E A Southee Primary
Annual School Report

2011
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. Frequently, the students are praised by the wider community and their teachers, for their good 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 EA Southee Public School there is a mixture of experience and youth. This enables us to blend traditional with new ideas and provide a wide range of experiences for all students. We have a good balance of male to female teachers. All teachers have attended a variety of professional learning courses to help them maintain their high standard of teaching.

Significant Programs and Initiatives

National Partnership

Southee’s curriculum has been enriched by the provision of Federal monies from the Priority Schools Program (PSP) and the National Partnerships Low SES School Communities Program. Both these avenues have allowed the school to provide extra staff and the purchase of the latest technology. These, combined with staff development programs, have enhanced student outcomes. The employment of five School Learning Support Officers (SLSOs) has benefited children in all Infants Classes. Southee has been able to install interactive whiteboards into all classrooms and provide Teacher Professional Learning Programs that have enabled teachers and students to use this technology to the fullest.

Southee’s visiting authors program has been so successful, that Mrs. O’Dwyer was invited to inservice other PSP schools on how to incorporate visiting children’s authors into their language program.

Southee has expanded the transition from home to school program that has enabled both parents and students to have a better understanding of the expectations of Kindergarten.

Our kindergarten teachers have been recognised for their implementation of a new language program called L3 (Literacy, Language and Learning). Our Kindergarten Best Start results are something to be proud of and are a testament to the value of the L3 program and the quality of our teachers.

Another successful program run in conjunction with Cootamundra Primary and Cootamundra High School, is the transition to high school program, which enables students to smoothly progress from one major learning environment to another with the least amount of anxiety. Students quickly settle into new routines, improve their social interactions and commence learning sooner.

Aboriginal Education

2011 continued the trend of our Aboriginal and Torres Strait Island students performing better than their peers in the Riverina Region in NAPLAN tests.

Sixteen of our Indigenous students won awards at the Proud and Deadly Awards held in Young on Friday 2nd, December 2011.

A specialised reading and language program for selected indigenous infant students has been rewarded with pleasing academic progress for those participating. So successful was this program that a numeracy program will be introduced in 2012.
Student achievement in 2011

NAPLAN Year 3 Literacy

2011 saw a significant improvement in Reading results, with an additional 12 students achieving in the top two bands. Southee achieved in Grammar and Punctuation an above state average for the highest band (Band 6), and no student being placed in the lowest band (Band 1). Spelling results were elevated from previous years with the majority of students being placed in the top three bands.

NAPLAN Year 3 Numeracy

Southee has continued to maintain its high standard in Numeracy, with students’ results being on par with 2010. Results reveal that our students perform slightly stronger in number, pattern and algebra, than space and measurement.

NAPLAN Year 5 Literacy

Excellent Grammar and Writing results were achieved with above state averages in the top two bands (Bands 7 and 8). Reading and Spelling results were slightly down on 2010 results.

Messages

Principal’s message

2011 was a hectic year with many highs.

We raised just over $2000 for Jump Rope for Heart. This will bring the total to over $40000 raised over the years. This activity is one of our best. When you see boys and girls, Yr 6 with kindergarten children, helping, explaining, experimenting new manoeuvres, or students testing themselves in trying to beat records, the health benefits along with learning of how to be good community citizens, makes it one of the highlights of the year.

Our public speakers, Premier’s Spelling Challengers received praise from outside our school.

Our involvement in Cootamundra’s Sesquicentenary Parade was outstanding.

We had a major shift in our Yr 5 and 6 excursions. We combined the Years 5 and 6 and went to Broken Bay. This was done primarily to reduce the travelling costs as it is better to send one full bus than 2 half full buses. In 2012, our 5’s and 6’s will go to Ballarat.

Mrs. Ruth O’Dwyer was congratulated by Mr Colin Parker, our Regional Director, for having been involved with the Premier’s Reading Challenge since its inception. Southee is one of only 89 schools state wide that have not missed a year. Of those 89, 14 are from country regions and of those 14, 6 are from the Riverina. We received 7 Gold Certificates for students who have read the minimum of 80 books in a four year period.

