Our school at a glance

Students
Mullumbimby Public School is located in the heart of the picturesque township of Mullumbimby. The school serves the needs of a friendly, close-knit community of people who are well recognised for their diversity and creativity. Parents play an active role in the school and are keen to support their children’s education. Our students enjoy participating in a range of academic, sporting and creative activities. The student leadership team meets regularly to ‘have a say’ about the school, and to plan events to raise funds for student projects.

Staff
Mullumbimby Public School is staffed by dedicated and highly experienced teachers and support personnel. Two teachers retired at the end of 2008. These teachers were highly valued and well respected. They will be sadly missed.

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

Significant programs and initiatives

Student achievement in 2008

Literacy – NAPLAN Year 3
Analysis of the 2008 NAPLAN results indicated that we are maintaining strong results in most areas, especially reading, in which we were 18.3 points above state average. We continue to have weaker results in writing. Overall, 88% of students performed in the top three bands in literacy.

Numeracy – NAPLAN Year 3
Analysis of 2008 NAPLAN results indicated that we achieved strong results in overall numeracy. 80% of our students performed in the top three bands compared to 67% for the state.

Literacy – NAPLAN Year 5
Analysis of the 2008 NAPLAN results indicated that we are maintaining strong results in most areas, especially reading, spelling and grammar. In overall literacy, 65% of our students performed in the top three bands. Our writing results were weaker than the other areas, which reflected the regional results. Writing will be a whole school focus area in 2009.

Numeracy – NAPLAN Year 5
Analysis of our overall numeracy results indicated that although we were just below state average, we had 2% more students performing in the top three bands compared to the state.

Messages

Principal's message
Mullumbimby Public School serves the community of Mullumbimby, a town of approximately 3200 people on the North Coast of New South Wales. The enrolment of 281 students is drawn from a diverse range of families and lifestyles.

Our aim is to develop responsible, caring and committed members of society by producing a positive and relevant learning environment which meets the needs of all.

Our school ethos is built on high values and expectations and the development of self esteem in all students. The community is seen as an integral part of the school’s organisation. We consult with the community on a regular basis, in order to develop future directions.

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 Vlad Knaus, Principal

P&C and/or School Council message
At Mullumbimby Public School parents are encouraged to be involved in the schooling of their children. This can be achieved through being a member of the P&C, which coordinates numerous activities throughout the school year. We have regular monthly meetings, which provide the framework to fulfil these activities or discuss any issues that have been raised.

An important ongoing function of the P&C is to support the canteen, which has its own supervisor who works under the auspices of the P&C. The new canteen policy was adopted in 2007 emphasising the provision of healthy and appealing food choices. Due to the reduced number of volunteer workers, the canteen only operates for three days per week.

The P&C also raises much-needed funds for our school. We held major fund raising events such as: November Fair, Craft Expo and Easter Raffle as well as other smaller events. These activities led to the P&C raising over $20,000 in 2008.

The raising of funds has allowed the P&C to contribute $10,000 to the general school budget as well as committing funds to other causes such as travel subsidies for sporting competitors, farewell gifts for staff, trophies and capital acquisitions. The purchase of a large, new ride-on mower has improved the general look of the school and has freed up the general assistant to tend to other maintenance issues in the school.
The P&C runs its own accounts and administers these funds independently from the school accounts.

Parent volunteers also order, store and sell school uniforms. The addition of soft brimmed hats has supported the “no brimmed hat, play in the shade” policy, so children are well protected from the sun.

As always, the wide range of P&C activities were well supported by our parents including: the whole school reading program; working bees, school excursions; assisting on sports days and Open Day. The children benefit greatly from seeing their parents take an interest in their school life. I therefore encourage parents to continue to support our school as much as possible.

I would like to thank all the parents and citizens who supported Mullumbimby Public School in 2008 for their commitment and dedication.

Julie Hawdon, President Mullumbimby Public School P&C Association

Student representative's message

The Student Representative Council (SRC) consists of two elected school captains, two vice captains and two representatives from each primary class. As the student leaders of Mullumbimby Public School in 2008 we would like to explain our role and share our achievements.

