2008 Annual School Report
Leppington Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

At the beginning of 2008 there were 131 students at Leppington Public School.

Average daily attendance for the school 94.1%.

In 2008 the school had 6 classes with Kindergarten and Years 5 & 6 being the only classes which weren't multi-grade.

Staff

Staff in 2008 comprised:

1 Principal with teaching duties.
1 Assistant Principal/classroom teacher.
4 classroom teachers.
1 community language teacher (Italian)
1 part-time release from face to face teacher
1 part-time teacher
1 part-time teacher/librarian
1 part-time ESL teacher
1 part-time Support Teacher Learning

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

Non-teaching staff –
1 School Administration Manager
1 part-time School Administration Officer
1 General Assistant – part time

Average daily attendance for staff was 95.6%

Significant programs and initiatives

Leppington Public School actively values and pursues an enriched curriculum by providing additional focus in:

The Arts
Technology
Sport
Italian

Student achievement in 2008

In 2008, the annual Basic Skills Tests (BST) conducted in New South Wales Public Schools were replaced with the National Assessment Program in Literacy and Numeracy (NAPLAN) conducted for all schools across Australia.

Literacy and Numeracy – NAPLAN Year 3

In 2008, 14 students completed the Year 3 National Assessment Program in Literacy and Numeracy, achieving sound results. See School Performance section of this report for further information.

Literacy and Numeracy – NAPLAN Year 5

In 2008, 17 students completed the Year 3 National Assessment Program in Literacy and Numeracy, achieving sound results. See School Performance section of this report for further information.

Messages

Principal's message

Leppington Public School continues to provide a positive, caring and effective learning environment for students and parents. By encouraging the growth and development of individuals, we aim to enable students to develop skills and competencies for present and future education. The school continues to strive to ensure that the community’s values and beliefs are truly reflected in our learning environment.

We also endeavour to ensure that our students are aware of, and committed to being active and empowered members of the community of which they are a valuable part. It is our sincere hope that Leppington Public School students will grow to be life long learners who contribute positively to the community in a positive way.

The school strives to ensure that students acquire a joy for learning through providing varied and stimulating programs. We have been supported by a supportive parent body who care very much for our school and the students who grow through their learning here.

The staff of Leppington Public School is committed to providing a dynamic learning environment that ensures sustainable programs that meet the individual needs of all learners.

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 Paul Davis
Principal
P&C and/or School Council message

Leppington Public School P&C is made up of supportive parents who are committed to ensuring the best for all of our school’s students.

In 2008, the P & C was responsible for many fundraising events including guessing competitions and barbeques, which helped provide valuable resources for the school.

During 2008 and into 2009 the P & C will provide resources to assist with the enhancement of educational programs within the school.

The P&C welcomes our new Kindergarten families and any other new families who will join us in 2009.

Roy Vitalone
P & C President

Student representative’s message

In 2008 the Student Representative Council (SRC) were involved in many different causes and fundraisers, including Careflight. We were very proud to be supporting this charity as they do a very important job transporting sick and injured people from remote areas which cannot be reached by the usual types of transport, to hospitals where they can be treated.

We had a fundraiser where we had to dress up in our favourite sporting team’s colours. It was well supported and enjoyed by all.

The SRC was also involved in solving any problems which may have been brought up by students. These were discussed at our weekly meetings, which were attended by students representing classes from years 1 to 6, as well as the School Captains.

The SRC had a great year in 2008, and we hope to have another good year in 2009.

Chloe Dempsey and Milan Milenkovic

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

In 2008, enrolments at the beginning of the year showed an upward trend. Unfortunately, during the year our numbers again dropped to below 120.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>74</td>
<td>55</td>
</tr>
<tr>
<td>2005</td>
<td>67</td>
<td>46</td>
</tr>
<tr>
<td>2006</td>
<td>67</td>
<td>44</td>
</tr>
<tr>
<td>2007</td>
<td>69</td>
<td>54</td>
</tr>
<tr>
<td>2008</td>
<td>62</td>
<td>56</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance rates are equivalent to those of both State and Region. There has been a slight slump in student attendance rates in 2008.