We have also been tremendously fortunate to have LSES funding, allowing us to have aides in all infant classrooms. This has been a wonderful addition to our teaching capabilities. It has allowed teachers to address individual student needs and also allow small groups to happen with the help of these aides. We have developed and implemented Speech and Occupational Therapy intervention programs. The results for those children in these programs have been very pleasing. Both Mrs. Sharon Cronin and Mrs. Jan Perry are to be congratulated for their eagerness to learn and implement these programs.

Four staff members were presented with School Education Director’s Appreciation Certificates for their services to E A Southee they were, Mrs. Godbier, Mrs. Johnston, Mr. Clarke and Mr. Wing.

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.

Mr. Trevor Glover
Acting Principal

Visiting author, Phil Kettle and EAS students display his wide choice of books that are available in our library.
P & C and/or School Council message

The Southee School P&C, are a hard working group of parents, who are kept up to date with the happenings within our great school with the principal’s reports always being very informative. Being involved in our P&C sends a great message to our children and staff that we care and support their education. It does not take much time to be a part of the committee, usually one hour per month.

Our canteen runs smoothly with Elaine Armstrong and her fantastic band of helpers. A special thank you to all parents that have volunteered to work in the canteen.

The P&C held four raffles throughout the year and our major fund raising was our wonderful fete.

A huge thank you to all teachers, parents and students who donated items, ran stalls and supported what was a great night.

Through our fund raising, we have been able to install the new sound system in the hall and help with the expense of the new blinds in the library.

I would like to thank Mr. Phil Cooper, Mr. Trevor Glover and all the wonderful staff for everything that they do above and beyond their duties to make E A Southee such a fantastic family school.

Also to the P&C Committee, who continually work hard to supply greater things for all our children.

I wish all a safe and happy Christmas and look forward to seeing you at a P&C meeting in 2012.

Ann Badcock,
P&C President
December 2011

EA Southee’s float parading at the Sesquiscentenary celebrations in August, 2011.

Student representative’s message

The SRC have organised many activities throughout 2011, including an Easter egg hunt, Loud T-Shirt Day, When I Grow Up Day, Southee’s Got Talent, a Halloween Day, a Footy Colours Day and a Cupcake Day. The Cup Cake Day was to support the Spinal Muscular Atrophy organisation.

Being School Captains has been a great experience and we feel very honoured to have served the school this year. We represented the School at the opening of the Temora Aviation Museum and were the school representatives at the ANZAC Day Ceremony.

We also attended the Impact Leadership Conference in Wagga Wagga where we were given ideas on how to be the best leaders we could be and how to make the right decisions.

On behalf of all students, especially Year 6, we would like to thank all the staff for helping us not only in 2011 but also throughout our primary years.

Tahlia Gatto & Adam Johnston
School Captains.
**School context**

**Student information**

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

**Student enrolment profile**

![Enrolments chart]

**Student attendance profile**

![Attendance rate chart]

**Management of non-attendance**

Students are encouraged to attend school on a regular basis and our attendance pattern is better than both the State and Regional patterns. This is owing to several factors. Our SRC body is very active and provides activities on a regular basis for students. Mr. Dorczak is to be congratulated for his commitment and enthusiasm in this regard. Reminders in our newsletter occur on a regular basis and staff quickly notify executive of concerning attendance patterns. A phone call to parents reminding them of their obligations occurs, and if all other attempts fail, the school contacts the Home School Liaison Officer.

**Class sizes**

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

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KJ</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1/2J</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1F</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1/2J</td>
<td>2</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>2R</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>3/4W</td>
<td>3</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>3/4W</td>
<td>4</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>5/6D</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6G</td>
<td>5</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td>5/6D</td>
<td>6</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6G</td>
<td>6</td>
<td>10</td>
<td>31</td>
</tr>
</tbody>
</table>

![Kindergarten students taking part in National Tree Planting Day 2011.]

