

Glen Innes Public School
Annual School Report

2011

Our school at a glance

Students

The school provides for 445 students from Kindergarten to Year 6. Students come to school from the township and surrounding farms. Approximately 10% of the students identify as being of ATSI background. The school has two major intake groups of students in Kindergarten and Year 3 (from Glen Innes West Infants). The Year 6 students move onto Glen Innes High School.

Staff

There are 17 full time classroom teachers and a number of support staff such as the principal, teacher librarian, learning assistance support teacher, Reading Recovery teacher and school counsellor service. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

In 2011 the school has continued to develop innovative new projects to support student learning. Many were related to the National Partnerships Literacy and Numeracy (NPLN) and National Partnerships low SES (NPSES) programs.

The building of the new school hall under the *Building the Education Revolution* program and the refurbishment of the existing hall into two new learning spaces was completed in May 2011.

Student achievement in 2011

Student achievement in 2011 has been measured across a range of indicators. These include social interaction, student satisfaction, internal data collection, assessments as part of the National Partnerships Numeracy program and the annual NAPLAN assessments.

NAPLAN assessments indicate a significant improvement in trend data for Year 3 in

spelling, grammar and numeracy and a steady trend in reading. Year 5 results continue to improve although numeracy requires further development. The value-added growth of students from Year 5 to Year 7 (2009-2011) was very positive.

Messages

Principal's message

The school has continued to focus on students through the motto *"Feeling Well Thinking Well Doing Well"* to address student welfare, quality teaching and high expectations for student outcomes. This approach has led to a common understanding of the needs of students and the development of programs to support the focus.

2011 was an exciting year for the school as we began to see evidence of the hard work of parents, staff and students to improve attendance, develop more positive behaviour models and enhance student outcomes.

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.

Sue Belford

Principal

P & C and School Council

The Glen Innes Public School P&C has continued to contribute to the life of the school through fundraising and consultation with the staff at the school.

Our Fundraising has been constant throughout the year with the goal being to purchase more outdoor furniture for the school. School discos, the Easter raffle, a walkathon and our calendar fundraiser at the end of the year all contributed toward this goal. Committed members and volunteers helping at Swimming and Athletic Carnivals and other P&C activities have helped the Committee run smoothly over the year.

The School Council plays an important role in the governance of the school. In 2010 the School Council moved to a more active role in reviewing school practice. This included participation in the *National Partnerships Community Panel* as well as a regular meeting process to share key information and discuss areas for potential improvement. The School Council also conducted the ratification of school policies, monitoring of financial reports and oversight of the National Partnerships programs.

Student representative's message



We attended the National Young Leaders Conference in Brisbane and used these skills to help others around the school. In 2011 the leaders did a Peer Mediation Course to help other students with their problems.

In the community we have represented the school at the World Day of Prayer, Anzac Day, and the Senior Citizens Week event.

Being a leader made us look at the school and the students and the staff in a different way and it has helped us to be better prepared for high school.

Student Leadership Group

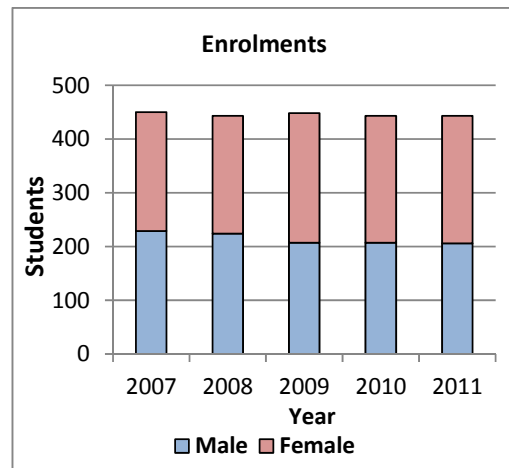
School context

Student information

It is a requirement that the reporting of information for all students must be

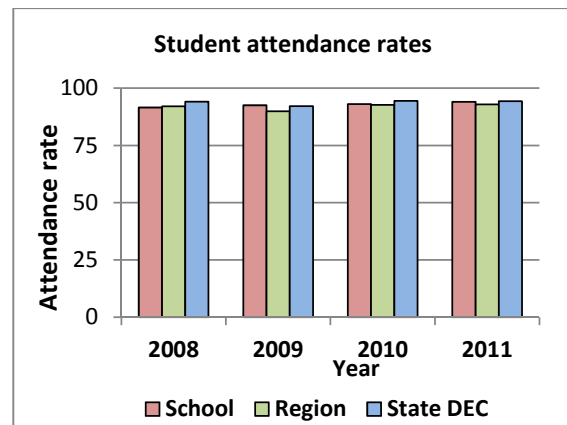
consistent with privacy and personal information policies.

