E A Southee Public School
Annual School Report 2014
**School Context Statement**

Students at E. A. Soothe 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 11% ATSI and 2% LBOTE student population with a total enrolment of 200 students.

At E. A. Southee Public School we have dedicated teachers with a wide range of experiences. All teachers attend professional learning courses to maintain their high standard of teaching. The P&C is committed to enhancing the school’s image within the Cootamundra district.

E. A. Southee Public School provides a dynamic and caring educational environment in which all students access quality educational programs within a varied and balanced curriculum.

The school maintains a culture based upon continuous student improvement and learners operating collaboratively. Learning is becoming more student-centred with teachers using HOW2Learn strategies, ensuring that students understand their own learning and progress. Our students are seen as lifelong learners. The curriculum has been reviewed and it is more connected to students’ interests, experiences, talents and the real world. The use of technology in our everyday learning is a tool for connecting with the world and gaining information. Students are encouraged to research answers to the questions raised in their learning.

Students have access to a wide variety of experiences to enhance and extend their learning. These include:- excursions; public speaking and debating; chess competitions; ICAS competitions; Premier’s Spelling Bee, Reading Challenge and Sporting Challenge; creative and performing arts including dance festivals, music program and musical productions. E. A. Southee Public School promotes a healthy awareness of the importance of physical activity through our Physical Education and Sport activities with “Live Life Well” being a key component. Students are involved in knockout competitions, PSSA carnivals, local competitions and representative teams in a variety of sports.

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

**Principal’s Message**

E. A. Southee Public School has staff, students and parents/carers who value learning and recognise that lifelong learning is essential to enable us to have the confidence and skills to be engaged in our community.

The school is dynamic and thriving with skilled staff utilising quality teaching and welfare practices to deliver a wide and varied curriculum, catering for individual and group needs. Effective student management and welfare programs 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. Our dance group was again successful in gaining acceptance into The...
Riverina Dance Festival and performed professionally.

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.

Our parent body is very keen for students to have as many experiences as possible and assists in providing transport and support at the events our students are involved in.

Our Parents and Citizens (P&C) group meet regularly and the dedicated executive and members are involved in the decision making processes of the school. The major fundraising event each year is the school fete and is strongly supported by the school and wider community. The P&C provide valuable input and funds for resources and to support excursions. Their support and involvement is appreciated by school staff.

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 school and grounds are in excellent condition with the school community now using and benefiting from the extensive upgrades in all areas. The buildings are set within a park like environment with extensive play areas, allowing students to enjoy physical activities during play time and for sport and physical education skills lessons.

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

E A Southee Public School

P & C Message

It is with pleasure I give you the Parents and Citizens(P&C) President’s Report. However, having served three years, my tenure is up so next year will bring a new president.

Another eventful year has been enjoyed by the P&C. I have been privileged to work with the committee members and regular attendees and I thank you for your attendance. Without your continued dedication and support there would be no P&C and without the P&C we would rely solely on the NSW and Federal governments to provide us with funds and the school’s culture would be left on the already hard working teaching and support staff.

We have had one major fund raiser this year with a successful fete being run at the end of Term 1. Several smaller fund raising events were held, with the Mother’s Day stall being one of them. Thank you to all staff and parents who contributed to the success of these fund raisers. Special thanks, especially to all who have contributed to the hamper, with all three prizes being quite substantial. They will go a long way towards providing for Christmas and beyond.

Funds this year have been used to assist the school with a number of purchases. 10 new trestle tables for school functions, a commitment towards the purchase of three sets of multi-purpose sports jerseys, a $4000
commitment towards the purchase of outdoor tables in the COLA, a shade tent for use on sporting or other outdoor events and the Slushee machine for the canteen have all been possible because of the fundraising efforts.

We have also assisted with funds for transport for a number of school excursions. All of these expenses have a direct effect on the cost for our children’s education. Without the assistance provided by the P&C, some of these events would be considered too costly and not run at all.

The canteen continues to prove itself to be a valuable resource to the school. Having been in the renovated canteen for the whole year this year we have seen the canteen be more profitable and able to sustain itself, with the only assistance being the purchase of the Slushee machine from P&C funds.

