating in community events, especially at that busy time of the year.

The school’s commitment to fundraising for The Heart Foundation saw the students and staff raise over $4000.00 through their involvement with Jump-Rope-For-Heart.

Each year our school supports Stewart House. The SRC ran an out-of-uniform day and staff, students and parents contributed funds. We continue this support as each year we have nominated students who attend Stewart House for 12 days to take advantage of the many facilities available.

Years 1, 2 and 3 visited The Cootamundra Nursing Home before Easter and delighted the residents with the singing of Easter songs, distributing eggs to everyone and parading their Easter Hats.
The School Captains and SRC participated in celebrating Don Bradman’s Birthday with community members at Bradman’s Cottage. The students showed great interest in the historical display on cricket and the early life of citizens in the Cootamundra area.

Public Speaking
Our public speaking competition continues with the support of local service clubs. Every student from Kindergarten to Year 6 participates in the class public speaking program. From this, our three representatives are chosen. Our school winners, Alexandria Oliver – Stage 1, Lachlan Webb – Stage 2 and Zac Simpson – Stage 3, competed in the Riverina North Public Speaking Competition and were judged the winners. These three talented speakers also presented at the local Lions and Rotary Clubs meetings.

Literacy Program
Students at Southee participated in The Premier’s Reading Challenge and the school has been recognized for its very long involvement in this challenge. Students are encouraged to read both at home and at school with the librarian making the books easily and readily available.

The Premier’s Spelling Bee and Word Mania demonstrate the importance of correct spelling, with primary classes involved. Our students competed with skill at the finals.

All students visited the local town library to learn about the wide range of facilities available for students to use. They viewed the vast borrowing library, the computers and learnt about how to use the library to extend their learning.

The visiting author and illustrator program is a feature of the Literacy Program at Southee. Susan Berren and Marjory Gardener were very approachable and willingly shared their ideas with our students.

Susan Berren ran writing workshops with all students which demonstrated her style and how she develops stories using ideas from the area where she lives. Students were encouraged to develop writing skills and were shown strategies to broaden their writing.

Marjory Gardener is a very well-known illustrator who ran workshops showing her skills as a cartoonist. Every student produced an interesting piece of work using a range of drawing skills, especially how to develop depth and perspective using charcoal and shading techniques.

Environmental Education
Stage 1 students completed a major study on The Great Barrier Reef. The learning engaged students through the use of technology, art and literacy. The unit culminated with students completing a large painting incorporating 3D aspects. The Federal Member for Hume, Mr Angus Taylor, came to the school to accept the mural and booklet and spoke with students about their concerns for the future of The Great Barrier Reef. Local television broadcast the event during their news and students have continued to be very interested in the environmental impacts affecting the reef.

The school vegetable garden has produced a range of vegetables and herbs with students being introduced to gardening methods, production of food, eating a range of foods and how to garden organically. The system is integrated with worm farms and students sell the produce and worm castings and use the money to buy seedlings and seeds.

Opportunities for students
Other significant opportunities for students were:

Our student leadership program involves many students across the school. All classes have representatives on the SRC and Year 6 students are elected as School Captains, members of The SRC and as House Captains and Vice
Captains. Students are also selected as Library Assistants and perform leadership duties in the library. All Year 6 students attended The Grip Leadership course in Wagga Wagga with them returning to school with a clearer understanding of their responsibilities and how to act and be leaders in the community.

Chess Competition held at school for Stages 1, 2 and 3 with 9 teams entering the Riverina Chess competition.

The Primary Research Project encourages senior students to apply their research and higher order thinking skills to find information, analyse it and use the findings to complete the project.

The Life Education Van visits the school each year as part of our Drug Education Program. Lessons are delivered by a trained presenter and we appreciate the support of The Cootamundra Lions Club for their assistance and continued involvement.

UNSW academic competitions allow students to compete at a national level and challenge themselves in their area of talent or interest. Students self-nominate and complete these competitions throughout the year.

Excursions

The excursion program develops students’ confidence whilst extending their understanding and knowledge of a range of curriculum areas.

Kindergarten, Year 1 and Year 2 attended a one day excursion to Wagga Wagga to an activity centre promoting fun, physical activities. This excursion broadens students’ horizons, develops their independence and enables them to demonstrate the appropriate behaviour in a public venue.