Our role in leading the school meant that we coordinated a number of events throughout the year including discos, fundraisers for the Variety Club Australia and, in conjunction with the teachers, we also ran numerous special school assemblies.

As the student leaders we also represented our school at out of school functions such as the town ANZAC Day service. We have really enjoyed our role throughout 2008, which has been many and varied.

Megan Schneider, Grace Marsden, Felix Lennon-Byng and Anatole Serrett

2008 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

Enrolment Rates

![Enrolments](image)

Student attendance profile

![Student attendance rates](image)

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.
### Structure of classes

#### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13.8</strong></td>
</tr>
</tbody>
</table>

#### Staff retention

Staff retention from 2007 to 2008 was 100% with no transfers or retirements.

#### Staff attendance

Staff members have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94%.

#### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</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: 30/11/2008

**Income**

- Balance brought forward: $97,691.61
- Global funds: $119,252.66
- Tied funds: $133,763.34
- School & community sources: $96,851.16
- Interest: $8,659.12
- Trust receipts: $16,350.62
- Canteen: $0.00

**Total income**: $472,568.51

#### Expenditure

- **Teaching & learning**
  - Key learning areas: $35,543.06
  - Excursions: $21,320.80
  - Extracurricular dissections: $15,854.44
- Library: $5,981.14
- Training & development: $11,267.46
- Tied funds: $102,916.75
- Casual relief teachers: $58,982.28
- Administration & office: $28,378.09
- School-operated canteen: $0.00
- Utilities: $21,111.87
- Maintenance: $9,024.56
- Trust accounts: $11,940.40
- Capital programs: $18,932.79

**Total expenditure**: $341,253.64

**Balance carried forward**: $131,314.87

A full copy of the school's 2008 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.

### Student Buddies
School performance 2008

Achievements

Arts
Visual and performing arts are highly valued by our school community. Throughout the year students were provided with many opportunities to participate in a range of activities, resulting in the following achievements:

- Outstanding, entertaining performances by Kindergarten, Year 5 and Year 6 dance groups at the Far North Coast Dance Festival.
- Development of artistic skills through the school’s five-week clubs program, which offered students a variety of arts and crafts.
- Creation of artworks for the Craft Show and the Ocean Shores Art Expo. Harry Mathison, Koby Swanton, Jana Moser and Keira Dott all received first places.
- Individual, small group and school band performances at Multicultural Day, Open Day and the Aussie of the Month Assemblies.
- Performances by choral groups at the Easter Parade; Grandparents’ Day; Multicultural Day; Open Day; November Fair, Presentation Day; and at Salt as part of Public Education week.
- Recognition of student talent through presentation of the ‘Artist of the Term’ award. Evan Bailey, Kye Hatton, Jacinta Thomas, Buku Hammer, Courtney Bailey and Louise Skelton were this year’s recipients. Their artworks are proudly hung in the library.
- Participation of dance, gymnastics and choral groups at the district Valley Fest, with some students performing solo items.

Athletics Carnival

Sprinting to the finish line

Sport
Sport plays a significant part of our day-to-day activities at Mullumbimby Public School. In 2008 Phillip House won both the swimming and athletics carnivals and Hunter won Cross Country.

We are proud of the following achievements:

- Many children performed their personal best to reach district, zone and regional events. Monique McLean competed at state level in athletics.
- Numerous students attended selection trials in thirteen different sports. Many students were regional representatives in a variety of sports including AFL, touch football, soccer and hockey. Zayla Arthur was selected to compete at state level.
- Participation in knockout competitions in touch football, netball, AFL, and boys’ & girls’ soccer and softball. Outstanding achievements by the boys’ soccer team included playing seven matches to be North Coast finalists and making the final sixteen of the competition.

Stage 3 Dance Group

Cross Country Action
Academic

At Mullumbimby Public School we set high expectations and support academic excellence. The UNSW offers competition tests in English, Spelling, Writing, Mathematics, Science and Computer Skills. Our students’ results were exceptional:

- English - 3 distinctions and 2 credits
- Mathematics - 2 distinctions and 10 credits
- Writing - 1 high distinction, 4 distinctions and 4 credits
- Spelling - 1 distinction and 5 credits
- Science - 2 distinctions and 4 credits
- Computer - 2 high distinctions, 1 distinction and 2 credits.