**Staff information**

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

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

Staff retention

We have had some staff changes with Principal, Mr. Cooper being transferred to Albury. Miss Angela Jenner being transferred to Sydney to become a Reading Recovery Tutor and, therefore, is no longer at our school.

Mrs. Wood will return to Southee on a part time basis. She will share her class with Mrs. Jarrett.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools and continue to upgrade their skills either through postgraduate studies or Departmental inservice.

Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>70</td>
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<tr>
<td>Postgraduate</td>
<td>30</td>
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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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<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td><strong>$856,700.81</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>385,195.90</td>
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<tr>
<td>Global funds</td>
<td>121,821.36</td>
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<tr>
<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>School operated canteen</td>
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<tr>
<td>Interest</td>
<td>17,780.57</td>
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<tr>
<td>Trust receipts</td>
<td>73,958.34</td>
</tr>
<tr>
<td><strong>Total Income:</strong></td>
<td><strong>$856,700.81</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extra-curricular</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied Funds</td>
</tr>
<tr>
<td>Short Term Relief</td>
</tr>
<tr>
<td>Administration &amp; Office</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust Payments</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

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

School performance is measured by a variety of achievement, ranging from scholastic, to sport, to the arts and finally to community involvement. In all these areas, Southee has had a pleasing year.

Achievements

Arts

Southee’s tradition of providing opportunities for students in public speaking, dance and drama were once again evident throughout 2011.

Sarah Stephens gained selection into the Riverina Dance Ensemble. Our school troupe was praised for their routine this year and was again selected to perform at the Riverina Dance Festival where they were judged as one of the highlights. Mrs. Catherine Grove and Miss Holly Rose are to be congratulated for their vision, artistic talents and commitment to getting our dance troupe to such a high level.

Our public speaking competitions continue to unearth pleasing talents. The Holmes children, Elijah Yr 3, Jarrad Yr 6 and Ililana Yr 2 were all selected to represent Southee at the Murrumburrah Public Speaking Competition. Lucy Harpley was judged the Apex Public Speaker for Years 5 & 6, whilst Elijah Holmes was judged the Rotary Public Speaker for Years 3 & 4.

All classes were wonderful in their assembly class items throughout the year.

2012 will see the next whole school concert performance.

Sport

2011 was a lean year for Southee students representing at a Regional level or higher. Louise Raleigh was our only student to represent the Region at the State Swimming Carnival.

We had many students gain selection into the Cootamundra and Districts PSSA teams in cross country, athletics, swimming, AFL, rugby league, girls and boys soccer, netball, touch football and basketball.

Whilst our rugby league, soccer and AFL teams performed well in the various state knockout competitions, no team progressed past the second round.

The Pinney Family Award for Sportsperson of the Year was presented to Joshua Kostrubic.

The Leahy Family Award for Sporting Ability and Sportmanship was presented to Blake Basham.

The Junior Sportsperson Award was presented to Michaela Webb.

Other

Our Premier’s Spelling Bee representatives in both the senior and junior sections were place in the top 10 for the Riverina section of the competition. They were James Collingridge and Katie Stephens in the junior section with Sarah Stephens and Blake Basham in the senior section.

Eight students were selected to represent Southee at the Riverina Field Study Centre’s Talented Student Program. In Year 6 Maddison Sedgwick, Blake Basham, Melissa Kelleher and Tahlia Gatto, whilst Daniel Perry, Libby Perry, Brittany Hefren and Joshua Fuller represented Year 5.

Once again Mr. Malone has run an Active After School Program for students across K – 6 throughout the four terms.

Mr. Malone also ran our Intensive Learn-to-Swim Program. This program gives all students the chance to learn to swim whilst they are at school.

Our senior students were involved in the University of the 3rd Age, with a wonderful program of teaching our senior citizens how to play chess.

We have been recognised for donating 69000 ring pulls (approximately 16 kgs) to Lids2kids
Organisation, an organisation that donates to various children’s charities and specialised children’s hospitals.