Year 3 visited Canberra after studying Australia, its cities and facilities available. Students had an enjoyable day with the highlights being visits to The Australian War Memorial, The Mint and Questacon Science Centre. The culmination of a unit on endangered animals, mapping places around the world and Australian history saw Year 4 visit Dubbo on their annual overnight excursion. Students visited Wellington Caves, Old Dubbo Gaol, Dubbo Zoo and went Ten Pin Bowling. This is the first time many of our students have been away from home overnight without family. They had an exciting, educational experience whilst using their cooperative learning skills.

Years 5 and 6 participated in a five day excursion to Broken Bay Sport and Recreation Centre, which is at the mouth of the Hawkesbury River. The students responded positively to the expectations for this excursion with students showing independence, cooperative skills and excitement, to the many challenges at the centre. Students involved themselves in high ropes, bush craft, watersports in both a pool and the ocean, marine walk, orienteering, fishing, boomerang throwing, initiatives and archery. The night activities are always a highlight with games, a tabloids night and a disco.
Using our Connected Classroom facilities, students in Stages 2 and 3 participated in two virtual excursions. Using this technology, Stage 2 visited The Sydney Opera House and toured the concert halls and the backstage areas. Students in Stage 3 were introduced to life in Antarctica and learnt about the weather, climate, wildlife and its importance as an environmental area. Interviews were conducted with scientists who had lived at Mawson Station but fifty years apart. This comparison of living conditions highlighted the major changes resulting from improved technology and the shift in scientific concerns for the environment.

All students attended The Riverina Environmental Education Centre near Wagga Wagga. The day’s activities were based on science units with students completing many hands-on learning activities. The classes attended with their buddy classes so it became a co-operative leadership peer support day as well as a science based day.

Significant programs and initiatives
Aboriginal education
In Term 1 Week 3 the school community completed The Collegial Snapshot of Aboriginal and Torres Strait Islander Education with the Dare To Lead Team. We invited the team to conduct the interviews and present the report to the school. This was a very comprehensive process and recommendations have begun to be implemented. This will be an ongoing process with the school community.

School Learning Support Officers (SLSOs) and the Buddy Teacher Program target Aboriginal and Torres Strait Islander students for individual literacy, numeracy and social programs. Early intervention programs are used to achieve sound outcomes in academic and social skills in the early years of formal schooling. To strengthen the perspectives within curriculum areas we have had members of the ATSI community visit the school and work with all students. This has involved learning about the use of indigenous plants for food and medicine and looking at art as a way of showing connectedness to country.

NAIDOC Week was recognized at school with all Aboriginal students wearing their NAIDOC watches and discussions within classes on its significance. Families also attended combined activities at Cootamundra High School which were supported by our school.

The major project for NAIDOC involved all students and staff, working with a parent, painting large murals based on the local Wiradjuri culture. Each class worked on a mural with every student and teacher contributing to the artwork. These large murals have been displayed around the school as a representation that our school is on Wiradjuri land and to show respect for this culture.

A consultative process to collaborate with the local AECG, parents and students has been strengthened with our continued involvement in meetings and with AECG members involved with School Management Plans and the expenditure of funds on targeted programs.
The school again nominated students for The Proud and Deadly Awards recognizing excellence in academic, citizenship, cultural, sporting and attendance achievements. These awards are highly regarded in the community, with the Cootamundra AECG being involved in the process.

The Department of Education and Communities (DEC) Calendar for Cultural Diversity with the theme being Community – everyone’s business was a project initiated in the primary section of the school with students choosing their way to represent the theme using art. The two chosen paintings, Logan Collin’s painting “Colour’s of a Country Life” and Michael Perry’s painting “A Country Cottage”, promoted their feelings and ideas on the harmony evident when living in a rural community. These two paintings were printed in the 2013 calendar which was available to hang in every classroom of public schools in NSW. These paintings and the theme were discussed across the school with the paintings displayed in prominent positions.

### Attendance Data

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Aboriginal Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>92.67%</td>
</tr>
<tr>
<td>2008</td>
<td>90.48%</td>
</tr>
<tr>
<td>2009</td>
<td>92.14%</td>
</tr>
<tr>
<td>2010</td>
<td>95.93%</td>
</tr>
<tr>
<td>2011</td>
<td>93.97%</td>
</tr>
<tr>
<td>2012</td>
<td>93.58%</td>
</tr>
<tr>
<td>2013</td>
<td>89.63%</td>
</tr>
</tbody>
</table>

Attendance is monitored and aligns closely with overall attendance for all students.