Our high distinction recipients (who are among the top 1% of achievers throughout Australia and beyond) were Ryan Morris and Daniel Thiele in Computer Skills and Arthur Thiele in Writing. Our distinction recipients, (the top 10% of achievers) were Shey Gornitsky (Spelling); Louise Skelton (English); Kimmy Hawdon, Lucy Canning and Julia Vanderbyl (Writing); Ziggi Jacks (English and Writing), Arthur Thiele (Maths, Science and Computer Skills); Oskar Fletcher (Maths) and Daniel Thiele (Science).

32 stage 3 students participated in the Maths Olympiad. Top performer, Arthur Thiele, attained a perfect score of 25 out of 25. Courtney Bailey and Ziggi Jacks also performed exceptionally well. Arthur Thiele, Ziggi Jacks, Oskar Fletcher and Daniel Thiele participated in the regional finals of the Premier’s Spelling Bee. Daniel was successful and then competed in the State finals in Sydney.

In Public Speaking, the standard was exceptional. Eventual winners, Megan Schneider (senior) and Seriah Steele (junior), can indeed be proud of their achievements. We entered two teams in the Premier’s Debating challenge. One of our teams won through to the zone finals. Anu Schlawe was selected in the zone team and then gained selection in the North Coast debating team to compete in the state finals in Sydney.

Our chess team reached the North Coast finals.

National Assessment Program

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 the assessments.

- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3).
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5).

Literacy – NAPLAN Year 3

Analysis of the 2008 NAPLAN results indicated that we are maintaining strong results in most areas, especially reading. As we continue to have weaker writing results overall, writing will be a major focus in 2009. Our results showed:

- we were above both the state average and regional average in overall Literacy;
- we were well above state average in reading by 18.3 points;
- in writing, although we were below the state average by 7 points, we remained above the regional average by 10.0 points, and
- 88% of students performed in the top three bands in literacy.

Numeracy – NAPLAN Year 3

Analysis of 2008 NAPLAN results indicated that we achieved strong results in overall numeracy. Our results showed:

- we were above the state by 4.3 points and well above the region by 18.3 points;
- there was little or no difference between the performances of boys and girls;
- we are stronger in measurement, data, space and geometry than in number patterns and algebra, and
- 80% of our students performed in the top three bands compared to 67% for the state.

Literacy – NAPLAN Year 5

Analysis of the 2008 NAPLAN results indicated that we are maintaining strong results in most areas, especially reading, spelling and grammar. Writing results are weak overall in the region, therefore, will be a major focus in 2009. Our results showed:

- in overall literacy we were above the state and regional averages;
- in writing we were below the region by 1.6 points yet below the state by 20.7 points;
- in reading, spelling and grammar we were above the state and regional average, and
• 65% of students performed in the top three bands in literacy.

Numeracy – NAPLAN Year 5
Our overall numeracy results were just below the state average. An analysis indicates that:
• boys generally performed better than girls and
• 55% of students performed in the top three bands compared with 53% for the state.

Progress in literacy
The following tables show the average growth of students from Year 3 to Year 5 for the past three years. Our performances are in percentages points and are compared against both the State and the Like School Group (LSG), which consists of schools that are similar to ours in terms of size, geographical location and socio-economic status.

The decline in growth rates will be addressed in 2009 through the whole school improvement process. This process includes thorough analyses of school and statewide data, the setting of targets and the implementation of strategies to help achieve the targets.

Average growth in reading

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>77.9</td>
<td>82.2</td>
<td>51.3</td>
</tr>
<tr>
<td>LSG</td>
<td>87.6</td>
<td>84.4</td>
<td>89.9</td>
</tr>
<tr>
<td>State</td>
<td>87.6</td>
<td>87.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

Average growth in writing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>73.5</td>
<td>73.8</td>
<td>24.2</td>
</tr>
<tr>
<td>LSG</td>
<td>52.6</td>
<td>73.5</td>
<td>69.1</td>
</tr>
<tr>
<td>State</td>
<td>69.6</td>
<td>77.5</td>
<td>71.2</td>
</tr>
</tbody>
</table>

Progress in numeracy

Average growth in numeracy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>55.2</td>
<td>71.7</td>
<td>26.5</td>
</tr>
<tr>
<td>LSG</td>
<td>83.1</td>
<td>77.8</td>
<td>74.3</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above the minimum standard in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above the minimum standard in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Multicultural Education

Multicultural Day
On Wednesday December 4th, 2008, the students and families of Mullumbimby Public School celebrated our cultural diversity with a Multicultural Day.