Student enrolment profile



Enrolment has remained relatively stable over the past three years. Generally there are more girls than boys in each year group but only by a small percentage.

Student attendance profile



Student attendance is a major focus at the school. Overall attendance has continued to improve from 92.1% in 2008 to 94.1% in 2011.

Management of non-attendance

Student non-attendance is managed through a three phase monitoring process to work with families to ensure high attendance rates for all students. This includes reminder notes, follow up phone calls, and regular interviews

with parents where necessary. It also includes the utilisation of Departmental resources to support families to have children attend school on a regular basis.

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.

Roll class	Year	Total per year	Total In class
K/1W	K	9	21
KB	K	19	19
KP	K	21	21
1ER	1	23	23
1TC	1	24	24
K/1W	1	12	21
2/3H	2	13	21
2CS	2	25	25
2OD	2	26	26
2/3H	3	8	21
3DG	3	28	28
3LJ	3	30	30
4CM	4	31	31
4KN	4	31	31
S3HC	5	14	28
S3JL	5	12	27
S3JW	5	15	29
S3LB	5	13	26
S3MM	5	15	28
S3HC	6	14	28
S3JL	6	15	27
S3JW	6	14	29
S3LB	6	13	26
S3MM	6	13	28

Structure of classes

The school has a combination of composite classes and single grade classes. The school operates a cross grade numeracy grouping program which involves all classes from Kindergarten to Year 6 on a set timetable.

The school also operates a cross grade literacy program for Kindergarten/Year1/ Year 2 through the Best Start project as well as students in the stage 3 classes.

The school has continued with the very successful Stage 3 model which involves a combined class approach for students in Year 5 and Year 6 in preparation for the transition to the more complex organisational demands of high school.

Staff information

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

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

The school employs a number of indigenous staff both in teaching and non-teaching roles.

Additional teaching staff are available to support the Release from Face to Face (RFF) program. One staff member is released to support the NPSES program as a non-teaching Assistant Principal Quality Teaching

The school is also supported by a School Administrative Manager, one full-time and one part-time School Administrative Officer, a part time General Assistant and a number of additional School Learning Support Officer (SLSO) positions funded through NPSES.

Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	4
Classroom Teachers	13
Teacher of Reading Recovery	0.623
Support Teacher Learning	1
Teacher Librarian	0.8
Counsellor	1
School Administrative & Support Staff	2.64
Total	24.063

Staff retention

No permanent staff left the school at the end of 2011. The school has recruited a significant number of temporary teachers to replace staff on long service leave, part time leave and those transferred to other duties within the Department of Education and Communities on a short term basis or to fill vacancies created through extra positions funded from the NP/SES program.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	17

Financial summary

Date of financial summary:	30/11/2011
Income	\$
Balance brought forward	405484.18
Global funds	246798.24
Tied funds	198196.22
School & community sources	61529.04
Interest	18071.16
Trust receipts	20739.10
Canteen	0.00
Total income	<u>950817.94</u>
Expenditure	
Teaching & learning	
Key learning areas	13451.19
Excursions	26982.14
Extracurricular dissections	30222.77
Library	3809.21
Training & development	839.99
Tied funds	301881.27
Casual relief teachers	48226.68
Administration & office	104238.65
School-operated canteen	0.00
Utilities	68729.97
Maintenance	28358.54
Trust accounts	20998.99
Capital programs	40550.91
Total expenditure	<u>688290.31</u>
Balance carried forward	<u><u>262527.63</u></u>

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

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

Achievements

Arts

Each year the school participates in a major cultural event within the community. The annual Celtic festival is an opportunity for the school to work with the wider community to celebrate the heritage of the community. The school provides a choral, art and dance component for the public events at the official opening and the public performance concerts held each year.

In 2011 we were fortunate to be able to host the event in our new hall. The concerts were so popular that an additional concert was scheduled and in fact there will now be three performances in 2012.

The school also provides a number of performance items for local functions such as the Senior Citizens Week, and various Christmas functions for members of the community.

Sport

2011 saw all students from Glen Innes Public School take part in the Premier's Primary School Sport Challenge with the aim to engage young people in sport and physical activity and encourage them to lead healthy, active lifestyles.

The students also participated in the annual swimming, athletics and cross country events. In addition a number of students

represented in touch football, netball, soccer, swimming, cross country, athletics, oz-tag, cricket, rugby, horse sports and rugby league.

The school has conducts a “fun athletics carnival” at school for those not directly engaged in the school athletics carnival. This innovative program has led to increased attendance on carnival days.

The results for the competitive events are set out below.

Swimming

Congratulations to Tara Winter who was successful in gaining a place to compete at Homebush at the State Championships in the Junior Girls 100m breaststroke.