### Multicultural education

Harmony Day was celebrated with all students and staff making colour-themed handprints and attaching them to sticks. They were displayed in the shape of a rainbow at the school fete with a Harmony Day sign explaining their importance.

Senior students completed a cultural study of Japan and learnt about the history, culture, food and language. The students used their knowledge to present an item on Presentation Night with singing and poetry being recited.

Stage 3 students attended “Courage To Care” in Wagga Wagga. This program showed students historical events where racial discrimination was part of major conflicts around the world. Students listened to the story of a Holocaust survivor and began to understand the situation and difficulties faced by refugees.

### Other Programs

#### Transitional Equity Funding

The Transitional Equity Funding focused on Mathematics and English. The enhancement of teaching strategies and enrichment within the classroom was supported with teacher professional development on using consistent language and strategies to achieve student outcomes at, or above, state level. Baseline assessments were conducted, students were placed on the continuums and teachers used a range of resources to select appropriate teaching strategies, working towards set targets.

Professional learning was supported with four teachers being involved in the HOW2Learn Program. They each spent six days attending professional learning days and will be the team to implement this program into the school in 2014.

The school has used the Transitional Equity Funding staffing allocation with selected Year 1 and Year 2 students receiving intensive instruction in Literacy and Numeracy. Students benefit from targeted intervention and return to class with School Learning Support Officers supporting students.
National partnerships and significant Commonwealth initiatives
Changes in schools’ systems and practices as a result of participation in the Low SES School Communities National Partnership

**Change: School use of technology as a learning and management tool**

Reform/s – 3, 4

- Introduction of iPads to supplement PC and laptops for student and staff use allows flexibility in presentation of lessons, use of apps for learning differentiation and ability to base learning in a range of areas including playground, library, for small groups within the classroom and on excursions.
- Professional Learning for IWB usage, ipads, ipods, digital photography and film making – all staff involved in planned, continuous PL; video conferencing as teaching/learning tools for students and staff and to access support services from our rural location.
- Professional Learning for staff in accessing, availability and use of apps as explicit learning strategies to allow for differentiation of the curriculum catering for learning styles and needs. Use of administration packages for: communicating with staff; school management of resources, for planning and issues; student management tracking individual student welfare issues and trends, attendance, academic progress, reporting, PLPs, ILPs, ELPs, curriculum and continuum tracking; e-learning for wikispaces, blogs, typing, intranet and library.
- Use of technology to broaden the students’ awareness of cultural differences and similarities which has also reduced the cultural and physical isolation associated with our rural location - VCs with overseas students; VC with other remote and regional schools eg Aboriginal Storytelling Festival.

- Building the students’ capacity and confidence to use technology safely as a learning tool and to develop responsible equipment usage and maintenance.

**Change: Changes in teacher quality and/or teacher capacity**

Reform/s – 1, 2

- Implementation of programs to develop 21st Century learners. HOW2Learn program prepares students to be lifelong learners by explicitly teaching students good learning habits and skills to be used across all areas of their lives. The program is based on the four Learning-Power Dispositions of Resilience (Feeling), Resourcefulness (Thinking), Reflectiveness (Managing) and Reciprocity (Relating).
- Senior teachers mentor and support early career teachers with practices and resources for classroom management strategies resulting in classrooms exhibiting sound learning behaviours.
- Developing and enhancing experienced teachers ability to access recent research, use technology for learning and to adapt learning programs by using technology as a teaching/learning tool.
- PL in school has developed skills to deeply analyse data from PLAN/BestStart, NAPLAN and internal assessments. This has resulted in explicit teaching, as evidenced in programs, and use of Numeracy and Literacy Continuums to place students on levels and develop students’ understandings of their learning needs to achieve outcomes.
- Leadership For School Improvement has enabled all staff to see themselves as having leadership roles within the school with increasing growth of the role of school based curriculum teams with designated leaders making budget and resource decisions after analysis of needs across the school.