The day’s activities began with an assembly showcasing the talents of parents and students who performed music, stories and dance from many different countries.

In the afternoon the students participated in a range of fun activities led by the teachers. We concluded the day with the children linking up with their buddies and performing dances from all around the world.

To set the scene for the day a world diversity map of our heritage was created. Amazingly we had 45 different countries represented.

Stage 1 Students on Multicultural Day
Aboriginal Education
In 2008 we had 12 Aboriginal and Torres Strait Islander students at Mullumbimby Public School.
Aboriginal history and cultural awareness was taught as part of our Human Society in Its Environment (HSIE) lessons.
All students participated in Harmony Day celebrations when they were encouraged to respect and value difference in others.
We utilised the strengths within our community when a parent organised a group of students from Mullumbimby High School to perform Aboriginal dances for the junior school. The children really enjoyed the performances. We hope to have this as an annual event at our school.

Progress on 2008 targets
Target 1: To Review the Discipline Policy
Our achievements included:
Teaching staff participated in a series of staff meetings to discuss target areas of the school discipline policy.
We developed a consistent method of recording misdemeanours in the classroom and playground as part of a whole school tracking system of student behaviour.
Future Directions:
In 2008 we will work to further strengthen current processes and increase the consistency in the way teachers deal with students
We will also work to develop our communication systems so as to provide the community with greater transparency of the processes followed when dealing with behaviour issues.

Target 2: Evaluate the Connected Outcomes Group (COGS) Units of Work
Our achievements included:
We trialled the Connected Outcome Groups (COGs) units of work in Early Stage 1, Stage 1 and Stage 2 and teachers provided feedback at staff and stage meetings on the quality of the units and the impact they had on teaching practice.
Three members of staff attended a two-day conference in Coffs Harbour to gain knowledge and skills to further develop their ability to effectively implement COGs units. They shared information with the rest of the staff, resulting in other teachers implementing the COGs units.
Teachers reported being able to simplify their teaching programs as the units cover most Key Learning Areas (KLAs).

Future Directions:
In 2009 we will develop a Scope and Sequence of units, which will cater for mainstream and composite class structures.
We will purchase more resources to support the current units and provide professional development for teachers to further develop their ability to effectively implement COGs units.

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 2008 our school carried out evaluations of Communication processes and systems and the teaching and learning of Fractions and Decimals.

Educational and management practice
Communication

Background
Effective communication is essential in any organisation. Schools are complex places and rely on strong communication processes to ensure the whole school community is well informed and that stakeholders have the opportunity to have input into decisions. As part of our review we surveyed the school community to gain feedback about our communication processes.

Findings and conclusions
Parent responses indicated that:
• 94% felt that the school always or usually communicated effectively;
• 92% felt that the school responded promptly to requests or concerns;
• 89% felt that school staff was approachable and listened to what parents have to say;
• 82% felt that parents were effectively involved in decision making processes, and
• 99% of parents felt that the school reports and interviews provided them with a clear understanding of their child’s progress.

Parent comments indicated that:
• Some parents, who were new to the school, felt they needed more information regarding school events and suggested that the newsletter could be used to provide details.

Student responses indicated that:
• 66% felt that their teacher always or usually talked to them about their learning, and 23% responded that their teacher only talks to them sometimes about their learning.
• 49% felt that people always or usually listened to what they had to say while 23% felt that people rarely listened to them.
• Student comments indicated that assemblies were an efficient way of sharing information and having events and activities explained to them; and confirmed the need for students to have a greater say in decision-making.

