E A Southee Public School
Annual School Report

2012
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
Trevor Glover  Assistant Principal
Lynette Smart  Assistant Principal
Vicki Frilay  Assistant Principal
Christine Glover  Classroom Teacher
Roy Elmes  President P&C Association
Barbara Godbier  School Administrative Manager
Shelly Johnston  School Administrative Officer

School contact information

E A Southee Public School
Poole Street
Cootamundra 2590
Ph:  02 6942 1166
Fax:  02 6942 4190
Email: easouthee-p.school@det.nsw.edu.au
Web: http://www.easouthee-p.schools.nsw.edu.au
School Code: 4383

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:

Our school at a glance

Students

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

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

Staff

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

Messages

Principal’s message

My first year as Principal of E. A. Southee Public School has shown that staff, students and parents/carers value learning and recognize that lifelong learning is essential in accessing all that is available to enable us to live a full life.

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

The wide range of extra-curricular, sporting and cultural activities allows 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 allows our students to contribute to the cultural life of the town.

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

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

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

Staff has received training in a range of technology areas and the use of Sentral as a student tracking program to monitor attendance patterns. Consistent attendance is regarded as very important in the development of student learning at our school.

The major event for our school was the whole-school involvement in the bi-annual school performance. Every staff member and student contributed to this excellent event, with the three performances culminating with all students being present on stage. The organizational skills of all staff, with the support of school community members, resulted in wonderful experiences for our students.

The school has continued to receive facility upgrades with a shed being built to hold sporting equipment near the playground. This allows convenient access to a range of equipment for student use.

I certify that the information in this report is the result of a rigorous school self-evaluation process.
and is a balanced and genuine account of the school’s achievements and areas for development.

Zita McLeod  Principal

P & C message

It’s with great pleasure that I stand before you tonight to give you the P&C Presidents report.

As far as the Parents and Citizens Association goes it has certainly been an eventful year.

We started the year strong with a very successful fete, and I’m told it’s one of the best so far. I say “I’m told” because I spent the whole night in the canteen making donuts for which I simply could not keep up demand. The Show and Shine was very popular and we hope we can run it again next year. The school looked absolutely spectacular and it was evident that a lot of hard work was put in by teachers, staff, students, and parents. Thank you very much.

Then there was the Monster Meat Raffle. We were very generously donated a beast and a lamb for this major raffle which will be drawn tonight. Thank you very much to the Larsen Family for this kind and gracious donation.

This is our major fund raising event for the year and it has been very successful. So successful in fact, that about a month ago we were already in a position where we could combine funds with funds raised from the fete to assist the school with its’ commitment towards a 50/50 funding arrangement for the building of a brand new and much needed shed to house sports equipment and school records.

Tickets for the raffle were still being sold today so we are already getting a head start on next year. Thank you very much to everyone who has sold and bought tickets.

Early on in the year the question was posed at a P&C Meeting “What is the school uniform?” Although the end result was not the original intention, the question progressed quickly into a review of the current uniform. Over the next few months, opinions and ideas were sought from students, parents, teachers, and anyone who wanted a voice on the matter. We now have an updated and very smart new uniform in keeping with the school colours of maroon and gold. Thank you to everyone who provided input into that process. The new uniform will now be phased in over the next two years.

Mrs Armstrong serving very hungry children

The canteen continues to prove itself to be a valuable resource to the school. It has kept itself going and maintained low prices. This is due of course to the canteen Manager Elaine Armstrong who, although is paid staff, is very dedicated and puts in a lot more hours than she is paid for. It is duly noted and appreciated. Thanks Elaine. Then there are the volunteers who give up personal time to come and help Elaine. Without their assistance the canteen would be completely unviable and would be a lost educational tool. I call it an educational tool as the canteen does more than just provide lunches, lollies and the very cool and popular 10 cent pancakes. The canteen also provides a safe environment for students to begin to learn and understand economy and money skills - skills which are invaluable and carry on into later and adult life. This is another reason to allow your children to make at least the odd purchase whether it be a Meal Deal, Lunch Order, lollies or perhaps even a
30c large pancake. So thank you to all who have assisted the canteen whether it was by volunteering or using the service.

Last but not least I would like to pay homage to the dedicated team that I have had the fortune of working with over the last year as the president of the P&C. That is the P&C committee members themselves. Learn, Ann, Zita, Shelly, Yvette, Sue, Siobhan, Elaine, Leanne, Janine. Thank you very much.