**Change: Focused Intervention Programs**

Reform/s – 3, 4, 6

- Targeted Intervention Programs allowing use of data analysis to develop programs for:
- Literacy – L3, Focus on Reading, OT, Speech, Literacy Groups, intensive individual/identified group tuition,
  - Numeracy – TOWN, TEN, OT, Speech, Numeracy Groups, intensive individual and identified group tuition.
- Implementation of programs to develop 21st Century learners. HOW2Learn program prepares students to be lifelong learners by explicitly teaching students good learning habits and skills to be used across all areas of their lives. The program is based on the four Learning-Power Dispositions of Resilience (Feeling), Resourcefulness (Thinking), Reflectiveness (Managing) and Reciprocity (Relating).
- Transition Programs
  - Early Learners has developed professional relationships with local early learning centres and has developed into a full term program with students showing awareness of procedures, school layout, personnel and behaviour expectations. Learning programs for Kindergarten are planned with the extended knowledge made from observations during planned, explicit activities to target identified skills.
  - Transition Program for Year 6 to 7 is planned co-operatively between Principals or their representatives with an emphasis on team-building, developing confidence, understanding routines and timetables and the expectations for high school.
- Analysis of data for Aboriginal students for Literacy, Numeracy, attendance and welfare has resulted in students receiving targeted, individual academic and social or welfare support
- PL for teachers and SLSOs for managing students with Autism, Language and Communication Disabilities, learning disabilities and physical disabilities has seen the development of differentiated learning programs using appropriate strategies. This has resulted in students using organisational tools and strategies, allowing routines to be established and maintained with students learning within mainstream classes.

Change: Community Engagement
Reform/s - 4, 5, 6
- Aboriginal Community
  - Local Elders have established stronger networks by working with students on cultural projects including art, traditional foods and uses of indigenous flora as medicine.
  - Students and staff hosted Cuddie Cuddie VCs where Aboriginal elders told stories and several schools enrolled. This has strengthened local identity and broadened students understandings.
- Aboriginal parents/carers and school staff have established a consultative process to collaborate with local AECG, parents and students with the school community completing the “Dare To Lead” Snapshot.
- Strengthening community partnerships
  - P&C – consultation has led to upgrades in facilities, joint decision on school uniform requirements, combined resource management and allocation of funds, successful completion rates of surveys with between 80% - 90% of surveys returned.
  - Parents – meetings/forums to develop understandings of school curriculum, learning programs and assistance available for family support.
  - Providing resources for increasing home opportunities for learning to emphasize importance of Literacy and Numeracy.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
- Analysis of PLAN Data
- Analysis of NAPLAN Data
- Analysis of staff attending professional learning
- Use of technology by staff and students as noted in programs and borrowings of ipads, laptop computers and use of computer laboratory for lessons.

School planning 2012—2014: progress in 2013
School priority 1
Literacy
- Improved student achievement in spelling, reading and writing.

Outcomes from 2012–2014
ES1 PLAN( Best Start) Literacy. In 2013, 100% of all ES1 students will attain Level 2 or higher with 65% attaining Level 3 by the end of Term 3, 2013.
Year 3 NAPLAN Spelling. In 2013, there will be 50% of all students in Bands 5 and 6.
Year 5 NAPLAN Spelling. In 2013, there will be 30% of all students in Bands 7 and 8.

Evidence of progress towards outcomes in 2013:
Our achievements include:
- 2013 PLAN( Best Start) data demonstrated that 100% of students achieved Level 2 or higher
with 94% attaining Level 3 or higher by the end of Term 3.
• 2013 NAPLAN Data demonstrated that 51.5% of Year 3 students were placed in Bands 5 and 6 for Spelling compared to 60% in 2012 with 50% of ATSI students achieving in the highest bands.
• 2013 NAPLAN Data demonstrated that 25.8% of Year 5 students were placed in Bands 7 and 8 for Numeracy compared to 31.3% in 2012 with 100% of ATSI students achieving in the middle bands.

Strategies to achieve these outcomes in 2014
• Employment of additional teacher for Stage 1 numeracy to implement literacy strategies.
• Implement L3 strategies in Kindergarten classes to build successful spelling strategies.
• SLSO in class, with PL, supported delivery of L3 Program – increase effectiveness in classroom programs due to more detailed observations allowing for earlier targeted literacy tuition.
• Use of PLAN(Best Start) and L3 tracking systems allow in-depth analysis of data with student outcomes monitored and intervention occurring with explicit teaching targeting individual learning.
• Evaluations following PL will demonstrate that staff will be able to identify, analyse and interpret NAPLAN data to inform teaching and learning for their student group.
• Students involvement in intra and inter school spelling competitions will emphasise the importance of correct spelling, spelling conventions and reinforced memorisation strategies eg - Premiers Spelling Bee, Wordmania, IWB accessed activities
• Authors in School program will emphasize the etymology of language and how this knowledge assists with spelling and development of ideas.