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.
<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K JS</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Y1/2 LW</td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>Y1/2 LW</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>Y2/3 CR</td>
<td>2</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>Y2/3 CR</td>
<td>3</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>Y3/4 JH</td>
<td>3</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>Y3/4 JH</td>
<td>4</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>Y5 BS</td>
<td>5</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Y6 PD</td>
<td>6</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

Due to increased enrolments in 2008 we were able to form a sixth class, easing the load in some areas. Three classes were formed as multi-grade classes while the other three were single grade. Classes ranged in size from 18 to 26 at the beginning of the year.

Staff information

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

The school is lead by a Teaching Principal and an Assistant Principal. All members of staff are willing to take on further responsibility when required.

Staff establishment

Teaching Staff

<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>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Community Languages Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Part-time</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.252</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>Total</td>
<td>8.852</td>
</tr>
</tbody>
</table>

Non-teaching Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Administration Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Officer</td>
<td>0.328</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.395</td>
</tr>
</tbody>
</table>

Staff retention

A new Assistant Principal was appointed at the beginning of 2008. This necessitated the transfer of another teacher, who accepted an AP position at a nearby school.

The teacher on exchange teaching duties returned at the beginning of Term 3.

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 95.6%.

Teacher qualifications

All members of the teaching staff meet 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>75</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</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.

The date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>94 294.35</td>
</tr>
<tr>
<td>Global funds</td>
<td>93 349.85</td>
</tr>
<tr>
<td>Tied funds</td>
<td>39 988.77</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>50 542.06</td>
</tr>
<tr>
<td>Interest</td>
<td>6 883.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7 210.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>292 268.13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13 243.92</td>
</tr>
<tr>
<td>Excursions</td>
<td>15 905.32</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>23 890.27</td>
</tr>
<tr>
<td>Library</td>
<td>4 400.37</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 144.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>42 264.41</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>14 816.06</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>37 845.90</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>34 342.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6 695.81</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7 324.10</td>
</tr>
<tr>
<td>Capital programs</td>
<td>10 389.55</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>212 202.26</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>80 065.87</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meeting of the P & C. Further details concerning the
statement can be obtained by contacting the school.

**School performance 2008**

Our students are offered a wide range of opportunities through the committed efforts of our staff. Staff and parents are proud of the many achievements of our students.

**Achievements**

**Arts**
The Leppington PS community has a deep commitment to the Arts. The students at Leppington PS enjoy participating in a variety of Creative and Practical Arts experiences. Such opportunities give students the chance to build and display their skills and talents in the fields of creative and practical arts. Whether it is in visual arts, drama, music or dance, the students at Leppington PS are given valuable experiences that benefit their learning.

Highlights of the Art program include:
- Creative and Practical Arts (CAPA) groups every Tuesday afternoon for Semester One. Students were put into stage groups and rotated on a week-week basis. Students were part of a variety of experiences involving music, dance and drama. They were able to develop their creative skills and become aware of the elements of the creative arts.
- Choir. The choir often practised and performed at school assemblies and other functions such as Education Week celebrations.
- The ‘Footsteps’ Dance Program. An external company came into the school on a weekly basis and students participated in lessons where they learnt a variety of dance techniques from professionals. This program was extremely popular with the students and they all greatly developed their skills and knowledge in the field of Dance.
- The ‘Have- A-Go’ show was organised as a fundraising activity. Students took part in a variety of performances, similar to a talent quest in order to raise funds for the Year 6 Farewell.
- Cultural performances at Education Week celebrations such as Italian and Greek dancing and Chinese singing.
- The presentation of the Jerry Goeschel award and trophy to a member of Year 6 for outstanding achievement in the Creative and Practical Arts.
- Each classroom teacher also had a commitment to the arts within their classroom. Students from Kindergarten to Year 6 took part in a significant number of Creative and Practical Arts experiences throughout the year. This was often evident in the work displayed and performed at fortnightly assemblies.