But, there is always room for more, and I encourage all parents here tonight to consider spending some time with us. P&C is not about politics or aimless fund raising. It’s about providing OUR school with resources and input on how to best go about its’ core business, that is, providing OUR children with the best educational start possible. Southee truly is a great school. Will you help us keep it great? Remember WE are Southee. Our motto - Sincerity, Perseverance and Self Reliance.

Mr. Roy Elmes             President P&C Association

Student representative’s message

Our time as this year’s school captains has been an excellent one. For this we would like to thank the permanent SRC members, the students who voted us in last year and also the teachers especially Mr Dorczak and Mrs Glover. I would also like to say a big thank you to Mrs McLeod for steering us in the right direction in our role as school captains and for her leadership.

This year the SRC ran several fun days such as Halloween Dress up Day, Footy Colours Day, Southees Got Talent and Western Day. The SRC also met several times to find ways to make school more fun. It was through these experiences that we learned the valuable skill of leadership. This was reinforced at the Impact Leadership Conference held at Wagga attended by our SRC members and other schools from the Riverina.

We took great pride in representing the school at such functions as the ANZAC Day Service, Wattle Time Parade, visiting Don Bradman’s birthplace on his 104th birthday and meeting Member for Burrinjuck, Katrina Hodgkinson, when she came to announce that we had received a grant. We felt especially proud to wear the school colours at these events.

Our entire lives at EA Southee School have been fun, memorable and enjoyable. We have even learnt a few things in the classroom along the way. We will take all the memories and things we have learnt to high school next year and we are sure they will hold us in good stead.

This school has made us the people we are and we hope you are all as proud of it as we are. It was a privilege to be school captain this year and an experience we will never forget.

Brooke Dodwell  Daniel Perry  School Captains

School Captains and Mrs McLeod photographed with Member for Burrinjuck, Katrina Hodgkinson.

Student 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

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>124</td>
<td>103</td>
<td>115</td>
<td>102</td>
<td>100</td>
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<tr>
<td>Female</td>
<td>122</td>
<td>102</td>
<td>99</td>
<td>99</td>
<td>108</td>
<td>109</td>
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Student attendance profile

Student Attendance

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<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.4</td>
<td>96.4</td>
<td>93.5</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.2</td>
<td>94.7</td>
<td>95.3</td>
<td>94.8</td>
<td></td>
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<tr>
<td>2</td>
<td>92.8</td>
<td>94.4</td>
<td>94.3</td>
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<tr>
<td>4</td>
<td>97.1</td>
<td>95.8</td>
<td>96.2</td>
<td>99.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.0</td>
<td>96.8</td>
<td>94.6</td>
<td>96.4</td>
<td></td>
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<td>6</td>
<td>94.0</td>
<td>94.1</td>
<td>94.9</td>
<td>97.4</td>
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<tr>
<td>Total</td>
<td>93.4</td>
<td>95.0</td>
<td>95.2</td>
<td>95.0</td>
<td>96.5</td>
</tr>
</tbody>
</table>

Note: Attendance rates for central schools are for K-6.

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>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
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<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.022</td>
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<tr>
<td>Total</td>
<td>14.222</td>
</tr>
</tbody>
</table>

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

The Indigenous composition of the workforce is unknown.

Staff retention

The position of Principal was substantively filled at the beginning of the year. At the commencement of 2012 the school retained 82% of staff who taught in 2011. At the end of 2012 there was one retirement from staff and one staff member was on long term sick leave extending into 2013.

Management of non-attendance

Non-attendance is managed by the classroom teacher via written or verbal communication to the parent. If an explanation is not forthcoming the absence is followed up by school executive. In certain circumstances the Home School Liaison Officer will make direct contact with the parents. Attendance is managed and monitored by all staff using Sentral Web Attend software.