• Reading Schemes will assist with spelling, word usage and comprehension.

School priority 2
Numeracy
• Improved student achievement in numeracy.

Outcomes from 2012–2014
ES1 PLAN(Best Start) Numeracy. In 2013, 95% of all ES1 students will attain Level 2 or higher with 60% attaining Level 3 by the end of Term 3, 2013. Year 3 NAPLAN Numeracy. In 2013, there will be 50% of all students in Bands 5 and 6.
Year 5 NAPLAN Numeracy. In 2013, there will be 40% of all students in Bands 7 and 8.

Evidence of progress towards outcomes in 2013:
Our achievements include:
• 2013 BestStart data demonstrated that 100% of students achieved Level 2 or higher with 79% attaining Level 3 or higher by the end of Term 3.
• 2013 NAPLAN Data demonstrated that 24.3% of Year 3 students were placed in Bands 5 and 6 for Numeracy compared to 40% in 2012 with 50% of ATSI students achieving in the highest bands.
• 2013 NAPLAN Data demonstrated that 19.4% of Year 5 students were placed in Bands 7 and 8 for Numeracy compared to 18.8% in 2012 with 100% of ATSI students achieving in Band 6 or better.

Strategies to achieve these outcomes in 2014:
• SLSO in class, with PL, will support delivery of Numeracy Program – increased effectiveness in classroom programs due to more detailed observations allowing for earlier targeted numeracy tuition.
• Use of PLAN(Best Start) tracking system and numeracy continuum will allow in-depth analysis of data with student outcomes monitored
Evidence of progress towards outcomes in 2013:
- TPL to increase working knowledge of IWB’s, ipads, ipods and video conferencing using the Connected Classroom.
- Students in all stages using notepads and iPads purchased in 2012.
- Staff using Sentral for student reports, attendance and to record welfare.
- Continued employment of an additional classroom teacher to implement consistent classroom practices in literacy and numeracy in Early Stage 1 and Stage 1
- All staff have completed TPL in numeracy in either TOWN or TEN
- All staff have completed TPL in literacy in either L3, Focus on Reading or Spelling strategies
- Accessing video conferencing for professional learning for implementation of English syllabus
- SASS staff and SLSOs have updated skills through regular Professional Learning courses both online and at workshops
- School team attended HOW2Learn professional learning program and introduced the program to all staff

Strategies to achieve these outcomes in 2014:
- TPL in: numeracy to further develop TOWN, TEN strategies; and literacy programs - Focus On Reading 3-6 and L3 to implement programs.
- School team to implement HOW2Learn strategies with all staff across all stages
- TPL to increase working knowledge of IWB’s and IC’s. IT co-coordinator and technology team to develop CRT skills in programs.
- Staff work with authors on persuasive writing techniques, narrative writing technique, story development, character development, punctuation techniques etc. Parents to be given opportunity to be involved with authors.
- SASS staff and SLSOs to update skills through regular PL courses.
- TPL to increase understanding of a range of disabilities and best practice strategies for management
- Employ teacher as IT coordinator to manage technology resources, deliver PL to staff to develop teaching and learning strategies and develop students skills in technology for learning
- PL in developing deeper understanding of range of programs and use of administration programs
- Monitor Australian Curriculum/Board of Studies websites discuss at SDDs and staff meeting days. Implement new Australian Curriculum as per NSW DEC.
- Conduct Analytical Framework Statements Questionnaire annually to track progress of meeting targets. Analytical Framework to review the success and future directions for the Team Leadership for School Improvement.
- Implement recommendations from Dare To Lead Collegial School Snapshot
- To employ SLSOs for early intervention in numeracy and literacy. To assist implementation of PLPs for ATSI students.
Professional learning
All staff have continued to develop their professional skills with a range of professional learning activities.

All staff evaluated the NAPLAN results with SMART Data and helped formulate priorities in Literacy and Numeracy.