Teacher responses indicated that:
• most teachers felt that although communication systems within the school were effective there was a need to improve collaborative decision making processes;
• many teachers felt that improved meeting procedures at staff meetings would be beneficial in terms of time management and to ensure decisions were made efficiently, and
• participation in the ‘Promoting the School’ workshops would assist us to strengthen the way we currently communicate with parents and the wider community.

**Future directions**

To strengthen communication within and across the school community, in 2009 we will work in three areas. Firstly, we will participate in the ‘Promoting the School’ workshops to strengthen our home-school partnerships. Our involvement will result in improvements to our Newsletter and website. We will improve meeting procedures to ensure more efficient use of time, and we will strengthen our collaborative decision-making processes across the whole school community.

**Curriculum**

**Mathematics: Fractions and Decimals**

**Background**

Analysis of system data indicates that student performance in the fractions and decimal strand of mathematics is slightly weaker than in other sub-strands. This is a trend across the cluster of schools that feed into Mullumbimby High School.

To gather additional information, teachers, stage 3 students and parents were asked a range of questions related to teaching, learning and supporting the acquisition of knowledge and the development of understanding and skills.

**Findings and conclusions**

22% of the families responded to the survey. Parent responses indicated that:
• 58% of students mostly or completely enjoy learning about fractions and decimals
• 26% of students only enjoy learning fractions a little or not at all

84% would like to receive written information

78 stage 3 students were surveyed. Their responses indicated that:
• 83% & 74% respectively usually or sometimes enjoy learning about fractions and decimals;
• 91% & 95% respectively understand fractions and decimals;
• 93% and 87% respectively responded that their teacher usually or always explains fractions and decimals in meaningful ways;
• 74% of students can explain their thinking when working with fractions, 69% can do the same for decimals;
• 13% of students responded that they could think of lots of ways to apply both fractions and decimals outside of school, 71% & 59% respectively felt they could only think of a few ways to apply fractions and decimals, and
• 95% of students responded that they like to learn with a partner or in a small group.

Staff responses indicated that all teachers felt confident to teach decimals and fractions, yet not all teachers had a deep knowledge of curriculum content for other stages. Most teachers had not participated in recent professional learning in relation to teaching decimals and fractions.

**Future directions**

In 2009 the Maths Team will support the development of maths within the school. The team will meet regularly to analyse data, determine whole school focus areas, and plan targets and strategies to support achievement of targets. The team members will participate in professional development sessions and will share new understanding and learning with other teachers.

Fraction and decimals will be a whole school focus area; therefore, all teachers will participate in professional development on teaching fractions and decimals. Workshops will be offered for parents and written information provided about how to support children as they develop their understanding of fractions and decimals.

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents responded that our strengths included:
• 89% felt their child was always or usually safe at school;
• 82% felt their child was always or usually happy at school;
• 97% felt that teachers effectively covered all Key Learning Areas of learning; and
• 96% felt that teachers expected students to achieve to the best of their ability.

Parent comments indicated our strengths were: extra curricula activities; student engagement and recognition; computers; kindy buddies; sporting opportunities; student-teacher relationships; clubs; scripture; feeling of community within the school; competitions and academic levels attained. ‘We are extremely happy with the level of care and learning our children are receiving at the school. Well done!’ was feedback by a satisfied family.

Students responded that our strengths included:
• 94% almost always or usually felt safe at school;
• 86% almost always or usually felt that other students were friendly towards them and that they had fun at school;
• 78% that their teacher helps them to do their best work; and
• 76% felt that the discipline code was fair and that they were treated with respect.

Student comments indicated that our strengths included: having a big playground and lot of friends; good safety rules and the ‘No Bullying’ policy; a range of fantastic sports; lots of fun art; competitions and the computers. When providing feedback, two senior students summed-up their thoughts with the following comments: ‘We have many great opportunities- it is already the best school!’ and ‘I love this school, it is perfect.’

Areas for development included:

Expanding environmental education programs by utilising the botanic gardens and coordinating with the High School; and increasing our art, music and drama programs. There was one comment in relation to the need for healthier food in the canteen one concern raised about bullying.

Student feedback indicated they would like more PE, sport and excursions; greater opportunities to participate in music, art and drama; and more play equipment, especially in the senior playground.