E A Southee Public School

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
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<tbody>
<tr>
<td>KINDER H</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KINDER S</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1JW</td>
<td>1</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>1/2T</td>
<td>1</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>1/2T</td>
<td>2</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>2/3M</td>
<td>2</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>2/3M</td>
<td>3</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>3/4W</td>
<td>3</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>3/4W</td>
<td>4</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>4WT</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5/6D</td>
<td>5</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>5/6D</td>
<td>6</td>
<td>19</td>
<td>25</td>
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<tr>
<td>5/6G</td>
<td>5</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>5/6G</td>
<td>6</td>
<td>12</td>
<td>22</td>
</tr>
</tbody>
</table>

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

The Indigenous composition of the workforce is unknown.
Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. Teaching staff have undertaken professional learning during the year to maintain their professional credentials.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>70%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30%</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary 30/11/2012

**Income**
- Balance brought forward $280777.11
- Global funds 151531.26
- Tied funds 209223.78
- School & community sources 40261.75
- Interest 10853.35
- Trust receipts 47975.20
- Canteen 0.00
- Total income 740622.45

**Expenditure**
- Teaching & learning 11595.46
  - Key learning areas
  - Excursions 21291.61
  - Extracurricular dissections 49886.31
- Library 8946.58
- Training & development 2727.79
- Tied funds 177938.24
- Casual relief teachers 39107.90
- Administration & office 37290.12
- School-operated canteen 0.00
- Utilities 46274.77
- Maintenance 10056.77
- Trust accounts 187237.77
- Capital programs 0.00
- Total expenditure 592353.32
- Balance carried forward 148269.13

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the P & C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

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

Very happy children on the cross country run

Achievements

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)
Reading – NAPLAN Year 3

Numeracy – NAPLAN Year 3

Reading – NAPLAN Year 5

Numeracy – NAPLAN Year 5
Progress in reading

![Progress in Reading Graph]

Progress in numeracy

![Progress in Numeracy Graph]

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Arts

E A Southee’s tradition of providing opportunities for students in public speaking, dance and drama were once again evident throughout 2012.

The highlight of the year was the whole school performance of “Cosmos Conundrum”. All students and staff were involved with students appearing on stage or being involved in the production side. There were three performances, two at night and a matinee, with large audience attendance. Students were also involved in the lighting, as backstage crew and recording the event by videoing and photography.

Students prepared works of art for the Wattle Time Art Exhibition with several students gaining places and highly commended awards. The larger art works were used as entries for the Department of Education and Communities (DEC) Calendar for Cultural Diversity with the theme being Community – everyone’s business. Four art works were entered with two chosen to feature in the calendar. Logan Collin’s painting “Colours of a Country Life “ and Michael Perry’s painting “ A
Country Cottage “ depicted the theme using clever artistic skills combined with effective use of colour.

The choir presented at the Christmas Carnival and Carols in The Park, with marimba accompaniment, with students and staff willingly giving their time to these community events.

For Education Week a senior rhythmic group performed in the public space at the Post Office, using drumming with a range of implements to entertain. Our public speakers also presented their speeches at this venue.

The whole school joined the Australia wide link-up to “Music: Count Us In” with all classes learning the song and performing with the group based in Canberra. This song was performed by the Senior Choir on Presentation Night.

The Cootamundra Show was also used as an event to promote art and craft with school entries showcasing the diverse range of activities students participate in.

![Education Week performance](image)

**Sport**

2012 saw students representing at Regional and State level. Lachlan Sedgwick represented the Region at the State Swimming Carnival and Reece Badcock represented at State Soccer. Caitlin Slavin was selected for State Athletics but was unable to attend.

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.

Our soccer and AFL teams performed well in the various state knockout competitions, with the Netball and rugby League teams progressing to the third round of their competitions.

The Pinney Family Award for Sportsperson of the Year was presented to Reece Badcock.

The Leahy Family Award for Sporting Ability and Sportsmanship was presented to Caitlin Slavin.

The Junior Sportsperson Award was presented to Lachlan Sedgwick.

John Dorczak was presented with the inaugural Life Membership of The Cootamundra and Districts PSSA for over 30 years continuous dedication to school sport. He has served as President and District and Regional Convenor for soccer throughout these years. Mr Dorczak has positively impacted on the development of girls’ soccer as coach at all levels with a highly successful record and having a team win the State Finals.

![Mr Dorczak receives retirement gift from 2012 SRC on behalf of the whole school](image)

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

Jump Rope For Heart is completed in Term 3 with all students and many staff competing. The students are encouraged to hone their skills leading up to the annual Jump – Off and Speed Skipping Competitions. The money raised goes to The Heart Foundation.
All students participated in the Premier’s Sporting Challenge with the majority of students receiving Gold Certificates. Students were encouraged to record in-school and out-of-school time spent involved in sporting activities.