All Early Stage 1 and Stage 1 teachers completed the TEN program. Two Stage 2 and Stage 3 teachers completed the TOWN program. All staff, over the last two years, have now completed professional learning for numeracy.

The HOW2Learn team, consisting of four teachers, attended the course for six days. An introduction was presented at the School Development Day with full implementation in 2014. An Assistant Principal attended the HOW2Learn Conference in Albury to gain a broader understanding and learn how the program had been implemented by other schools.

The Kindergarten teacher completed the first year of training for L3. Targeted, intensive professional learning was undertaken and teachers on Year 1 and Year 2 were familiarized with the program.

Teachers participated in video conferences on the implementation of the English syllabus. This was followed up in staff meetings and school development days.

The Executive Team attended Principals’ and Assistant Principals’ Conferences to develop leadership skills, understandings of innovative and recent educational research and how to implement programs into school.

The continued implementation of the NSW DET Analytical framework for effective leadership and school improvement occurred at staff meetings. Team Leadership for School Improvement has continued with staff recognizing that leadership across the school is a shared responsibility. Staff has been working as members of teams with responsibility for assessing resources, professional learning needs and allocation of budgets.

Professional Learning in English was a major focus with staff using School Development Days and staff meetings to develop their understandings of the Literacy Continuum and how to track students to ensure teaching strategies were aligned with the differentiated learning needs of students.

Several staff completed coaching courses in the teaching of physical skills, netball, golf and touch football. The Live Life Well Program was implemented after two staff members completed the course.

A total of $13275.00 was spent on professional development for teaching staff which is an average of $1021.00 per teacher. Administration staff averaged $1185.00 on professional development.

Staff Development Days (SDDs) covered a range of academic and welfare areas. All staff attended a whole day workshop with Genevieve Jereb, an occupational therapist, who specializes in developing programs for students with sensory needs. All staff attended a whole day workshop with Sue Larkey, a noted clinician on developing programs and teaching resources for students with autism.

With the introduction of Every Student, Every School all staff completed professional learning modules. This enabled executive and staff to understand the requirements and ensure the school was able to implement the program in classrooms and into policies.

The teacher librarian attended the Regional Conference for Teacher Librarians to learn further about the implementation of technology for learning and maintaining the library system to meet with DEC requirements.

Teacher consistent judgment and the placement of students when writing report cards was also addressed on SDDs. Sample reports were presented and the
marking scales for NAPLAN Writing were used as guides.

Staff analyzed the “Quality Literacy Programs” document and identified areas of achievement and areas to consider when developing classroom programs.

The school has two New Scheme Teachers who are accredited and maintaining their accreditation at competence level.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students were asked to list several things they liked about the school and if they thought anything needed to be done to make it a better learning place. The overwhelming majority were positive in their responses.

Students stated that learning was the most important thing to do at school and listed English, Mathematics and Creative and Performing Arts as favourite learning areas.

Students listed that they liked the teachers, administrative staff, School Learning Support Officers and Principal. They felt safe at school, teachers listened to them and were fair and people were friendly and kind. Students enjoyed having the large playground, fixed play equipment and being able to borrow sporting equipment to play with at lunch time. Students also said they liked going to the library at lunchtime. Many students commented favourably on the new uniform.

A lot of students rated the activities organized by the SRC as important, fun ways to raise money for charity. They particularly enjoyed dress-up days and the cake day.

Anecdotal evidence gained from formal and informal parent teacher interviews supports the positive feedback from students. Further to this our positive student attendance rates, averaging 94.1%, also confirm their eagerness to come to school.

Parents recognised that teachers were very interested in their children as individuals and provided a supportive environment. They valued the learning programs and acknowledged that newsletters were informative and interesting.

Teachers felt that they were involved in the decision-making processes through the Curriculum and Learning Support Teams. Beginning teachers felt supported in their professional development and more experienced teachers recognized that their input was valued.

Canberra

All teachers acknowledged that the professional learning programs were targeted and valued their alignment with current school and personal professional programs.

**Program evaluations**

**Background**

*Dare to Lead* is a project run by Principals Australia Inc and funded by the Commonwealth Department of Education, Employment and Workplace Relations. The project provides support for Principals endeavouring to improve learning outcomes for Aboriginal and Torres Strait Islander students and to improve the curriculum across all schools about traditional and contemporary history and culture. *Dare to Lead* was invited to complete an external, independent review of Aboriginal and Torres Strait Islander Education in the school.