The canteen is not just a place to get recess and the cheapest, healthiest lunch in town. The canteen provides a safe environment for students to begin to learn and practice their literacy, numeracy and social skills in a practical way, to give them confidence using basic life skills which will assist them in later life.

The P&C is where parents get to put their views and ideas into the school to make it our own. The majority of operating options that are provided to the school are presented to P&C for input and guidance on how we want things to happen in our school. The views of the P&C are whole heartedly taken into consideration when final decisions are made.

I encourage all parents to be involved in the school and the P&C. There is no pressure or aimless fundraising. Everything has a core purpose, which is to provide our school with resources and support, so the school can get on with its’ core purpose which is to provide our children with the best educational start.

Southee truly is a great school. Remember we are Southee, with our motto, “Sincerity, Perseverance and Self Reliance”, being strongly recognized in the community.

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

Student Representative’s Message

We both started our journey at E A Southee Public School seven years ago in Mrs Frilay’s Kindergarten class. While being here we have enjoyed making new friends and are sure some of these friendships will last us a lifetime. We have also been lucky to have such supportive teachers and whole school community that want us to succeed.

Being the school captains of E A Southee for 2014 has been a lovely way to end our careers here and we have proudly represented the school at community and school events.

From Kindergarten to Year Six we have both enjoyed being part of all of the activities that Southee offers students. From our first excursion to Noah’s Ark, the Canberra excursion and Dubbo to our final excursion to Broken Bay and Ballarat, we have benefitted from these exciting events. We have both also been a part of a lot of sporting opportunities such as athletics, swimming, cross county and football.

This year has again been a busy year for the Student Representative Council (SRC) and school community. Along with other members of the SRC and students we have represented the school at the ANZAC Day March and ceremony in Albert Park, the Wattle time parade, Peace Pavilion opening, awards ceremonies and assemblies and the Remembrance Day Ceremony which we hosted at school. Throughout the year we have welcomed special guests such as authors and sportspeople into our school. It is always nice to hear that they have enjoyed their time at our school.
The SRC, along with all the Southee students and the staff, have provided students with many fun opportunities in 2014 that often also raise money for good causes.

The SRC have been a part of fete activities, book parade, footy colours day and raised money for the town clock.

The SRC and Mrs Frilay raised money for an orphanage in East Timor. The students bought lucky dips and raised money for the orphanage to buy much needed supplies for the children in their care.

We again held the popular Easter egg hunt, which all children enjoyed being part of. We showed our resilience and quickly reorganised our hunt to be indoors as the rainy weather was not in our favour this year.

This year we held the SRC Family Picnic Day where we invited families and friends to join us for a picnic lunch in our beautiful playground. Special meal deals were provided by Mrs Armstrong and activities such as rebound nets, footy games and balancing games kept our students and their guests amused. This day showcased the lovely atmosphere of our school and many people on the day told us how much they enjoyed this SRC event.

The Year Six students have proudly worn their red Year Six shirts that support a good cause each year. This year the foundation they chose to support was SIDS. We raised money for their important research with our yummy cake stall.

We would like to thank the SRC and permanent student council for their efforts this year. Everyone has worked as a team and enjoyed being part of these extra events that we are able to offer.

We would like to congratulate next year’s school captains and permanent SRC on their new position and wish them the best of luck.

We, together with our classmates are looking forward to the new adventure that high school will bring but we are sure we will miss Southee’s supportive and caring atmosphere and the many opportunities that the school provides us with.

Sophie McDermott Brendan Kelleher

School Captains

E A Southee Public School

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

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<thead>
<tr>
<th>Year</th>
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<td>2014</td>
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Enrolments
### Class Sizes

| Roll class | Year | Total in class | Total per ye~
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### Student attendance profile

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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
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</table>

### Management of non-attendance

Non-attendance is managed by the classroom teacher via written or verbal communication to the parent. 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.
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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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
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<tr>
<td>Total</td>
<td>17</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff members recognised Aboriginality.

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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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>86%</td>
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<tr>
<td>Postgraduate</td>
<td>14%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>14%</td>
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</table>

Professional learning and teacher accreditation

Staff have continued to develop their professional skills with a range of professional learning activities.

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

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 schools.

SASS staff attended a LMBR conference in Canberra to assist with implementing the new finance program in management and financial literacy.