Professional learning

It is expected that all staff will participate in professional learning activities to keep abreast of current methodology. During 2008 the focus areas for development were literacy, Numeracy and Connected Outcomes Groups (COGs). A total of $8,594 was expended on professional initiatives.

School development 2009 – 2011

We will adopt the six priority areas as identified by both the Office of School and the North Coast Region as the basis of our three-year plan. These areas are: Literacy, Numeracy, Connected Classrooms, Student Engagement and Retention, Aboriginal Education and Teacher Quality.

Targets for 2009

Target 1

Literacy

Through explicit teaching we will improve overall outcomes. In Year 3, the percentage of students achieving in Band 2 will be reduced from 4% to 0% and the percentage of students achieving in Bands 5 & 6 will be increased from 48% to 56%.

In Year 5, the percentage of students achieving in Bands 3 & 4 will be reduced from 6% to 3% and the percentage of students achieving in Bands 5 & 6 will be increased from 84% to 90%.

Strategies to achieve this target include:
• regular assessment of student progress;
• analysis of NAPLAN data;
• regular moderation of writing work samples;
• additional support for identified Stage 3 students, and
• staff participation in professional learning including a revision of NAPLAN Criterion Referenced Marking.

Our success will be measured by:
• the establishment of a whole school data base for writing;
• all Kindergarten students being assessed using Best Start materials;
• 100% teaching programs indicating explicit teaching of specific focus areas as determined from the NAPLAN analyses;
• 100% teaching programs clearly showing that assessment is informing teaching as part of the teaching/ learning cycle;
• teachers demonstrating explicit teaching of writing across all key learning areas, and
• the percentage of students showing > 80 growth points (State Average) between Years 3 & 5, increasing from 12% to 50% as indicated by NAPLAN data.

Target 2

Numeracy

Through explicit teaching we will increase learning outcomes in Numeracy. In Year 3, the percentage of students achieving in Band 2 will be reduced from 4% to 0% and the percentage of students
achieving in Bands 5 & 6 will be increased from 40% to 48%

In Year 5, the percentage of students achieving in Bands 3 & 4 will be reduced from 22% to 16% and the percentage of students achieving in Bands 5 & 6 will be increased from 28% to 34%.

Strategies to achieve this target include:
- regular assessment, tracking and monitoring of student progress;
- the explicit teaching of elements identified through NAPLAN analyses;
- teachers in all stages trialling and evaluating the new mathematics scope and sequence;
- additional support given to identified Stage 3 students;
- participation in the middle schools numeracy project, Moving On in Numeracy (MOiN) and the stage 2 workshops, Getting Along in Numeracy (GAiN);
- the purchase of additional resources to support hands on learning, and
- participation of all staff in professional learning to improve the explicit teaching of Fractions and Decimals and Space and Geometry

Our success will be measured by:
- 100% teaching programs indicating explicit teaching of specific focus areas determined from the NAPLAN analyses;
- all Kindergarten students being assessed using Best Start materials;
- the percentage of students showing > 80 growth points (State Average) between Yrs 3 & 5, as indicated by NAPLAN data, increasing from 26.5% to 50%;
- enhanced teaching practices to improve levels of numeracy achievement for middle years students in line with regional targets;
- increased levels of student engagement, and
- improved capacity of teachers to demonstrate explicit teaching of Fractions & Decimals.

Target 3

Connected Learning

We will increase student engagement through the use of new technology. The number of students accessing the new technology will increase from 0% to 16%, which represents all of our senior students.

Strategies to achieve this target include:
- installation of the connected classroom hardware in one stage 3 classroom;
- trialling of the new connected classroom hardware, and
- professional development to support the classroom teacher to confidently use the new technology as a teaching and learning tool.

Our success will be measured by:
- the new technology in the Stage 3 room to be working reliably;
- 100% of the Stage 3 students using the technology, and
- level of confidence of the Stage 3 teacher to use the new technology and to support the professional development of others.

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.

Vlad Knaus- Principal 2008
Yvonne Donohoe- Principal 2009 (Relieving)
Peter Towner- Assistant Principal
Tracey Dean- School Administration Manager
Heather Stephenson- Parent Representative