The Snapshot of Aboriginal and Torres Strait Islander Education conducted at E.A. Southey PS included interviews with staff, Aboriginal and/or Torres Strait Islander and non-Indigenous students, Aboriginal and/or Torres Strait Islander and non-Aboriginal parents, Aboriginal and/or Torres Strait Islander employees and school executive. A brief school data review was also completed.

The question sets were recommended by *Dare to Lead* staff and have been used successfully in other settings. The review team acknowledges the support given by all staff and students, the hospitality and professional environment that the review was conducted within. Particular thanks are extended to Zita McLeod and Donna Quinn for their assistance and hospitality.
It is acknowledged that the findings, commendations and recommendations are based on the limited datasets outlined later in this report. The school may wish to investigate matters more-fully when considering further actions.

The interview team was told of a great appreciation for the school Principal’s leadership model and the relationships she has developed and fostered over the short time she has been at Southee.

The attendance rate of Aboriginal students is to be highly commended, although a little behind the non-Aboriginal cohort, it was above National, State and Regional attendance rates.

The academic progress through NAPLAN of many Aboriginal students was noted as a strength of the school.

Many people interviewed valued the work of Donna Quinn. In particular the Reconciliation Art Sessions, her ability to share knowledge with colleagues and the modelling of continuous education (doing her Masters at University makes her a role model for the students and highlights the ability of Aboriginal people more widely to the school and Cootamundra community) has made her position in the school extremely valuable.

The school buildings and grounds, which are valued by parents, staff and students, are attractive and provide an excellent learning environment for the school community.

Team members and interviewee data
The review team consisted of Mr Brian Giles-Browne *(Dare to Lead* National Schools Coordinator) and Mr Mark Crouch *(Dare to Lead* NSW Coordinator).

Interviews were held with the following:

- Aboriginal and/or Torres Strait Islander students - 8
- Non-Indigenous students - 6
- Classroom Teachers - 6
- Support Teachers -2
- Aboriginal and/or Torres Strait Islander employees - 1
- Aboriginal and/or Torres Strait Islander parents and community members – 4
- Non-Aboriginal parents and community members - 6
- School senior executive members - 5
- School Clerical staff – 5

Findings and conclusions
The school is commended for its very clear commitment to excellence in education for all students.

All parents reported that E.A. Southee was a very welcoming school, especially the front office staff and because of its size had a family atmosphere.

The interview team found that the students who were interviewed were very proud, confident and articulate. The school leaders were particularly well mannered and are great ambassadors of the school.

The interview team received many comments about the high quality of the teaching staff. Students rated the teaching staff very highly, with few exceptions, and parents felt the teachers were extremely approachable, taught their children well and dealt with their concerns effectively.

Future directions
Cultural Awareness Training for all staff
The Snapshot team heard clear messages that many staff had little or no knowledge of the local Aboriginal contemporary and traditional history and culture and in turn did not integrate much local Aboriginal content into their teaching programs for fear of doing or saying the wrong thing. It was felt that it was this lack of confidence by staff that limited this integration.

It is recommended that the school provides an Aboriginal cultural immersion program for all staff, teaching and non-teaching. This cultural awareness program needs to be systematic and ongoing in order to familiarise all staff with the local community structures, traditions and cultures of Aboriginal people. The local
Aboriginal community, health services and the Riverina
DEC Regional Aboriginal education officers should be
consulted and involved in the development and delivery
of this program. Also the local AECG and the local Elders
should be consulted to assist with the development and
delivery of this professional development and to support
the school to better engage the Aboriginal community in
this process.

It is envisaged that an outcome of such a program
would be increased professional discussion regarding
cultural awareness and the development of individual
professional plans for teaching and non-teaching staff.

Once staff members have had the opportunity to be
involved in cultural awareness training they need to
ensure that they use that knowledge in their teaching
and learning to make a difference for their students. It
would also be beneficial to include cultural awareness
training in the Staff Induction Program. This would
ensure that all new staff to E.A. Southee PS would
receive cultural training prior to commencing at the
school and prepare them for working with Aboriginal
students, parents and community.

School Aboriginal Education Committee
Aboriginal education appears to happen in the school on
an opportunity basis. The formation of a small Aboriginal
Education Committee, including a parent representative
and Aboriginal staff, could make the work in this area
more strategic and embedded. A committee also
provides a succession planning safeguard to the
longevity of Aboriginal Education approaches across the
school.