**Community Involvement**

Southee School is very involved in community events with students entering work in the local show, participating in the Wattle Time Street Parade, marching in and laying a wreath for ANZAC Day and the Korean Memorial Service and the whole school taking part in The Book Week Parade. The choir involvement in The Christmas Carnival and Carols in the Park show the student, staff and family commitment to participating in community events, especially at that busy time of the year.

**Public Speaking**

Our public speaking competitions continue with the support of local service clubs. Our school winners, Ilana Holmes – Stage 1, Elijah Holmes – Stage 2 and Brittany Hefren – Stage 3, competed in the Riverina North Public Speaking Competition and were judged the winners. These three talented speakers also presented at the local Lions and Rotary Clubs meetings.

**Literacy Program**

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

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

The visiting author and illustrator program is a feature of the Literacy Program at Southee. Krista Bell ran writing workshops with all students which demonstrated her style and how she develops stories. Students were encouraged to develop writing skills and were shown strategies to broaden their writing.

Ann Spudvilas is a very well-known illustrator and ran workshops using charcoal as the medium. Every student produced an interesting piece of work using a range of drawing skills, many of which are displayed around the school.

**Special Celebrations**

The school’s name and sporting house names recognize significant local and Australian people. We recognized Mr. Southee’s birthday with a special assembly, a cake and a presentation on his achievements.

The House Patrons Birthdays of Patterson, McKellar, Kendall and Lawson were also recognized with special ice-creams and a sports activity day.
Opportunities for students

Other significant opportunities for students were:

- Chess Competition held at school with teams entering the Riverina Chess competition with one team winning their section
- Primary Research Project participation
- Life Education lessons
- Mathematics Days for selected students organized with other district Priority Schools Programs schools
- NSW State Library visit to Cootamundra showing significant historical artifacts
- UNSW academic competitions entries

Mrs McLeod commends students for their outstanding efforts in the UNSW academic competitions

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 in a city. Students had an enjoyable day with the highlights being a visit to The Australian Museum and The Zoo.

The culmination of a unit on endangered animals by Year 4 was a visit to Dubbo on its annual overnight excursion. Students visited Wellington Caves, Dubbo Gaol, Dubbo Zoo and had an exciting, educational experience.

Years 5 and 6 held a four day excursion to the Ballarat region after extensive studies of Australian history. The students’ knowledge and understanding of the significance of the gold rush was broadened with visits to Echuca, Sovereign Hill and Glenrowan.

Significant programs and initiatives

Aboriginal education

Aboriginal School Learning Support Officers (SLSOs) and Buddy Teacher Program target Aboriginal students for individual reading, number and welfare/social programs – 29% receive academic support; 22% receive social or welfare support; 33% receive academic/social and welfare support with ATSI students performing equally to other students

A significant part of our Aboriginal community collaboration involved our Aboriginal SLSO and a local Elder working with students to participate in, and enter a piece of artwork, in The Reconciliation Project, receiving a Commendation Certificate. This highlighted the significance of the school being situated on Wiradjuri land. Students were shown how local Indigenous people lived before settlement by white people and the tools, traditions and customs which were important for survival and culture.

Students and staff hosted Cuddie Cuddie video conferences, which were part of a Storytelling Festival, where Aboriginal elders told stories. Several schools participated in these video conferences and they have become part of a permanent record accessible for future use. The story about Windradyne, a local Aboriginal warrior and chief, who tried to develop a working relationship with early white settlers, has great local significance. This has strengthened local identity and broadened students’ understandings.
A consultative process to collaborate with the local AECG, parents and students has been strengthened with our SLSO being involved on all levels and working with several other staff members to strengthen the perspectives within curriculum areas.

NAIDOC Week was recognized at school with all Aboriginal students wearing their NAIDOC t-shirts and discussions within classes on its significance.

Senior students participated in video conference link-ups with several schools in Paraguay. These included discussions with several student groups, virtual excursions of regions of both countries through photographic displays completed by students with background research of the country and its cultural traditions.

Harmony Day was celebrated through music at Southee School. A selection of songs and traditional music was played throughout the school and in the playground.

The Department of Education and Communities (DEC) Calendar for Cultural Diversity with the theme being Community – everyone’s business was a project initiated in the primary section of the school with students choosing their way to represent the theme using art. The two chosen paintings, Logan Collin’s painting “Colours of a Country Life” and Michael Perry’s painting “A Country Cottage “, promoted their feelings and ideas on the harmony evident when living in a rural community.