Staff Development Days covered a range of academic and welfare areas. All staff attended a whole day workshop about the Aboriginal Immersion Program.

Emergency care, child protection, code of conduct and consistent teacher judgement for planning, programming, assessment and evaluation were priority areas of learning and implementation. The NSW English and Mathematics syllabuses continued to be a major focus with staff reviewing assessment reporting and programming to align students on the Literacy and Numeracy continuum and further develop teaching strategies based on the differentiated learning needs of students.

The HOW2Learn Team continued to present the components of the HOW2Learn program to the teaching staff on staff development days. The staff began to formulate a program to specifically meet the needs of our students.

Two staff members attended a Grip Leadership seminar in Canberra to help develop and foster leadership skills with our senior students and, in particular, the SRC student body.

The kindergarten teacher completed the second year of training for L3 and continued to implement this program through professional learning.

The Teacher Librarian attended the Regional Conference and also attended regular term meetings to further develop the implementation of technology for learning and to maintain the library system to meet the DEC requirements.

The Music Count Us In seminar was attended by two staff members to help foster and encourage music education in the classroom.

Network meetings were attended by support staff to discuss the educational support needs
in our area and develop an understanding of recent structural changes in the learning support framework.

A total of $11,616 was spent on professional development for teaching staff which is an average of $1041.00 per teacher. Administration staff averaged $1200.00 on professional development

**Beginning Teachers**

E A Southee’s beginning teacher has had three and half planning days in 2014. This planning time was used for programming and implementing teaching, learning and classroom strategies to enable differentiated learning and behaviour programs to be embedded.

The teacher also attended the Beginning Teacher’s Conference in Wagga Wagga and the Pacific Consortium Conference in Sydney where she made a presentation on Mental Wellbeing in the Classroom from a teachers perspective.

A mentoring system for development of learning programs and planning of sporting events also took place. To assist with this, the beginning Teacher also completed an online course on strategies and necessary tasks for convening sporting events.

**Financial summary**

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

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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
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<table>
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<tr>
<th>Expenditure</th>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Excursions</td>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P&C Association. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**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)

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 and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

71% of Year 3 students are in the top 4 bands for reading.

71% of Year 3 students are in the top 4 bands for spelling.

68% of Year 3 students are in the top 4 bands for grammar and punctuation.
62% of Year 3 students are in the top 4 bands for writing.

NAPLAN Year 3 - Numeracy

71% of Year 3 students are in the top 4 bands for numeracy.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

83% of Year 5 students are in the top 4 bands for reading.
87% of Year 5 students are in the top 4 bands for spelling.

70% of Year 5 students are in the top 4 bands for writing.

83% of Year 5 students are in the top 4 bands for grammar and punctuation.
73% of Year 5 students are in the top 4 bands for numeracy.

### Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

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<tr>
<th>Subject</th>
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<td>100.0</td>
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<tr>
<td>Writing</td>
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<tr>
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<tr>
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### Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)

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### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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### Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)

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<tr>
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<tr>
<td>Spelling</td>
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<tr>
<td>Numeracy</td>
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<td>96.7</td>
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</table>
Other achievements

Arts

E. A. Southee’s tradition of providing opportunities for students in public speaking, dance and drama were once again evident throughout 2014.

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 33 students from Years 3 to 6, auditioned successfully in April for the Riverina Dance Festival. They danced at the Wagga Wagga Civic Theatre, performing “Nautical Notions” – a dance to the music “Sail Away” by Enya. The dance structure took on an innovative approach with students using body movement and formation to tell the story. Their costumes became a third dimension allowing the dancers to make pivotal transformations from people to sailing boats.

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.

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.

Weekly music groups were introduced in Stages 2 and 3. Students chose between guitar, percussion, ukuleles and marimbas/xylophones. This presented an opportunity for students to develop skills and interests with their chosen instrument. The ukulele group and several guitarists showcased their talent with a performance at the annual School Presentation Night.

E A Southee Public School participated in the national “Music Count Us In” program. In excess of 1000 schools were connected by live streaming to Parliament House in our nation’s capital. Students joined with students from all over the nation singing “Paint You A Song”. This activity enhanced
the school’s music program and all students enjoyed learning and singing the song.