The Aboriginal Education Committee could:
- Consist of at least 1 school executive member
  (not necessarily the chairperson), teachers, Aboriginal staff, Aboriginal parents/community
  and possibly an AECG representative;
- Develop a clear statement of roles and
  responsibilities which provides a strategic
  framework for improving the outcomes of
  Aboriginal students;
- Be involved in decision making regarding all
  matters relating to Aboriginal Education and the
  implementation of the DEC Aboriginal Education
  Policy;
- Develop (in consultation with the wider
  Aboriginal community), manage and evaluate
  the school’s Aboriginal Education Plan;
- Refine, monitor and evaluate PLPs and provide
  training for staff;
- Develop a planned cycle of cultural celebrations
  so that events like NAIDOC don’t slip through -
  Sorry Day, Reconciliation Week, Harmony Day
  and NAIDOC could be the basis to the cycle;
- Provide opportunities for Aboriginal students to
  connect with their culture e.g. gender meetings
  and cultural excursions;
- Review the effectiveness of the Year 6 to Year 7
  Transition Program for Aboriginal students;
- Be the coordinating team to apply for and
  evaluate Aboriginal programs;
- Engage other school committees to share action
  plans/decisions across the school so that
  Aboriginal education is seen as a whole school
  responsibility; and
- Be provided with a budget which is managed by
  the AEC.

Personalised Learning Plans
While it is acknowledged that the school has planned to
implement Personalised Learning Plans for all Aboriginal
students, some concerns were raised by teachers,
students and parents regarding the reason for doing
PLPs, their relevance and the content. The school should
encourage all teachers to continue to be proactive in
forming relationships and making connections with the
parents of the Aboriginal students in their classes.
Teachers need to understand that collaboration with the
community in the formulation of Personalised Learning
Plans (PLPs) will greatly assist them to enhance a
positive relationship with the Aboriginal community.

It is recommended that an evaluation be carried out as
to the effectiveness of the existing PLP procedures,
particularly around informing all stakeholders of the
reason why the school is implementing PLPs for the
Aboriginal students. It is also recommended that PLP’s
be based on the development of relationships between
the Aboriginal student, teacher and parent. The personal
conversation with the parent is essential to further the
relationship and partnership with the school. The PLP
must have a focus on career aspirations and document how the teacher and parent/s are going to support the student. To improve the PLP process it is recommended that the school:

- Reviews the school’s implementation process of the PLPs and purpose of the plans;
- Reinforces with students, staff and parents the positive nature of PLPs - not a deficit model;
- Maybe targets a specific group of students to reintroduce PLPs to e.g. Stage 2 and 3 talented and gifted students;
- Investigates the possibility of introducing PLPs for all students;
- Considers occasionally meeting parents off-site where Aboriginal parents may feel more comfortable or perhaps during NAIDOC;
- In consultation with Cootamundra HS, ensures that Stage 3 PLPs and the high school PLPs are aligned;
- Ensures that a PLP hand-over is part of the Year 6 Transition Program;
- Ensures that regular monitoring of the PLPs by all teachers is built into the Stage routine e.g. add the discussion of PLPs as a Stage agenda item once per term; staff indicate what they are doing to support the personal goals of Aboriginal students in their classes; share support ideas with other Stage members;
- Provides professional development around effective PLPs and how to best lead PLPs in the school (e.g. Dare to Lead Workshop); and
- Ensures that PLPs have a specific section focusing on aspirations and pathways planning involving the mentors (teacher) and role models.

The effective implementation of PLPs will greatly assist the development of relationships between the teacher, student and parent, improve the engagement of Aboriginal parents and community at the school and reinforce and emphasise student aspirations and scaffold the support they require to be successful.

**Curriculum Scope and Sequence**

It was apparent to the Snapshot team that Aboriginal content was not taught in a systematic way and was predominantly event driven i.e. teachers worked on Aboriginal content around NAIDOC Day and Sorry Day etc. The school could investigate the development and implementation of a structured whole-school approach to incorporating Aboriginal content into teaching and learning programs. It would also be beneficial to develop an Aboriginal Education Scope & Sequence to ensure the systematic teaching of Aboriginal cultures and histories, both traditional and contemporary, across all key learning areas and all Stages.
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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