**National partnership programs**

**Changes in schools’ systems and practices as a result of participation in the Low SES School Communities National Partnership**

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

**Reform/s – 3, 4**

- Introduction of ipads to supplement PC and laptops for student and staff use allows flexibility in presentation of lessons, use of apps for learning and ability to base learning in a range of areas including playground, library, for small groups within the classroom and on excursions.

- Professional Learning for IWB usage, ipads, iPods, digital photography and film making – all staff for ½ SDD; video conferencing as teaching/learning tools for students and staff.

- Professional Learning for staff in accessing, availability and use of apps as explicit learning strategies to allow for differentiation of the...
curriculum catering for learning styles and needs- 5 staff at 2 PL days at regional SSP

- Use of administration packages for:- communicating with staff; school management of resources, for planning and issues; student management tracking individual student welfare issues and trends, attendance, academic progress, reporting, PLPs, curriculum and continuum tracking; e-learning for wikispaces, typing, intranet and library

- Use of technology to broaden the students’ awareness of cultural differences and similarities, also reducing the cultural and physical isolation associated with our rural location - VC with Paraguay students; VC with other remote and regional schools for Aboriginal Storytelling Festival –Cuddie Cuddie

- Building the students’ capacity and confidence to use technology safely as a learning tool.

Kindergarten students enjoying some time on the new iPads.

Changes in teacher quality and/or teacher capacity

Reform/s - 2

- Employment of Assistant Principal Quality Teaching:-
  - to mentor and support early career teachers with practices and resources for classroom management strategies resulting in classrooms exhibiting sound learning behaviours
  - enhance experienced teachers ability to access recent research, use technology for learning and adaption of learning programs
- lead PL in school with deep analysis of data from BestStart, NAPLAN and internal assessments conducted leading to explicit teaching as evidenced in programs and use of Numeracy and Literacy Continuums to place students on levels and develop students’ understandings of their learning needs to achieve outcomes
- Leadership For School Improvement has enabled all staff to see themselves as having leadership roles within the school with increasing growth of the role of school based curriculum teams with designated leaders making budget and resource decisions after analysis of needs across the school

Change: Focused Intervention Programs

Reform/s – 3, 4, 6

- Targeted Intervention Programs allowing use of data analysis to develop programs for:-
  - Literacy – L3, OT, Speech, Literacy Groups, intensive individual/identified group tuition,
  - Numeracy – TOWN, OT, Speech, Numeracy Groups, intensive individual/identified group tuition
- Transition Programs:-
  - Early Learners has developed professional relationships with local early learning centres and has developed into a full term program with students showing awareness of procedures, school layout, personnel and behaviour expectations. Learning programs for Kindergarten are planned with the extended knowledge made from observations during planned, explicit activities to target identified skills.
  - Transition Program for Year 6 to 7 is planned co-operatively between Principals or their representatives with an emphasis on team-building, developing confidence, understanding routines and timetables and the expectations for high school.
  - Aboriginal SLSOs and Buddy Teacher Program target Aboriginal students for individual reading, number and welfare/social programs – 29% receive academic support;
22% receive social or welfare support; 33% receive academic/social and welfare support with ATSI students performing equally to other students.

- PL for teachers and SLSOs in on-line courses for managing students with autism and Language and Communication Disabilities and development of learning programs using appropriate strategies has resulted in students using organisational tools and strategies, allowing routines to be established and maintained with students learning successfully within mainstream classes.

**Change: Community Engagement**

**Reform/s - 4, 5, 6**

- **Aboriginal Community :-**
  - Aboriginal SLSO and local Elder worked with students to participate in, and enter a piece of artwork, in The Reconciliation Project, receiving a Commendation Certificate.
  - Students and staff hosted Cuddie Cuddie VCs where Aboriginal elders told stories and several schools enrolled. This has strengthened local identity and broadened students understandings
  - Aboriginal SLSO has been involved in consultative process to collaborate with local AECG, parents and students
  - SaCC has operated a playgroup within the school facilities to promote social interaction between parents and young children
- **Strengthening community partnerships**
  - P&C – consultation has led to upgrades in facilities, joint decision on school uniform requirements, combined resource management and allocation of funds, successful completion rates of surveys with between 80% - 90% of surveys returned
  - Parents – meetings/forums to develop understandings of school curriculum, learning programs and assistance available for family support;
  - Providing resources for increasing home opportunities for learning to emphasize importance of Literacy and Numeracy

**Priority Schools Program**

The Priority Schools Program (PSP) focused on Mathematics. The enhancement of teaching strategies and enrichment within the classroom was supported with teacher professional development on using consistent language and strategies to achieve student outcomes at, or above, state level. Baseline assessments were conducted, students were placed on the measurement continuum and teachers used a range of resources to select appropriate teaching strategies.

Professional learning was supported with visits to schools which were enhancing students’ learning using ipad technology, with a focus on accessing applications for hardware, student use and programming.

The school has used the PSP’s staffing allocation with selected Year 1 and Year 2 students receiving intensive instruction in Literacy and Numeracy. Students benefit from targeted intervention and return to class with School Learning Support Officers supporting students.

*Year 1 having a fantastic time with Healthy Harold*
**Progress on 2012 targets**

**Target 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.

Our achievements include:

- 2012 BestStart data demonstrated that 100% of students achieved Level 2 or higher with 85% attaining Level 3 or higher by the end of Term 3.

- 2012 NAPLAN Data demonstrated that 60% of Year 3 students were placed in Bands 5 and 6 for Spelling compared to 39% in 2011 with 50% of ATSI students achieving in the highest bands.

- 2012 NAPLAN Data demonstrated that 31.3% of Year 5 students were placed in Bands 7 and 8 for Numeracy compared to 18% in 2011 with 100% of ATSI students achieving in the middle bands.

**Target 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.

Our achievements include:

- 2012 BestStart data demonstrated that 100% of students achieved Level 2 or higher with 70% attaining Level 3 or higher by the end of Term 3.

- 2012 NAPLAN Data demonstrated that 40% of Year 3 students were placed in Bands 5 and 6 for Numeracy compared to 40% in 2011 with 50% of ATSI students achieving in the highest bands.

- 2012 NAPLAN Data demonstrated that 18.8% of Year 5 students were placed in Bands 7 and 8 for Numeracy compared to 33% in 2011 with 100% of ATSI students achieving in Band 6.

**Target 3**

Increased use and understanding of technology by students and staff.

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.

Implement a new computer administration package.

Our achievements include:

- TPL to increase working knowledge of IWB’s, ipads, ipods and video conferencing using the Connected Classroom.

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

- Purchase and installation of Sentral Administration package.

- Continued employment of an additional Classroom teacher to allow an AP non-teaching to support Quality Teaching and Learning through demonstration lessons, coordinating TPL, analyzing NAPLAN and SMART Data.

- Monitoring of Australian Curriculum/Board of Studies websites and staff has shared knowledge at School Development Days and staff/stage meetings.

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

- Selected staff and SLSOs have completed Autism Spectrum Disorder training.

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**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of strategies for teaching Mathematics.

**Background**

With a wide range of teacher experience across the school an evaluation was conducted on teaching strategies for Numeracy.

Appropriate resources required for differentiation of teaching strategies catering for the range of student outcomes was also recognized as needing to be evaluated.

**Findings and conclusions**

Greater differentiation of teaching strategies required to manage the outcome levels recognized after assessment.

Survey indicated teacher professional learning needed to develop strategies for tracking students, placing on the Numeracy Continuum and assessment strategies to move students on the continuum.

A review of Mathematics resources to identify and plan expenditure was completed. Appropriate storage facilities with clear labels noting equipment included in kits with easy accessibility was also organised.

Purchase of materials to enable development of understandings through the use of concrete materials to take students through the concrete, pictorial and abstract levels.

**Future directions**

Continued Teacher Professional Learning with staff completing Taking Off With Numeracy (TOWN), Years 3 to 6 teachers and Targeting Early Numeracy (TEN), Kindergarten to Year 2 teachers.

Teacher Professional Learning on assessment and all staff will use the Numeracy Continuum to track students learning, growth and development of understandings.
Numeracy Committee will review annually the TPL and resources and develop a budget/purchasing plan.

**Parent, student, and teacher satisfaction**

In 2012 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 listed that they liked the teachers, SASS, SLSOs and Principal. They felt safe at school, teachers listened to them and were fair and people were friendly and kind. Many students enjoyed having the open space to play in, the COLAs to use and the range of equipment for sport and playtimes.

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

A lot of students rated the activities organized by the SRC as important, fun ways to raise money for charity.

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 96.5%, also confirm their eagerness to come to school.

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

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

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

**Professional learning**

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

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

Primary 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 Smartboard usage and development of teaching strategies for Mathematics.

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

Kindergarten teachers learnt the processes involved with L3. Targeted, intensive professional learning was undertaken and teachers on Year 1 and Year 2 were familiarized with the program.

Teachers and School Learning Support Officers completed on-line training for TOWN and Understanding Autism.

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

Two beginning teachers took part in Induction Programs to build their understandings of the NSW Department of Education and Communities,
to develop their capacities and to raise their awareness of the expectations and support available.

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

Several staff completed coaching courses in the teaching of physical skills, netball and touch football. Staff also followed on with how to develop programs to implement the Live Life Well Program.

An average of $1407 was spent on each teaching staff member with SLSOs averaging $100 per staff member. $18595 was spent on professional development.

Staff Development Days (SDDs) focused on developing teaching, tracking and assessment strategies for Mathematics. The use of the on-line Numeracy Continuum and its range of attachments to demonstrate strategies was very productive in developing teacher confidence.

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

The school has three New Scheme Teachers working towards accreditation, with two aiming to present their evidence by the end of 2012.

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.

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### School priority 1

#### Outcome for 2012–2014

Improved student achievement in Spelling.

#### 2013 Targets to achieve this outcome include:

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

#### Strategies to achieve these targets include:

- 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 Best Start and L3 tracking systems allow in-depth analysis of data with student outcomes monitored and intervention occurring with explicit teaching targeting individual learning.
- Creation of Assistant Principal Quality Teaching and PL targeted at how to teach spelling will lead to increased understandings of how to explicitly teach spelling strategies catering for individual learning needs.
- 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.

Two very excited students met with children’s author, Krista Bell, on her visit to our school

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

School priority 2

Outcome for 2012–2014

Improved student achievement in Numeracy.

2013 Targets to achieve this outcome include:

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

Strategies to achieve these targets include:

- 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 Best Start 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.
- Maintain the Assistant Principal Quality Teaching position to assist with analysis of student progress and research/develop/implement appropriate strategies for students’ learning.
- The use of the numeracy continuum started in Term 3 2012 after intensive PL. Continued PL and use by all staff will allow deeper understandings of students’ outcomes and the explicit learning strategies required to take student outcomes to the next level.
- TOWN strategies have been implemented in all Year 3 to Year 6 classes in Semester 2 2012 and will continue in 2013.
- Professional development with TEN for all Kindergarten to Year 2 teachers

School priority 3

Outcome for 2012–2014

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.

2013 Targets to achieve this outcome include:

- To have all staff involved in quality professional development that will be of benefit to staff and students well into the future.
- To have all staff use the IWB’s and Connected Classroom to implement quality teaching standards.
- To implement new computer administration package.

Strategies to achieve these targets include:

- TPL in numeracy eg TOWN and literacy programs eg Focus On Reading 3-6. Q/T AP to team teach to develop C/T skills in programs
• TPL to increase working knowledge of IWB’s and IC’s. LSES Consultant to be used, school IT co-coordinator.

• Staff inserviced by authors on persuasive writing techniques, story development, character development, punctuation techniques etc. Parents to be given opportunity to be involved with authors.

• SASS staff and SLSOs to update skills through regular PL courses.

• Continue to employ CRT to allow AP non-teaching to support teaching and learning, conduct demonstration lessons and coordinate TPL. Continue additional AP to focus on ES1 and S1 Literacy/Numeracy.

• 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 use of administration program

• Monitor Australian Curriculum/Board of Studies websites discuss at SDDs and staff meeting days. Implement new Australian Curriculum as per NSW DEC.

• Conduct Analytical Framework Statements Questionnaire annually to track progress of meeting targets. Analytical Framework to review the success and future directions for the Team Leadership for School Improvement.

• Participate in Dare To Lead Collegial School Snapshot

• To employ 1 ATSI SLSO for numeracy and literacy. To assist implementation of PLPs for ATSI students
Crazy Hair Day

2012 Southee’s Got Talent Contestants

Staff updating their CPR skills

Our Marimba team

Remembering those who paid the ultimate sacrifice
Our new school uniform