**Sport**

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.

In 2014 Lachlan Webb represented the Riverina Region at State Cross Country.

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 of their competition and boys’ rugby league progressing to the semi-finals of The Classic Shield.

The Pinney Family Award for Sportsperson of the Year was presented to Lachlan Webb.

The Leahy Family Award for Sporting Ability and Sportsmanship was presented to Zac Simpson.

The Junior Sportsperson Award was presented to Samantha Graham.

Throughout the year the students were able to participate in a variety of Gala Days and skill development programs, including soccer and rugby league. The ACT Brumbies visited the school to reinforce the importance of fitness and good nutrition to achieve goals in sport.

The school continued its involvement with The Active After School Program. All students were offered the opportunity to access associated fun activities. The healthy afternoon tea is an added bonus with students being fully engaged and understanding the healthy lifestyle message.

Jump Rope For Heart was completed in Term 3 with all students and many staff competing. The students were 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 $3000.00.

Students in Stages 2 and 3 participated in a range of community based sports. They participated in squash, tennis and swimming 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 school based group had the opportunity to develop their golf skills.

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.

A highlight for 2014 was the visit to our school of The Melbourne Cup. Students were able to ‘get up close’, as well as learn about the history, value and significance of this well-known and very much sort after sporting prize.

**Community Involvement**

Our school is very involved in community events with students entering creative art pieces 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.

Each year the school and the P and C organise the School Fete. Many stalls are set up, including community organisations, such as CADAS, The Lions Club and Girl Guides. Many members of the community joined in the festivities. The fete raised over $6000.00 for the school P and C.

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 $3000.00 through their involvement with Jump-Rope-For-Heart.

The school supports community endeavours through fundraising and awareness. The students decorated biscuits and had a sausage sizzle to raise funds for the town clock, which was in need of repair.

Each year our school supports Stewart House. The SRC ran a lucky dip 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.

Year 6 students organized a RED Day for SIDS. The students had chosen to support this charity when selecting the Year 6 shirts. The students showed their cooking skills with a “Red Cake Day” where cakes, icing, many slices and treats all had a touch of red.

Our senior students attended Nerf Wars at the stadium during Youth Week. This highlighted the facilities available to the youth of the town and the activity promoted a high level of involvement leading to improved fitness and the enjoyment gained from playing team sports.

The School Captains represented our school at the opening of the Peace Pavilion. This structure and the ideals of peace was a Rotary initiative to foster peace throughout our town and in the wider region. The captains spoke with the student body and explained the significance of the event.

Years 1 and 2 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 SRC organised a picnic at school for a family and community gathering. Families, teachers and children joined in the fun and games, including foxtails, frisbees, grip ball, and many more.

The SRC organized an orange and purple day for a combined Harmony Day and Epilepsy Awareness Day. The school community dressed in these colours and the money raised was donated to The Epilepsy Foundation.
All students joined other local schools in enjoying the creative music and dance of visiting author, Andy Jones.

Throughout the year student artworks have been displayed in the local medical centre. They have brightened the hallways while giving the community a taste of the school’s art program.

**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 were, Ashlyn Perry – Stage 1, Samantha Graham – Stage 2 and Lachlan Webb – Stage 3. These three talented speakers also presented at the local Lions and Rotary Clubs meetings.

**Literacy Program**

Our school has increased the number of targeted literacy groups, with all students in the school benefitting from the formation of smaller groups. Differentiated learning programs, using the NSW syllabus and strategies from professional learning have been implemented, enabling staff to cater for the learning needs of our students.

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 Southee Library is resourced with state of the art computers and iPads for students to research and expand their base knowledge.

All infant classes incorporate a Home Reading system which is welcomed by all students and families. The infants department has acquired appropriate reading resources to support this successful program. The 2014 Year 3 NAPLAN results reflect above State Average results for Reading. The Reading Recovery teacher, as part of our Literacy Program, delivered explicit reading instruction to our Year 1 students, allowing the development of confident early literacy strategies.

The Premier’s Spelling Bee demonstrated the importance of correct spelling, with primary classes involved. Students were very competitive during the preliminary rounds and they went on to compete with good spelling strategies at the finals.