All Southee students, as well as students from the surrounding district, were enthralled with the performance and then workshops provided by the Canberra Warehouse Circus Troupe.

Southee School also raised funds for the Telstra Childflight Organisation.

ANZAC Day saw numerous students march and attend the Cootamundra ANZAC Day Ceremony.

**Academic**

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

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**
Numeracy – NAPLAN Year 5

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Numeracy

Percentage in bands:
Year 5 Grammar & Punctuation

Progress in literacy

Average progress in Reading between Year 3 and 5

Average progress in Spelling between Year 3 and 5
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standards data

| Percentage of Year 3 students achieving at or above minimum standard (exempt students included) |
|-------------------------------------------------|------------------|
| Reading                                         | 100.0            |
| Writing                                         | 97.4             |
| Spelling                                        | 97.4             |
| Grammar & Punctuation                           | 100.0            |
| Numeracy                                        | 100.0            |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) |
|-------------------------------------------------|------------------|
| Reading                                         | 97.1             |
| Writing                                         | 100.0            |
| Spelling                                        | 97.1             |
| Grammar & Punctuation                           | 100.0            |
| Numeracy                                        | 100.0            |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded) |
|-------------------------------------------------|------------------|
| Reading                                         | 94.1             |
| Writing                                         | 94.1             |
| Spelling                                        | 91.2             |
| Grammar & Punctuation                           | 97.1             |
| Numeracy                                        | 100.0            |

Multicultural education

Southee’s student population with a multicultural background is very small, however, we endeavour through our HSIE programs to develop an understanding of the diversity within Australia’s population. Middle to senior primary students watch and discuss multicultural issues through an ABC children’s current affair program called Behind The News.

Southee’s talented dance troupe performing at the Education Week display in front of the Cootamundra Post Office.
Progress on 2011 targets

The targets for 2011 were set after evaluating a range of data.

Target 1

95% of Year 3 students will achieve Band 2 or higher and 92% of Year 5 students will achieve Band 4 or higher in each area of the National Assessment Program for Literacy and Numeracy (NAPLAN). 96% of Year 3 students will achieve Band 2 or higher and 95% of Year 5 students will achieve Band 4 or higher in the NAPLAN for Numeracy.

Percentage bands in NAPLAN results show targets have been exceeded in most cases, with Year 3 Reading, Grammar and Punctuation having 100% of students attaining Band 2 or higher and Writing and Spelling having students attaining 97% with Band 2 or higher.

Year 5 students also attained the targets with 92% in Reading and Spelling, 94% in Writing and 97% in Grammar and Punctuation.

Target 2

Higher order thinking is performed by 75% of Stage 2 and 3 students at least once in every lesson.

Through observation and program monitoring, higher order concepts, questions and answers have been noted and have become a daily practice. Several staff members attended a Ralph Pirozzo inservice on Higher Order Thinking and Teaching Methods and shared their knowledge and learning with all other staff members.

Target 3

95% of Early Stage 1 students to attain Level 2 or higher, 40% to attain Level 3, in Best Start Literacy. 95% of Early Stage 1 students to attain level 2 or higher, 45% to attain Level 3, in Best Start Numeracy.

Pleasing results were attained in our kindergarten classes, especially in Literacy. This can be attributed to the introduction of the program called L3 and how well the staff has embraced this program.

In Literacy, 96% of students attained Level 2 or higher and a pleasing 59% of students achieved Level 3 by the end of Term 2, this being significantly above the target level.

In Numeracy, 90% of students attained Level 2 which is slightly less than the target, with 55% of students attaining Level 3, which is much higher than the target.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

Educational and management practice

During the latter part of the year, an extensive evaluation of the school’s accessibility to student data collection, storage and retrieval of this information was held.

Background

Staff discussions centred on how all student information could be stored and be easily retrieved within the one system. This would be beneficial to both teachers and parents.

Findings and conclusions

With all staff being involved, a web based administration package was demonstrated. Staff discussion centred on the ability of a web based system to allow a multifaceted approach that would have a one-point access. This system includes a student welfare package, school attendance package, playground and classroom discipline issues, (including bullying), formal school reports and other administrative procedures.

It was resolved to buy this package and install throughout Semester 1 2012.

Curriculum

Background

After an evaluation of our Sport/PE program, it was decided that a more skills based program was needed when we were not concentrating on athletics, swimming and cross country.

Findings and conclusions

Mr. Wing and Mrs. Glover attended a two day inservice titled, Live Life Well at School. They introduce this program to staff over several sessions and provided resources for all staff to implement the program throughout 2012. Staff was inserviced by Mrs. Natalie Cross, Health Promotion Officer, Population Health, on
nutrition, diet, healthy habits and the affects these have on student’s ability and willingness to learn at school.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students were asked if they enjoyed coming to school and if they felt safe. The overwhelming majority were positive to both these questions. Anecdotal evidence gained from formal and informal parent teacher interviews supports the positive feedback from students. Further to this our positive student attendance rates also confirm their eagerness to come to school.

Modifications made regarding notification of upcoming awards, gave parents more notice of special awards to be presented at assemblies. This saw an immediate increase of visitors to our whole school assemblies. This came about because of concerns raised by working parents that they needed more time to rearrange work commitments so they could attend when their children were receiving special awards. Such awards include Writer and Artist of the Month, Aussie of the Month, Wattle Awards, Medallions and awards generated from outside the school.

Professional learning
Staff had a busy year with professional learning activities with some activities spread across a number of terms. Two of these were Leadership for School Improvement and Susan Najor’s Achieving Excellence in Literacy and Numeracy. These alternated fortnightly at whole staff meetings and on several Staff Development Days.

All staff participated in School Development Days.

Staff Development Day (SDD), Term 1 consisted of a review of compulsory DEC policies that all staff need to undertake annually. A review of school priorities and targets for 2011 was undertaken. NAPLAN Writing data was evaluated and whole school strategies were set in place.

SDD Term 2 consisted of Team Leadership for School Improvement, a review of the National Curriculum K – 10 for Science, History and Mathematics.

SDD Term 3 consisted of National Curriculum review in English and Team leadership for School Improvement.

SDD Term 4 consisted of anaphylaxis training, staff training in Live Life Well at School program, updates in PSSA rules and procedures in athletics and Smart Board development.

Southie had no permanent new scheme teachers in 2011.

All staff were given several periods of time to work one-on-one with Angetha Roxburgh, PSP Regional Consultant. These sessions were valuable in improving outcomes for students and teachers with regards to Smart Board usage.

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

Staff was inserviced with Ralph Pirozzi’s Higher Order Thinking processes.

All infants’ teachers learnt the processes involved with L3. Demonstration lessons as well as discussions were used.

An average of $607 was spent on each teaching and administrative staff, totaling $8504.

This is a little lower than in 2010, as many professional learning activities in 2011 were provided by regional staff or programs provided by Federal monies.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School Priority 1
Outcome for 2012–2014
The School Plan for 2012 – 2014 was compiled after evaluations with regards to NAPLAN and Best Start results.

By 2014 all ES1 students will attain Level 2 or higher with 68% attaining Level 3 in Literacy with ASTI students performing equally to all other students.

55% of Year 3 students will attain the highest two bands (Bands 5 and 6) in NAPLAN Spelling with
ASTI students performing equally to all other students.

38% of Year 5 students will attain the highest two bands (Bands 7 and 8) in NAPLAN Spelling with ASTI students performing equally to all other students.

Priority 1.
Improved student achievement in Spelling.

2012 Targets to achieve this outcome include:
- All ES1 students will attain Level 2 or higher with 60% attaining Level 3 by the end of Term 3 in Literacy
- 45% of Year 3 students will attain Bands 5 and 6 in NAPLAN Spelling with ASTI students performing equally to all other students.
- 25% of Year 5 students will attain Bands 7 and 8 in NAPLAN Spelling with ASTI students performing equally to all other students.

Strategies to achieve these targets include:
- Employment of two SLSOs to support ES1 teachers.
- Employment of ASTI SLSO for selected ASTI students.
- Intensive literacy tuition of underperforming ES1 and S1 students.
- Continued speech therapy remediation program to address expressive language disorders, e.g. tongue placement and sound formation.
- Implementation of Susan Major’s Achieving Major Shift.
- Quality Teaching Assistant Principal inservicing staff on analysis of NAPLAN, using SMART Data.

School Priority 2
Outcome for 2012–2014

The School Plan for 2012 – 2014 was compiled after evaluations with regards to NAPLAN and Best Start results.

By 2014 100% of ES1 students will attain Level 2 or higher with 65% attaining Level 3 in Numeracy with ASTI students performing equally to all other students.

58% of Year 3 students will attain the highest two bands (Bands 5&6) in NAPLAN Numeracy with ASTI students performing equally to all other students.

50% of Year 5 students will attain the highest two bands (Bands 7 and 8) in NAPLAN Numeracy with ASTI students performing equally to all other students.

Priority 2.
Improved student achievement in Numeracy

2012 Targets to achieve this outcome include:
- 93% of all ES1 students will attain Level 2 or higher with 60% attaining Level 3.
- 50% of Year 3 students will attain the highest two bands (Bands 5 and 6) in NAPLAN Numeracy with ASTI students performing equally to all other students.
- 40% of Year 5 students will attain the highest two bands (Bands 7 and 8) in NAPLAN Spelling with ASTI students performing equally to all other students.

Strategies to achieve these targets include:
- Intense tuition for targeted students in numeracy.
- Purchase of mathematics resources to help implement quality teaching practice.
- Employment of ASTI SLSO for selected ASTI students.
- Employment of three SLSOs to support Stage 1 teachers.
- Four primary staff to attend TOWN Numeracy training and inservice whole school.
- Quality Teaching Assistant Principal inservicing staff on analysis of NAPLAN, using SMART data.
- Southee to be a part of the PSP Regional Initiative “Extension and Enrichment in Maths”

Annual Jump Rope for Heart celebrations.
School Priority 3
Outcome for 2012–2014

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

This area of the 2012 – 2014 School Plan was decided after the evaluation by staff of the Situational Analysis and the evaluation of data collection and storage issues.

Priority 3

*Improved Teacher Professional Learning (TPL) across whole school in line with Team Leadership for School Improvement and the Analytical Framework.*

*To improve the collection of data to allow more effective communication with parents.*

2012 Targets to achieve this outcome include:

To have all staff involved in quality professional learning.

To have all staff use the IWB’s and Connected Classroom to implement quality teaching standards.

To implement a new computer administration package.

**Strategies to achieve these targets include:**

- TPL to increase working knowledge of IWB’s and Connected Classroom.

- Students given greater opportunity to use and become familiar with Notepads and iPads purchased in 2011.

- Purchase and install Sentral Administration package.

- Continue to employ an additional Classroom teacher to allow an AP non-teaching to support Quality Teaching and Learning through demonstration lessons, coordinating TPL, analysing NAPLAN and SMART Data.

- Monitor Australian Curriculum/Board of Studies websites and staff to share knowledge both old and new at SDDs and staff/stage meetings.

- SASS staff and SLSOs to update skills through regular Professional Learning courses.

- Selected staff and SLSOs to undertake Autism Spectrum Disorder training.

Masen Hennock, one of our kindergarten students, was rewarded after entering a competition with a reading package from Books in Homes.
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.

Mr. Trevor Glover (Acting Principal)
Mrs. Vicki Frilay (Relieving Assistant Principal)
Mrs. Barbara Godbier (School Administration Manager)
Mrs. Shelly Johnston (School Administration Officer)
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:


What a wonderful pirate performance by Year 1/2.