Athletics

Twenty-nine students were selected to represent Northern New England at the Regional Athletics carnival in Tamworth.

Congratulations must go to Sarah Byrne, Luke Hodgson, Noah Every, Evan Byrne and Kameli Nawaqavou for their selection in the North West athletics team.

Cross Country

As a result of the school and then zone carnivals, twenty-seven students qualified to run in Coolah for selection in the North West team.

Special congratulations must go to Emily-Jayne McClelland for efforts in gaining a place in the North West team.

Team Sports

The horse sports team had a particularly successful year as they travelled around the various school horse sports events and brought home several trophies.

Congratulations to the following students in representing their respective sports at regional level.

- Rugby League Karl Clatworthy
 Ethan Wood

- Football (soccer) Kate Mepham
- Swimming Tara Winter
- Cross Country Emily-Jayne
 McClelland
- Touch Football Sarah Byrne

Sport and physical activity in general plays such an important part in the development of children and is very pleasing to see the strong culture of participation and competition that is part of the culture of the school.

Academic

In 2011 several students excelled in the International Competitions and Assessments for Schools (ICAS). These competitions covered English, Mathematics, Science, Computer Skills, Writing and Spelling.

There were 22 credit certificates awarded as well as the following outstanding results:

Science

Distinction

- Kayleb McCleary

Credits

- Ziggy Brady, Claudia Campbell, Amy Byrne, Mitchell Taylor and Stella Grieve

Computer

Credits

- Claudia Campbell, Amy Byrne, Molly Campbell, Braiden Crawford, Jack Goldman and Jordan Villella

Spelling

Distinctions

- Kayleb McCleary and Jordan Villella

Credits

- Amy Byrne and Mikaylah Wadley

Writing

Credits

- Amy Hodder, Heidi McCormick, Amy Byrne, Molly Campbell, Brianna Hope, Claudia Campbell, Laura Dawson and Katie Miller

English

Credits

- Claudia Campbell, Laura Dawson, Daniel O'Hara, Hannah Quilty and Heidi McCormick

Mathematics

Distinction

- Mitchell Taylor

Credits

- Amy Byrne, Kayleb McCleary, Heidi McCormick and Jack Goldman

Transition programs

Transition is a key part of the school as so many students enter Kindergarten each year. In 2011 60 transition students attended school once a week for fifteen weeks to experience school life.

More make the move from Glen Innes West Infants School into Year 3 and the senior students' transition into the high school environment. In 2011 the Kindergarten Transition program involved in-school visits each Thursday for twenty weeks and individual interviews with each family to ensure a smooth transition into school life.

The existing Year 2 at the school were joined by the students from Glen Innes West Infants to transition into Year 3 through class visits, joint activities, sharing time in the playground and a parent meeting.

The transition to Glen Innes High School was facilitated by coordinators from both schools and involved several weeks of interest electives now under the "School Rules" banner, individual interviews with the student and parent, a family-friendly parent session as well as a formal orientation process. It was enhanced by follow up discussions between the staff of both schools.

In addition a two day Transition Technology Camp was held at the school. Students from the various schools who were moving into Year 7 at Glen Innes High in 2012 were

invited to attend the camp. It involved mixed teams of boys and girls from different schools working together over the two days to achieve a series of products using a wide range of software programs. The opportunity to work together to achieve a common goal proved to be very useful in building capacity and confidence in moving to the high school setting.

The 2011 High School Transition Program has been a highly innovative program which has drawn exceptionally high praise from parents.

Academic

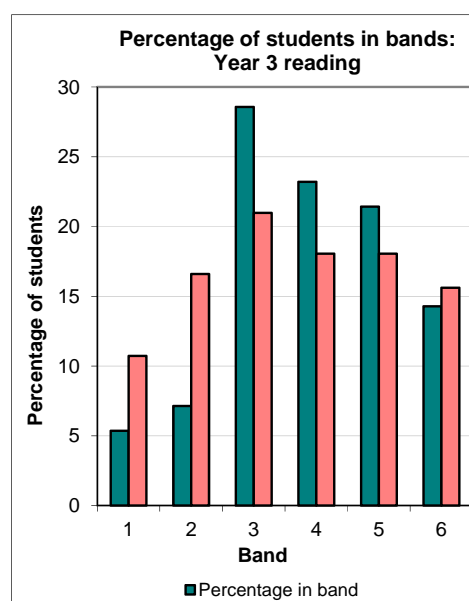
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8

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)