The visiting author program is a feature of the Literacy Program at Southee. John Heffernan and Andy Jones were very approachable and willingly shared their ideas with our students.

John Heffernan conducted writing workshops with all students which demonstrated his style and how he develops stories using ideas from the area where he lives. Students were encouraged to develop writing skills and were shown strategies to broaden their writing.

Andy Jones is a very well-known author, who directed a musical workshop, showing his skills as an author who uses different musical mediums to stimulate creative writing. Every student produced creative thoughts and body movements depicting the worldly musical sounds.
The Learning Support Team meets on a fortnightly basis to discuss strategies to support in-class Literacy Programs. Extra guidance and in-class support is organised and implemented from the Learning Support Team.

Environmental Education

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 for future garden expansion.

All E.A.Southee students are encouraged to participate in the annual Clean Up Australia Day program both in school and in the local community.

During the year all students are involved with tree planting to commemorate special events both in school and throughout the community. The grounds feature many native plants, trees and shrubs and many shade trees which have been planted through the years.

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 Parliament House, 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 had a four day excursion to the Ballarat region after extensive studies of Australian History. The students’ knowledge

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and understanding of the significance of the gold rush and the bushranger era was broadened with visits to Echuca, Sovereign Hill and Glenrowan.

Using interactive computer technology, students from Stage 3 participated in a virtual excursion to the Temora Aviation Museum.

**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.

The Chess Competition was held at school for Stages 1, 2 and 3 with senior 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.

Two students attended the disability dance workshop in Wagga Wagga and learnt new dance and movement skills.

The local Riding For Disabled Association hosted students for weekly riding lessons with a notable growth in confidence, independence and enjoyment in participating in a different physical activity.

Students from Years 5 and 6 attended the Riverina Environmental Education Centre Talented Student Days. They extended their scientific research and analysis skills and used specialist equipment to work in groups on problem solving activities.

**Significant programs and initiatives – policy**

**Aboriginal education**

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.

NAIDOC Week was recognised at school with all students completing workshops at
the local high school, where they had opportunities to learn about Aboriginal and Torres Strait Islander music and craft from the high school students.

The school again nominated students for The Proud and Deadly Awards recognising excellence in academic, citizenship, cultural, sporting and attendance achievements. These awards are highly regarded in the community.

To strengthen the perspectives within curriculum areas we have had members of the community visit the school and work with all Aboriginal and Torres Strait Islander students. This has involved learning about the use of indigenous music and dance as a way of showing connectedness to country.

### Attendance Data

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<td>2013</td>
<td>89.63%</td>
</tr>
<tr>
<td>2014</td>
<td>92.4%</td>
</tr>
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Attendance is monitored and aligns closely with overall attendance for all students.

### Multicultural education and anti-racism

Stage 2 and 3 students completed cultural studies on Germany and South Africa and learnt about the history, culture, food and language of these countries.

The Department of Education and Communities (DEC) calendar for Cultural Diversity for 2014 had the theme “Beyond Borders”. This was a project initiated in the primary section of the school with students choosing their own way to represent the theme using art. The children’s interpretation of the theme was “Laughter has no Bounds”. The resulting task and the multicultural theme were discussed across the school with the artworks displayed in prominent positions around the school.

An ESL teacher was employed part-time to assist in the cultural assimilation of 4 students from the Philippines, in Kindergarten, years 1, 2 and 6. These children have settled beautifully into our school, learning about our culture and sharing their culture with us.

### Significant programs and initiatives – equity funding

#### Aboriginal background

Our school hosted The Proud and Deadly Awards for district schools and, in preparation for this important event, all our Aboriginal students were invited to be a member of the performing group for the evening. Students from Kindergarten to Year 6 worked with the Aboriginal Community Liaison Officer, teachers and community members to develop a movement routine with the didgeridoo being played by a student from Cootamundra High School.

Students were very excited to be involved in such an important occasion. The senior students developed leadership and mentoring skills for younger students and the involvement of students promoted recognition of culture and ownership of the
A positive flow on from this was the increased sense of belonging, development of positive learning behaviours and participation in play. The involvement of parents, extended family and community made this an inclusive event with students, families and members of the local Aboriginal community showing pride in their culture and that it was being represented in a positive, enjoyable manner.