**Sport**
Our school promotes regular physical activity as an essential ingredient for the development and maintenance of optimum health.
- All students participated in a daily crunch and sip program to encourage healthy eating and drinking to maintain energy and focus for learning
- All students from K-6 participated in a variety of weekly sporting activities which developed individual and team skills.
• School carnivals were held in swimming, cross country and athletics.
• Primary students participated in the annual swimming scheme.
• Participation in the Zone PSSA activities continued with students playing Netball, Newcombeball, Touch Football, Oz-tag and Soccer.
• Students in years 3-6 participated in Cowpasture Cluster Sport Gala Day.
• Students attended Green Valley Zone carnivals in swimming, cross country and athletics.
• The whole school participated in and thoroughly enjoyed the Bounce Sports Gymnastics program and the Footsteps Dance program.
• Year 6 students ran a fun sports afternoon to raise funds for the Year 6 Farewell.
• Students in Years 4-6 participated in SSW regional Orienteering Championships.
• Students were given the chance to represent Green Valley PSSA in zone teams through attending trials.
• Country RL ran skills sessions for all students and discussed healthy eating habits
• All students attended 5 days Cricket NSW skills development training and modified games sessions.
• Two teams- one Boy and one Girl- participated in Campbelltown District Milo Cup (Cricket)

Our staff and community are extremely proud of our school Technology Program.
• All students had access to computers and the internet in the library and computer labs throughout 2008.
• Children K-6 were shown how to access the internet using their DET username and password.
• Years 3-6 students used library computers for research tasks.
• Students in Year 3-6 entered their own reading records online for the Premier's Reading Challenge.
• Some changes were made to the main HUB in the library. This was relocated to the Teacher Resource room.
• Teachers made use of the shared drive on the network to share and access resources created by other teachers.
• The sharing of information for both staff and students via Email was expanded in 2008. More students received set tasks online.
• The school is fully networked and has a permanent connection to the internet through fibre optic cable.
• Our school also has one networked printer/photocopier with colour printing access.
• Two wireless listening posts were purchased for use in classrooms along with sets of Audio books.

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 the 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).

Results for grade cohorts can vary dramatically from year to year, particularly for small schools. The small number of students at Leppington PS means that interpretation of percentages must be done with care.

Students whose results placed them in the lower bands had previously been identified as children who were experiencing learning difficulties and they received STLA support. Assistance for these students will continue to be a priority in 2009.

Other

Technology

In 2008, technology has continued to play an integral role in curriculum and learning for both teachers and students.
Literacy – NAPLAN Year 3

Of the 14 students who completed the literacy assessment, 68% achieved results in Band 3 or above.

Numeracy – NAPLAN Year 3

Of the 14 students who completed the numeracy assessment, 78.5% achieved results in Band 3 or above.
Literacy – NAPLAN Year 5

Of the 17 students who completed the literacy assessment, 70% achieved results in Band 5 or above.

Numeracy – NAPLAN Year 5

Of the 17 students who completed the numeracy assessment, 76% achieved results in Band 5 or above.
Progress in literacy

Year 5 students’ progress in literacy (85.8) was well above the state average (76.0). In particular progress in Reading was outstanding (123.6) compared to the state average (86.8).

Progress in numeracy

Year 5 students’ progress in numeracy was considerably higher than the state average. Leppington students’ average progress was 89.8 compared to the state which was 80.4.

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>Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>79</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>82</td>
</tr>
<tr>
<td>Spelling</td>
<td>82</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>82</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

A number of school initiatives were implemented in 2008, each designed with the specific purpose of enhancing the learning experiences of students at Leppington PS and improving student outcomes. These include:

Aboriginal education

Although the percentage of students with an Aboriginal background is low within the school, Aboriginal perspectives are integrated across all key learning area activities. Class programs in HSIE, CAPA and Literacy are designed to educate all students about Aboriginal history, culture and current Aboriginal Australia.

- All students celebrated National Aboriginal and Torres Strait Islander Week with a focus on Aboriginal art and dreamtime stories.
- Students watched The Prime Minister's apology to indigenous Australians on February 13th 2008.
- Students were involved in HSIE units which explained the significance of the Aboriginal flag, the effect of British Colonisation on indigenous Australians and the significance of Aboriginal Dreamtime stories.
- Students participated in aboriginal art activities, discussing colour, texture and design.

Multicultural education

Multicultural Education plays an important part at Leppington PS where more than 60% of the students are from language backgrounds other than English.

- Students participated in multicultural activities, learning about different cultures and languages.
- Children from K-6 have the opportunity to learn, develop and extend their knowledge of Italian as a community language of the Leppington area.

Respect and responsibility

At Leppington Public School we want the students to be successful learners and to develop confidence, resilience, a love of learning and a respect for others. This is encouraged by providing a secure, positive and stimulating learning environment that caters for each child's abilities and fosters high expectations.

Meaningful, positive relationships between teachers and students based on mutual respect are fundamental to supporting students' well-being. Opportunities for students to put forward ideas and have a say on a wide range of issues linked to their schooling are provided. The Student Representative Council (SRC) is a group of students elected by their fellow students to represent the student body in school decision-making. The SRC students work together, with help from a staff member, to improve school life and to contribute students' ideas. The SRC also promotes interpersonal skills, citizenship, enhanced confidence and a sense of responsibility.

Students have a right to be safe and happy at school. Students are taught skills in conflict management, anti-racism and anti-bullying. Our school has an anti-bullying policy in place to deal with bullying promptly and effectively by involving mediation, disciplinary action, warnings, social skills programs, counselling and parental involvement. This policy is regularly reviewed.

Students are encouraged to develop a strong set of values and a range of skills that can help them to become more responsible members of their community. Fundraising activities for various charities and for school equipment have been organised and carried out by the students themselves. An awareness of the need to care for...
the environment is actively encouraged through events such as Clean-Up Schools Day and Tree Planting Day.

A visit from news reader Mark Ferguson.

Other programs

Community Liaison and Support

Partnership Project for Market Gardeners of Culturally and Linguistically Diverse Backgrounds.

Leppington Public School has continued its involvement with the Project Group during 2008. The Partnership seeks to assist local Chinese market gardening families in a variety of ways.

During 2008 representatives from the following groups were involved: Camden Community Connections, Camden Council, Macarthur Diversity Services Inc. (up to June, 2008), Benevolent Society, Leppington Public School, Rossmore Pre-school and Karitane.

Meetings were held every two months at alternating venues: Leppington Public School (Wednesday afternoons) and Rossmore Pre-school (Tuesday afternoons). During the year a Mobile Toy Library and Chinese Library both operated from Rossmore Pre-school to benefit the local community. The ‘Little Pandas’ Playgroup, conducted by CCC, also continued to operate at Leppington PS, meeting every second Thursday during school terms. Unfortunately attendance at this group continued to be very low and the Playgroup had to close at the end of the year. A trained teacher, Barbara Wadson, volunteered her services during the year to assist mothers wanting to learn English. She conducted classes for these ladies at the school while the Playgroup was meeting. Those ladies wishing to continue classes during 2009 have been encouraged to attend the CCC Playgroup that meets at Narellan.

During Term 4, Margaret O’Dea (Bensoc) once again conducted the ‘Little Steps to Big School’ program to assist children who will be commencing Kindergarten in 2009. Some of the Chinese children attended this program and benefited greatly from it.

Chinese School

Mandarin classes were once again held at Leppington PS on Sunday mornings during 2008 and continued to be very popular with the local community. Rita Kelman, who is part of our local Chinese community, has involvement with the Chinese School. During the year, she continued to assist Leppington PS as a contact person with the School and with the local Chinese families whenever the need arose.

Margaret Freestone, ESL Teacher and member of Market Gardening Project Group.

Student Leadership

Senior students had many opportunities to develop leadership skills through varied activities offered which included:

- Student School Leadership – two Captains and two Vice Captains for 2008 were elected by students and staff in December 2007. These students led the student body at special events, and thanked visitors where appropriate.
- A Student Representative Council exists with two representatives from each class from years 1 to 6. The council discusses issues around the school, and plans activities for the student population. They also plan fund raising activities to support relevant charities such as Stewart House.
- Eleven members of the Student Representative Council attended the National Young Leaders Conference.
- Library Monitor Program – planning and conducting activities, in conjunction with the teacher/librarian, that are enjoyed by other students at various times.
- House Captains – were elected at the beginning of the year. These students led their house teams at the three carnivals throughout the year.
- Other Year 6 students undertook responsibilities to assist in the general school organisation. Tasks included raising and lowering the flag, organising sports equipment, ringing the bell at appropriate times and preparing messages for the school sign.
- One year 6 student represented our school at the Regional School Ambassadors’ Day. She was involved in participating in a number of special workshops and activities to enhance her leadership skills.
Students represented the school in the Annual ANZAC Day March at Camden, which culminated in a Ceremony of Remembrance and wreath laying.

Good behaviour is recognised daily through the accumulation of merits spots which in turn allow students to receive Super Student awards. Accumulating Super Student Awards enables students to then achieve Leppington Legends which can then be traded for Bronze, Silver and Gold bars.

Progress on 2008 targets

Our targets are established from annual evaluations and surveys of need completed by staff, parents and students.

Target 1
To improve student outcomes in Literacy so that at least 75% of students reach National Benchmarks in language conventions and writing.

Our achievements include:
- Practical strategies have been implemented to explicitly and systematically teach writing K-6.
- Over 80% of students are performing above National Benchmark levels in language conventions and writing.

Target 2
To develop a consistency of teacher judgement in aspects of numeracy so that a common language is used by staff, students and parents leading to improved student outcomes.

Our achievements include:
- Teachers, students and parents have a greater understanding of the language of numeracy.

Student results in regular assessment tasks have shown improvement.

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 School Leadership and PD/Health/PE.

Educational and management practice

LEADERSHIP

Background

In order to make decisions to improve the effectiveness of the school, there is a need to gauge the opinions of people on aspects of educational management and practice. In 2008, the school decided to gather information about people’s feelings and thoughts on Leadership in the school.

Information was gathered and analysed by way of surveys which were distributed to all members of the school community – parents, students and members of staff. This was a voluntary survey, giving everyone the opportunity to have a say.

Findings and conclusions

On most questions a significant number of respondents answered “agree” or “strongly agree”, indicating a high level of satisfaction with leadership within the school. In particular:

Students

Students believe that school leaders understand the school and get the best from staff and students. They feel that school leaders value contributions from individuals and groups and ensure everyone is treated fairly.

Students also felt that school leaders of the school talk to them about their work and find ways to help them improve.

It is broadly believed that students are encouraged to take leadership roles, that student leaders are an important part of the school and that our student leaders are effective.

Students were generally unaware of leadership roles of parents but felt it is important for parents to have leadership roles.

Parents

Parents believe that school leaders understand the school and value the contributions of individuals and groups. They felt that the success
of all students is the main focus of school leaders, who are open to new ideas and introduce changes that are good for students.

Parents also felt that school leaders inspire and motivate others, encourage and support student leaders. They believe that members of staff at the school are able to take leadership roles and that, overall, leadership of the school is effective.

It is generally felt that students are encouraged to accept responsibility as leaders and that student leaders are effective in their roles. Parents believe that student leadership positions are an important aspect of the school.

Parents thought that leadership roles are an effective aspect of the school’s organisation and that there are sufficient opportunities for parent leadership.

Staff

School Culture

Members of staff believe that there is an atmosphere of trust at the school. They are comfortable raising issues and feel that school leaders support the staff and that everyone is treated fairly. They believe that school leaders model commitment and encourage dialogue across the school community.

It is felt that staff members, students and parents are encouraged to take on leadership roles as appropriate. Overall it was felt that school leadership is effective.

Learning Issues

Members of staff believe that school leaders demonstrate an interest in and accountability for student learning. They feel school leaders establish measures to ensure student learning is the main priority of the school and have a commitment to success for all learners.

It is felt that school leaders inspire and motivate students and student learning, and coordinate effective inservice programs for members of staff. Members of staff believe that school leaders have established effective avenues of communication and that, generally, the school is a good place to work and learn.

Future directions

In general, there is a high level of satisfaction with leadership within the school. There was some misunderstanding about what leaders do, particularly student leaders.

There is a need to expand student leadership by introducing a peer support program so that more senior students can be involved.

Curriculum

Personal Development/Health/Physical Education (PD/H/PE)

Background

In order to make informed decisions to improve the effectiveness of the school in the Key learning Area of PD/H/PE, there was a need to gauge the opinions of people on aspects of educational management and practice. Surveys were distributed to all members of the school community – members of staff, students and parents. This was a voluntary survey, giving everyone an opportunity to participate.

Findings and conclusions

On most questions a significant number of respondents answered “agree” or “strongly agree”, indicating a high level of satisfaction with PD/H/PE within the school. In particular:

Students

The majority of students felt it is important to be active and that their skills are improving. They felt that they knew how to keep themselves safe and how to seek help when needed.

A significant percentage of students stated that they did not enjoy dance activities, although this was a much lower percentage amongst senior students.

Parents

Parents strongly believe that PD/H/PE is an important learning area but that there is a need for more information about the teaching of PD/H/PE and their children’s progress in this area. They feel that their children enjoy most aspects of PD/H/PE.

Parents generally believe that their children are developing a good understanding of the importance of personal health and safety and about relationships with others.

Staff

Members of staff felt that students were generally achieving syllabus outcomes and that they enjoy participating in PD/H/PE activities. It was felt that students have developed skills, knowledge, concepts and positive attitudes and that ‘Crunch and Sip’ is a valuable part of the program. Teachers ensure that syllabus outcomes are the basis of student assessment.

Most teachers felt very confident teaching PD/H/PE but most felt there was a need for more relevant resources.
Future directions

Support for our PD/H/PE program is strong. Parents, students and teachers all believe that the program is successful and enjoyable and that it is an important learning area. A need for more resources, particularly in the Personal Development area, was apparent and this will be addressed in 2009.

The introduction of buddy programs, such as Peer Support, is being planned but may not be introduced until 2010.

Professional learning

Teacher Professional Learning expenditure was a tied grant of $6530 and was supplemented with $3247 of school funds. Professional learning opportunities provided support for teachers in training to implement school targets, courses in areas of personal interest, initiatives to develop enhanced curriculum delivery and in the training of Cardio Pulmonary Resuscitation, an annual requirement for teachers.

School development 2009 – 2011

Our targets and school plan for the next triennium have been established from annual evaluations and surveys of need completed by staff, parents and students.

Targets for 2009

Our school has established targets areas for 2009 with the aim of achieving excellence in education and training outcomes for all students, improving the transition through school, and providing the skills and values for personal growth and social cohesion. The following targets are ongoing.

Target 1

Literacy

To improve student outcomes in Literacy so that at least 85% of students reach National Benchmarks in language conventions and writing.

Strategies to achieve this target include:

- Teacher training to integrate effective writing strategies into teaching and learning programs, assessment and classroom practice to develop aspects of writing, including grammar.
- Consolidate students’ comprehension skills to improve results in reading.
- Develop strategies, with the assistance of Regional personnel, which will increase teachers’ understanding of the needs of each child in the area of writing.

Our success will be measured by:

- Practical strategies developed to explicitly and systematically teach writing, including grammar, K-6.
- Further improvement if comprehension results in National Assessment Program for reading.
- Over 85% of students reach National Benchmarks in language conventions and writing.

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.

Students value the learning opportunities offered by the school. They felt the teachers offered interesting and useful lessons, which were suited to their level of development.

Parents felt that home/school communication needs to continue to increase, and that parent involvement opportunities had improved.

Teachers felt that the school offers many opportunities for professional learning and that executive support, and that of other staff continued to be strong. Staff felt that the school is a good place to work.
Target 2

Numeracy
To improve student outcomes in Literacy so that at least 85% of students reach National Benchmarks in language conventions and writing.

Strategies to achieve this target include:

- Teacher training in aspects of numeracy, leading to consistency of teacher judgement.
- Explicit and systematic application in working mathematically to solve numeracy problems.
- Parent workshops aimed at helping children with numeracy.
- Develop strategies, with the assistance of Regional personnel, which will increase teachers’ understanding of the needs of each child in the area of numeracy.

Our success will be measured by:

- A greater understanding by teachers, parents and students of the language of numeracy.
- Improved student outcomes in Working Mathematically as shown by change in assessment results from Semester 1 to Semester 2, K-6.
- Attendance at parent workshops and parents feeling empowered to support their children in numeracy learning gauged through annual surveys.
- Over 85% of students reach National Benchmarks in Numeracy.

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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