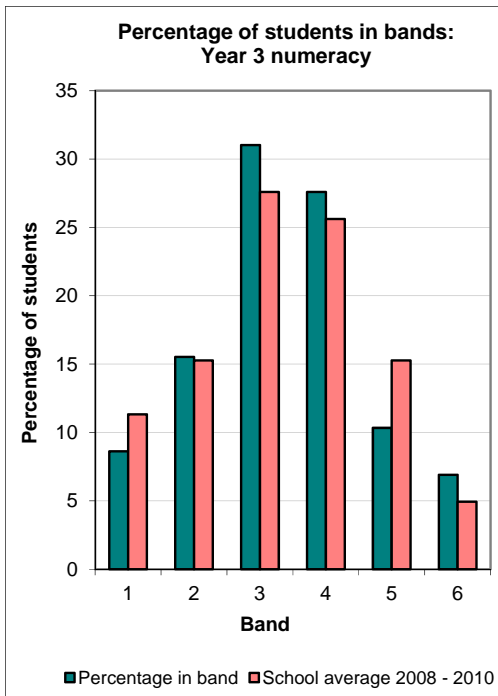
Literacy – NAPLAN Year 3



Year 3 reading results have improved with a significant reduction in the percentage of students in the lower two bands. Spelling and grammar results are exceptionally positive with trend data close to state trend. The girls improved by 61 scale scores from the 2010 assessment.

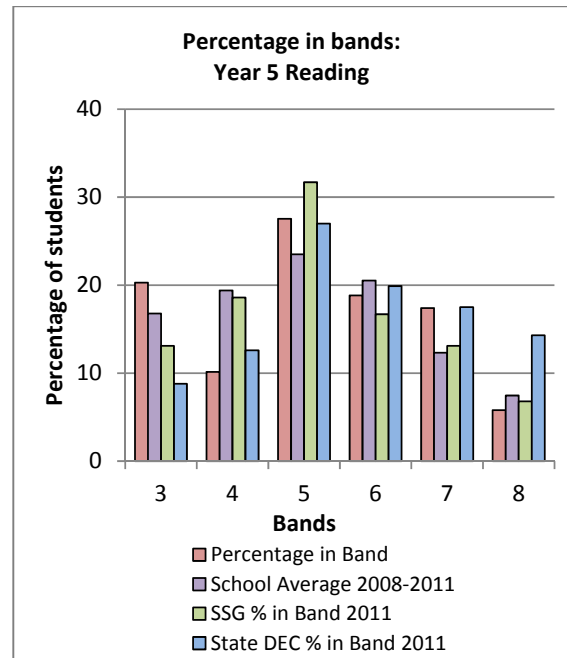
Numeracy – NAPLAN Year 3

Year 3 numeracy has shown a significant improvement and is only 4 points below the state trend line. This is reflected in the increase in students in Band 3 and 4 and the growth from 17% in the top two bands in 2010 to 27% in 2011.

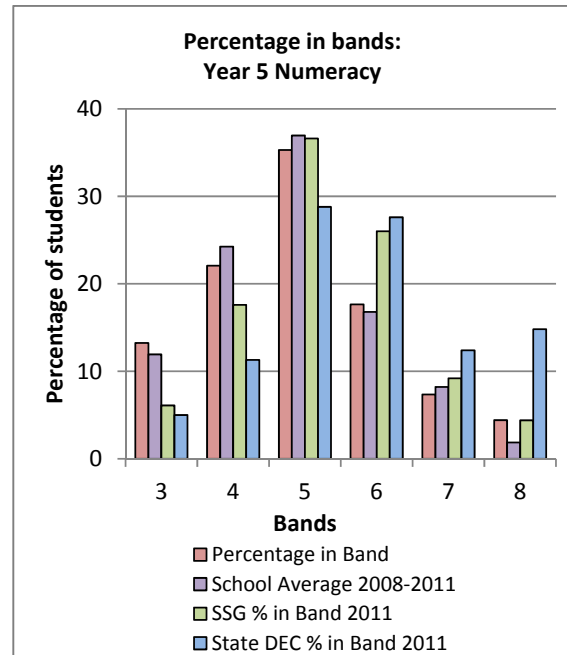


Literacy – NAPLAN Year 5

Year 5 reading remains relatively stable with a significant percentage of students in bands 5, 6 and 7 indicating a movement away from the lower bands over the past two years. The boys achieved 10 scale scores above state average growth in reading.



Numeracy – NAPLAN Year 5

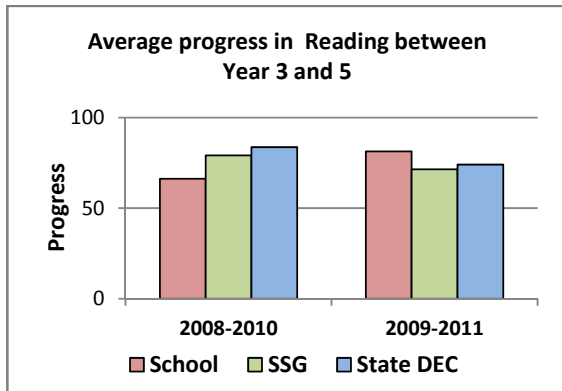


Year 5 numeracy is slowly improving. Trend data indicates a small increase in overall results. Boys' results indicate a growth in students achieving in Band 6, 7 and 8.

Progress in literacy

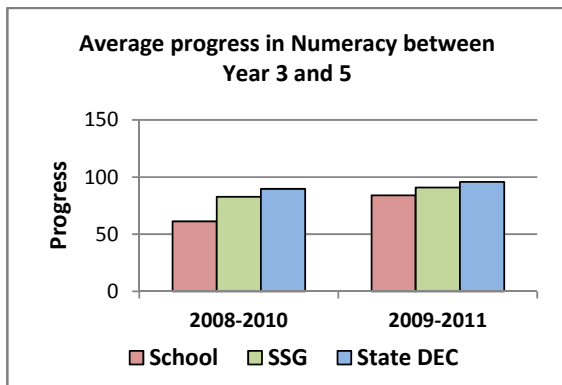
The average progress Year 5 literacy data indicates significant growth improvement from

the 2008-2010 student groups to the 2009-2011 student groups. The average progress for Year 3 is greater than the state level or similar schools group.



Progress in numeracy

The average progress in Year 5 numeracy data indicates significant growth improvement from the 2008-2010 student groups to the 2009-2011 student groups.



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.

Reading	93.8
Writing	93.8
Spelling	96.9
Grammar & Punctuation	92.2
Numeracy	100.0

Reading	79.7
Writing	90.0
Spelling	84.5
Grammar & Punctuation	84.5
Numeracy	86.8

Please note that there were no exempt students in Year 3 and only one student eligible in Year 5.

Significant programs and initiatives

Aboriginal education

The school held an innovative NAIDOC Week celebration showcasing student work. This was closely aligned to the implementation of the Count Me In Too Indigenous (CMITI) development project undertaken by Mrs. Belinda Tully in her role as the Aboriginal Education Officer (AEO). Mrs. Tully organised workshops with parents to create the resources for the project using student work samples as part of the project.

Multicultural Education

The school continues to expand the multicultural component of the curriculum through units of work in each grade. In addition the school is heavily involved in the annual local Celtic festival.

Each year the school participates in a cultural program around a selected Celtic community. In 2011 Ireland was the focus of the program. This involved music, craft, dancing and writing on Ireland and research on the connections to our own local history. This culminated in two community concerts and performances at the official opening ceremony.

Our focus days are another opportunity for the community to share the excitement of learning with our students. St Patrick's Day was celebrated in style as part of our Irish studies for the Celtic festival.

National partnership programs

The school receives additional funding under NPLN and NPSES programs.

Leadership capacity within the school has been significantly enhanced with the establishment of the role of Assistant Principal Teacher Quality and an expanded Partnerships Leadership group which meets fortnightly to develop and monitor innovative programs across the school.

Numeracy was the major focus of intensive professional learning across the school through 2010. This was expanded to include literacy in 2011. Significant professional learning to support grammar and reading comprehension was undertaken by staff throughout the year.

This has already led to measurable improvement in the Year 3 and Year 5 results.

Results for Aboriginal students indicate growth in Year 3 reading in the top two bands in reading. There is a marked increase in students achieving in Band 5 and 6 in reading and fewer students in Band 4.

Under the NPSES program a *Community Liaison Officer* has been employed for 18 hours per week to facilitate home-school-

community communication and participation. This has been rated as one of the most successful aspects of the National Partnerships project in terms of community engagement and support.

The NPLN funding program was finalised in June 2011. However the benefits will be seen for some time to come in the professional learning for staff and the improved outcomes for students.

Student Welfare

“Grow it Cook It Eat It” (GCE)



The GCE project has been a highlight for the students in 2011. It has received the highest rating from parents, students and teachers in regard to effectiveness. Students across the school work with the Kitchen Garden Coordinator and classroom teachers to grow a range of vegetables.

These are then utilised in the cooking classes delivered by a trained teacher. The program also involves basic literacy and numeracy indicators as well as a strong focus on health syllabus indicators.

Activities program

In 2011 the school expanded the afternoon activities program across five afternoons and all classes. The program offered a range of interest activities from scrapbooking, board games, art, outdoor games, knitting, chess, computers, card making and musical bells.

The school is very grateful to the parents and community members who supported this great initiative which provides students with new areas of interest in which they could excel.

“Drum Beat” program



The school also introduced the “Drum Beat” program for selected students in Year 5 and Year 6. The program combines a musical education with a positive self-esteem program and has already created some very positive outcomes.

Community Involvement

The P&C continues to play an active part in the school. There is also an active School Council which meets four times a year to review school management matters.

Another key program is the *Community Dinner* held in Term 4. Representatives from several community business groups were invited to attend an information session, a shared literacy/numeracy lesson with students and a tour of the school. The evening finished with some outstanding catering from our junior *Master Chef* group. The feedback from the community about this approach to schooling in the 21st century at Glen Innes has been extremely favourable. In 2012 this concept will be expanded to include a Service Industry Community Dinner.

The school also held a Volunteers Lunch at the end of Term 4 to thank all the invaluable volunteers who give their time, expertise and

good will to the students at the school on such a regular basis.

Education Week continues to provide a major opportunity to share the efforts of our students with the wider community. An Education Week Assembly is held at the Town Hall each year, in conjunction with all the other schools in the Celtic Community of Schools, to celebrate students, teachers and the community in their various roles across the schools. Each year the school holds an Open Day for the classrooms, followed by a small concert and morning tea. This year numbers exceeded all previous records with over 400 people coming through the classrooms during the day.

Progress on 2011 targets

Target 1 Literacy: Reduce the proportion of students at and below national minimum standard by 2.5% on an annual basis.

Our achievements include:

- Year 3 students did not achieve the proportional reduction in this target in reading, however they exceeded the target in spelling and grammar
- Year 5 did achieve the target with a significant reduction in the percentage of students in this category from 41% to 30%
- Additional resources provided to support student learning
- Improved programming practices to support consistent learning practices in the classroom

Target 2

Numeracy: Increase the proportion of students above the state proficiency standard by 1.5% or more on an annual basis.

Strategies to achieve this target include:

Our achievements include:

- The proportion of Year 3 students in the proficiency band increased by 10%
- The proportion of Year 5 students in the proficiency band increased by 5%
- Numeracy groups established from Kindergarten to Year 6 to meet the needs of students
- Consistent programming for students needs and monitoring of evidence of growth across the school

Target 3

Increase the number of teachers actively planning for and implementing Quality Teaching Framework for improved outcomes from 20% to 85%.

Our achievements include:

- Significant resources applied to collaborative planning time for staff
- Improved programming processes to support staff to develop more focused lesson support for students
- Implementation of a common programming format across the school including feedback sheets and interviews
- Extensive professional learning program available to all staff

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. In 2011 our school carried out evaluations of student welfare and classroom programming practices.

Educational and management practice

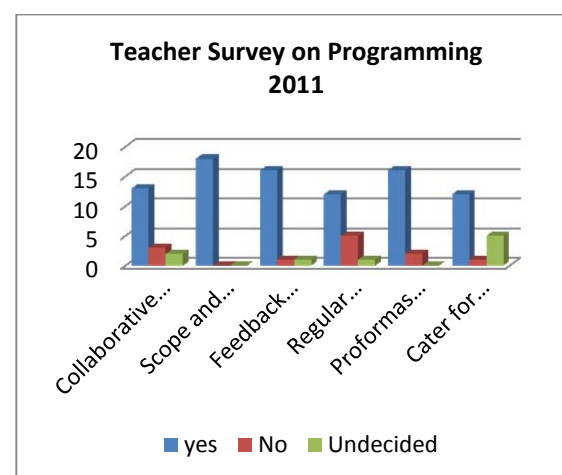
Background

Teachers are required to maintain a written record of the content taught in class as

outlined by the syllabus documents in their teaching program. They are also required to maintain the assessment data collected to inform the reporting process and other relevant information to assist in the delivery of a high quality learning environment for students.

In 2011 a review was undertaken of current programming practices, recent innovations and to identify possible future directions. All teaching staff were surveyed on a number of questions around the efficacy of the current model as well as identifying some areas of concern for future improvement.

Findings and conclusions



The survey particularly focused on those innovations which have been implemented over the past three years. These innovations have focused on developing a consistent scope and sequence for content, a bank of proformas to ensure consistent layout and expectations for lessons and formalised feedback to staff on the program document itself. Staff indicated a strongly favourable response to these innovations.

Staff were also asked to rank their own growth in programming skills and understanding over the same period. The majority rated themselves as 3 or above on a rating from 1-5.

Future directions

Staff identified a need to develop greater capacity to support students across a range of abilities and interests. Staff also identified a desire for more collaborative planning time as a whole stage rather than in grade cohorts. An area for further development included the skills to develop stronger and more robust evaluation processes for the teaching program itself. These areas will be incorporated into the action plan for the Teacher Quality component of the school plan in 2012.

Other evaluations

Background

Student welfare forms a crucial part of the overall development of a student at school. Learning can be significantly enhanced in a positive and supportive climate.

The school has an extensive positive welfare program but the processes required some refining to improve delivery and to meet the needs of a changing society.

Findings and conclusions

The evaluation included a review of the positive awards system, the anti-bullying plan and the acknowledgment of achievements in a more systematic manner. The review involved student, staff and parent feedback mechanisms including surveys, interviews and discussions as well as a document review process.

The review identified some gaps in the awards system at certain stages between Kindergarten and Year 6. This was closely linked to the student leadership model in place and led to a further review of this process. The anti-bullying planning template from DEC was completed in preparation for the plan to be implemented.

Future directions

A flow chart of award systems from Kindergarten to Year 6 is to be developed to ensure awards reflect academic, social, sporting and citizenship qualities. The awards will be registered using the on-line recording database.

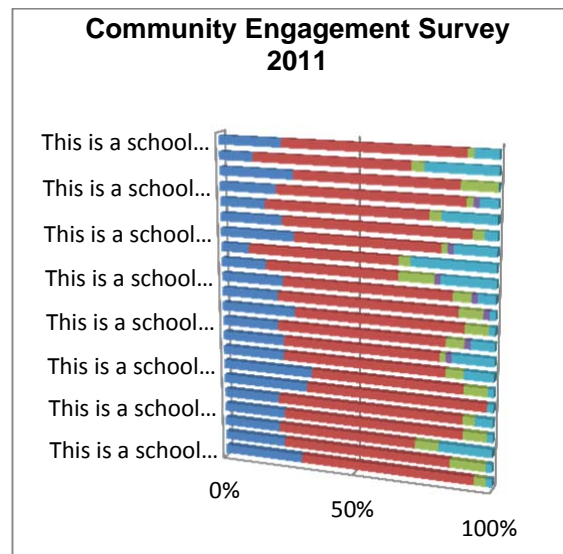
A new range of awards to be developed to reflect citizenship and developing leadership in Stage 2 using a revitalized Student Representative Council (SRC) and a Stage 2 award similar to the Stage 3 silver and gold coaster systems.

The Student Support Framework database has now been established to record support programs available to students and identify future areas for development for school wide programs.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

The survey results indicated that the school scored 90% and above in 8 of the 16 questions.



98% of the surveys indicated that this is a school where class activities are interesting

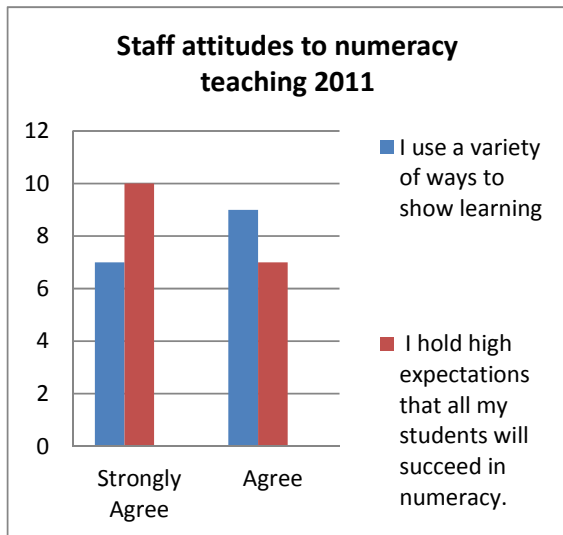
and engage students in learning and 94% indicated that this is a school where information about the schools programs and activities is regularly communicated to parents/carers.

There was a great deal of positive feedback in regard to the communications processes, the role within the community and the partnership between parents and the school.

The three questions with lowest ratings also scored highly on the “Don’t Know” category so there is clear direction for the school to ensure greater communication with the community.

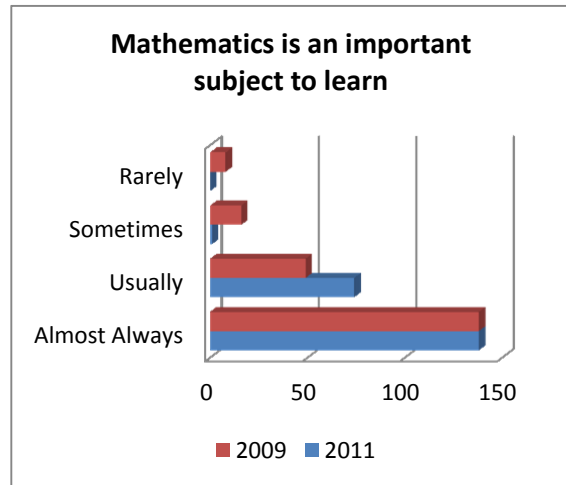
Staff are regularly surveyed to assess the implementation of literacy and numeracy programs across the school.

There is a clear indication that staff have a very positive attitude to teaching numeracy and working with students to improve numeracy outcomes through a culture of high expectations and a variety of teaching strategies.

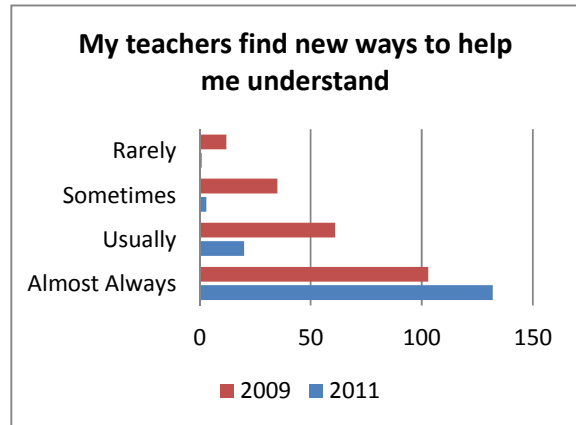


Students have also been surveyed in relation to their attitudes to numeracy in 2009, 2010 and 2011. Over that period of time there has been an increase in student awareness of their own needs to improve their numeracy outcomes. There has been a marked

increase in the percentage of students who recognise numeracy as an important subject for them.



There is also an increased recognition over the three years that teachers are working to ensure students do understand the concepts in the lesson through using a variety of strategies such as technology, hands-on activities, group work and individual instruction.



Professional learning

Expenditure on teacher professional learning in 2011 totalled \$16,126 with an average of \$701 per staff member. This was supplemented by funding from National Partnerships programs, tied funds professional development and additional funding for Beginning Teacher programs.

- Beginning Teachers 0%
- Information Technology 7%
- Literacy & Numeracy 23%
- Quality Teaching 1%
- Syllabus Implementation 9%
- Career Development 30%
- Welfare 16%
- Other 14%

In 2011 the staff were involved in a number of focus areas for professional learning. Professional learning involved staff attending courses off-site, as well as presenters working in the school, specific staff meetings and individual learning as required.

All staff participated in the five days linked to the staff development day program. These involved workshops in numeracy, technology, literacy and mandatory training content.

All staff were involved in significant professional learning using the “Prioritizing Grammar” programs. Another 14 staff have undertaken the extensive training in Module One of the “Focus on Reading” program. This will be finalized in Semester Two 2012.

School planning 2012—2014

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

School priority 1: Literacy

Outcome for 2012–2014

To reduce the achievement gap in literacy performance in the school.

2012 Target to achieve this outcome:

- Reduce the proportion of students at and below national minimum standard by 2.5% on an annual basis and increase the proportion of students above the state

proficiency standard by 1.5% or more on an annual basis

Strategies to achieve these targets include:

- The professional learning programs (Focus on Reading/Best Start K-2 and L3) are fully integrated into teaching and learning practice
- Restructured programming format developed and implemented, incorporating DEC documents of best practice and Board of Studies English K-6 syllabus documents
- Establish a “teaching toolbox” for staff including resources, data analysis procedures, common assessment tasks, school wide reporting processes and classroom based differentiated activities

School priority 2: Numeracy

Outcome for 2012–2014

To reduce the achievement gap in numeracy performance in the school.

2012 Target to achieve this outcome:

- Reduce the proportion of students at and below national minimum standard by 2.5% on an annual basis and increase the proportion of students above the state proficiency standard by 1.5% or more on an annual basis

Strategies to achieve these targets include:

- Expand the “Lesson study” model for all staff as part of the professional learning process in numeracy
- Refine the existing numeracy scope and sequence to reflect school practice and processes
- Fully integrate effective data analysis across the K-6 spectrum into the teaching and learning cycle

School priority 3: Student engagement

Outcome for 2012–2014

To enhance student engagement to improve student learning outcomes.

2012 Target to achieve this outcome:

- Increase student engagement in learning through best practice implementation of differentiated curriculum and increase attendance rates at the school from 2010 attendance rate 93% to 95% by 2013

Strategies to achieve these targets include:

- Professional learning for staff to provide a high quality differentiated curriculum for all students
- Continue the existing program for monitoring and improving students' attendance
- Provide appropriate staff and resources to support student welfare concerns to ensure maximum engagement in learning
- Establish a "teaching toolbox" for staff to provide differentiated curriculum including resources, technology, data analysis procedures, increased community engagement and a wide variety of learning opportunities

School priority 4: Leadership

Outcome for 2012–2014

To strengthen leadership development and enhance management capacity.

2012 Target to achieve this outcome:

- Increase percentage of staff at professional accomplishment level from 0% to 10% by 2014

Strategies to achieve these targets include:

- Establish a Leadership Strategy to support existing and potential school leaders
- Increase community participation in school operations, including student engagement and decision making processes

- Further develop management and accountability capacity through a review of policies, procedures and practice

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Olga Dawes	Assistant Principal
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