Recommendations from the “Dare To Lead Snapshot” were addressed with staff undergoing professional learning on the development and implementation of effective Personalised Learning Plans for all Aboriginal students.

At the School Development Day, combining with other local schools, we commenced our journey of understanding on the local Aboriginal culture. We viewed “Utopia” by John Pilger, participated in discussions and strengthened the networks between schools and local Aboriginal elders and community members.

**Socio-economic background**

The funding, after consultation with all school community members, was mainly directed towards supporting student engagement in the classroom, raising learning expectations and outcomes, strengthening school organization structures and developing a sustained, positive and inclusive school culture.

An intensive learning program, using L3, Reading Recovery, Focus On Reading, TOWN and TEN strategies for literacy and numeracy intervention was developed. Kindergarten to Year 4 classes had School Learning Support Officers (SLSOs) in the classrooms every morning, resulting in a high level of support for these students, with students achieving very sound outcomes. Students were also in smaller groups because an additional teacher was employed for half a day five days a week.

The SLSOs and extra teacher assisted with school events which promoted student involvement, allowing students to access a wider range of experiences and to participate with confidence, because of the extra support offered. Monitoring of students increased and early intervention and support resulted in students, staff and parents developing structures and strategies to promote positive engagement and outcomes.

The development of the HOW2Learn program began with resources being prepared and professional learning undertaken. Students and parents are gaining a growing awareness of their role in learning, with students beginning to use the language and strategies in discussions with teachers, parents and their peers.

Technology support was recognised as vital for students and staff. A teacher is employed to develop staff and student learning programs, strategies and skills in the use of IT technology and accessing and using resources as teaching/learning tools.

Students and families have been supported in accessing excursion activities for academic, sporting, leadership and cultural programs. Families and students are encouraged to seek access to resources to attend excursions with staff members using appropriate strategies when offering assistance through information
notes and personal contact. Transport has also been subsidized which lowers the cost of excursions and allows all students to be included.

The Speech Therapy Program was implemented by an SLSO under the guidance of the Community Health Speech Therapist. Students are assessed and individual programs developed by the speech therapist. The SLSO participated in professional learning to understand strategies to be used when delivering programs.

Other significant programs and initiatives

English language proficiency

Our school received new enrolments at the beginning of 2014. The families came from the same country and the students attended school immediately. The students were in stages across the school and students and parents could speak English.

After initial assessments were completed, individual learning programs were developed and resources borrowed from The Equity Resources Library. Initial assessments showed receptive language was generally at stage level but verbal instructions had to be delivered using specific language. Expressive language was understandable but assessments showed that grammar and general written work needed to be a focus.

Mathematics understandings showed wide variations with the language of mathematics having a major impact. The students received individual tutoring followed by support in whole class learning programs.

Transition from infants to primary and primary to high school was smooth with coordination between home and school a particular focus. The transition from Year 6 to Year 7 needed careful planning with several meetings being held to explain the process and the needs for high school in 2015.

Coordination with parents and extended family members was very important to the successful transition for the students into our school and the community. With the intensive support we were able to give, the students settled quickly into school, establishing friendship groups and involving themselves and their families in a wide range of academic, sporting and cultural activities.

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:

Outcomes from 2012–2014

School priority 1

Literacy
• Improved student achievement in spelling, reading and writing.

Outcomes from 2012–2014

ES1 PLAN Literacy. In 2014, 100% of all ES1 students will attain Level 2 or higher with 68% attaining Level 3 by the end of Term 3, 2014.

Year 3 NAPLAN Spelling. In 2014, there will be 55% of all students in Bands 5 and 6.

Year 5 NAPLAN Spelling. In 2014, there will be 38% of all students in Bands 7 and 8.

Evidence of progress towards outcomes in 2014:

Our achievements include:

• 2014 PLAN data demonstrated that 100% of students achieved Level 2 or higher with 94% attaining Level 3 or higher by the end of Term 3.

• 2014 NAPLAN Data demonstrated that 48% of Year 3 students were placed in Bands 4, 5 and 6 for Spelling compared to 51% in 2013.

• 2014 NAPLAN Data demonstrated that 20% of Year 5 students were placed in Bands 7 and 8 for Numeracy compared to 25% in 2013.

Strategies to achieve these outcomes in 2015

• Employment of additional teacher for Stage 3 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 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 Numeracy. In 2014, 100% of all ES1 students will attain Level 2 or higher with 65% attaining Level 3 by the end of Term 3, 2014.

Year 3 NAPLAN Numeracy. In 2014, there will be 55% of all students in Bands 5 and 6.

Year 5 NAPLAN Numeracy. In 2014, there will be 50% of all students in Bands 7 and 8.

Evidence of progress towards outcomes in 2014:

Our achievements include:

• 2014 PLAN data demonstrated that 100% of students achieved Level 2 or higher with 82% attaining Level 3 or higher by the end of Term 3.

• 2014 NAPLAN Data demonstrated that 19.4% of Year 3 students were placed in Bands 5 and 6 for Numeracy compared to 24.3% in 2013.

• 2014 NAPLAN Data demonstrated that 20% of Year 5 students were placed in Bands 7 and 8 for Numeracy compared to 19.4% in 2013.

Strategies to achieve these outcomes in 2015:

• 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 tracking system and numeracy continuum will allow in-depth analysis of data with student outcomes monitored and interventions occurring with explicit teaching targeting individual learning.

• TOWN strategies have been implemented in all Year 3 to Year 6 classes and will continue in 2015.

• Continued professional development with TEN for all Kindergarten to Year 2 teachers.

• Employment of additional teacher for Stage 3 numeracy to implement TOWN strategies.

School priority 3
Technology and Professional Learning

Outcomes from 2012–2014

• Increased levels of whole school professional development

• Increased use and understanding of technology by students and staff.

• Improved TPL across whole school in line with TLSIP and the Analytical Framework evaluation.

• Consistent classroom practices across all stages in numeracy, literacy and other KLA’s.

• Improved collection of data to allow more effective communication with parents.

Evidence of progress towards outcomes in 2014:

• 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

• Staff using Sentral for student reports, attendance and recording welfare incidents.

• Continued employment of an additional classroom teacher to implement consistent classroom practices in literacy and numeracy in Stage 3.

• All staff has completed TPL in numeracy in either TOWN or TEN.

• All staff has completed TPL in literacy in either L3, Focus on Reading or Spelling strategies.

• Accessing video conferencing for professional learning for implementation of English and Mathematics syllabuses.

• SASS staff and SLSOs have updated skills through regular Professional Learning courses both online and at workshops.

• School team began implementation of HOW2Learn program and introduced the program to all staff and parents.

Strategies to achieve these outcomes in 2015:

• 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 to work with authors on persuasive and narrative writing techniques, story and character development and punctuation techniques. Parents to be given opportunities 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 and 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.
Parent/caregiver, student, and teacher satisfaction

In 2014, 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 Sport 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, 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.

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 94.4%, 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. Parents have appreciated being involved in the School Plan 2015-1017 planning process and felt their views were valued.

All teachers completed The Tell Them From Me survey and indicated that it was an inclusive school with a strong learning environment. Teachers felt they were involved in the decision-making processes through the Curriculum and Learning Support culture supported by collaboration between all school staff. Beginning teachers felt supported in their professional development and more experienced teachers recognized their input was valued.

All teachers acknowledged that the professional learning programs were targeted and valued their alignment with current school and personal professional learning programs.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Strategic Directions and Purposes
2015 – 2017

Strategic Direction 1
Engaging, Inclusive and Reflective Learning Culture

Purpose
All students actively engaged in meaningful, challenging and future focused learning

Strategic Direction 2
Strategic and Planned Wellbeing Program

Purpose
Every student, every day being engaged positively in their learning environment.

Strategic Direction 3
Dynamic Inclusive Community Culture

Purpose
Strong, inclusive community culture by leading and inspiring through collaborative engagement.

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.

Zita McLeod  Principal
Lyn Smart  Assistant Principal
Ravindren Reddy  Assistant Principal
Christine Glover  Teacher
Vicki Frilay  Teacher
Lawrence Wing  Teacher
Catherine Grove  Teacher
Melissa Wood  Teacher
Lucy Hipwell  Teacher
Merren Lawson  Teacher
Ruth O’Dwyer  Teacher
Kristen Anstice  Teacher
Barbara Godbier  SAM
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: