Our school at a glance

Students

At the end of 2008 there were 134 students enrolled at Bexhill Public School.

The numbers are a significant increase on the previous year. We expect that they will be slightly higher in 2009.

There is a gender balance across the school.

The school has 6 classes organised within three stages of learning.

Staff

The school has a good staff balance in gender and experience.

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

Significant programs and initiatives

The school is actively involved in a process of ongoing school improvement and program evaluation. Significant areas of focus in 2008 included:

Wacky Wednesday; a consolidated day of activities including music, dance, sustainability activities, social skill education, scripture and weekly assembly. This allowed for far fewer interruptions to routine on other days of the week and for teachers to specialise in areas of particular expertise.

Quality Teaching Project; in collaboration with other First North Schools to further explore and develop teaching skills related to the Quality Teaching Program. Teachers involved themselves in classroom development and then met in a series of after school meetings to debrief and discuss their experiences.

Mathematics; teachers explored new online teaching tools to reduce the focus on textbook use and allow greater student engagement with a wider variety of mathematical strategies for learning. Students were also able to access the programs from home.

Student achievement in 2008

Literacy – NAPLAN Year 3

All of the 24 Year 3 students completed the literacy section of the NAPLAN and achieved slightly above the state average. Year 3 students were well represented in the higher bands in line with state averages. The school was well above state and like school comparisons (LSG) in reading.

Literacy – NAPLAN Year 5

All Year 5 students completed the NAPLAN for literacy. Our students were highly represented in the top bands. All literacy areas were well above state and LSG comparisons.

Numeracy – NAPLAN Year 3

Year 3 students did not do as well as in previous years however most were in the top 3 of 6 bands and the school result was above state and LSG comparisons.

Numeracy – NAPLAN Year 5

All Year 5 students completed the NAPLAN for numeracy. School results were good with almost all students in the top 3 bands (of 8). The school results were well above other comparison groups.

Overall Comment

The school achieved or bettered State averages and the Like School Group (LSG) comparisons in almost all areas. In some areas and for some groups the school was significantly above state and like school averages.

Given the change in testing from the BST to NAPLAN there needs to be some caution in comparing 2008 results to previous years however the school has continued to achieve great results even as the number of students has grown yearly.

Messages

Principal's message

All good things come to an end and this will be my final report as Principal of Bexhill Public School. My years here, from 2000, have been the most fulfilling of my career and I will always cherish my memories of my time at Bexhill.

The growth of the school and its wonderfully supportive community has been inspiring but has only occurred through the mutual hard work of students, parents and staff. I thank all for their support over the nine years we have worked together. I wish the incoming Principal, Helen Craigie and the school all the best for the future.

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.

Alan Foster
P&C and/or School Council message

Thanks to the ongoing support of the P&C in 2008, we had a very successful year and were able to implement improvements to our children’s school environment and learning resources that make a difference in their school life.

A summary of the contributions by the P&C to the school includes:

- Computer upgrades - $1300
- Interactive whiteboard – $4373.56
- Mathletics program - $950
- Science resources - $885.45
- Easel - $72.73
- Literacy Centre - $418.18
- Whiteboard - $355.00
- Student Injury Insurance - $577.59

The P&C also contributed to the school with the events we run throughout the year; discos, the canteen and the many fundraisers.

Karen Kennedy, P&C President

Student representative's message

In 2008 there were ten SRC (student representative council members). Our jobs were to run fundraisers and help with jobs around the school.

We had an Easter fun day where the SRC hid some Easter eggs and other little games with prizes for our young students.

Around the middle of the year Dunoon was hit with a devastating cyclone, so we decided to have a mini fete to raise money for Dunoon School. We also continued to help with a child in Fiji.

As well as that we conducted Anzac Day speeches and the Remembrance Day Assembly.

During the year we organized many sausage sizzles and some casual days to raise money for our school and other charitable organizations.

We also helped sell iceblocks at discos.

Layla Coronakes & Mitch Rugendyke

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

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>53</td>
<td>54</td>
<td>55</td>
<td>57</td>
<td>70</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>52</td>
<td>56</td>
<td>52</td>
<td>62</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>95.6</td>
<td>95.8</td>
<td>96.9</td>
<td>93.5</td>
</tr>
<tr>
<td>Region</td>
<td>92.9</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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-1-HILL</td>
<td>K</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>K-1-MAP</td>
<td>K</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Y2/Y3</td>
<td>2</td>
<td>11</td>
<td>35*</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Y4/Y5</td>
<td>4</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Y5/Y6</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

* This is a team teaching class with two teachers.

Structure of classes

Students are organised into 6 multi-grade classes. The Early Stage 1/ Stage 1 classes operate on a partial team teaching model. The Year 2/3 class is a team teaching class with two teachers. Our class organisation best matches the age and stage distribution of students in our school and allows for roughly equal teaching groups.
Staff information

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

Staff establishment

Growth in numbers led to the appointment of an Assistant Principal (acting) and a temporary teacher for 2009.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal (PP5 Teaching)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal (Acting)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>RFF + PT</td>
<td>0.552</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Administrative and Support Staff (SASS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Administrative Manager</td>
</tr>
<tr>
<td>School Office Admin. Officer</td>
</tr>
<tr>
<td>General Assistant</td>
</tr>
</tbody>
</table>

* The decimal component shows the 3 days per week of extra staff who support teachers with release from face to face teaching and library.

Staff retention

Increases in enrolment led to the appointment of a permanent teacher, Mr James Clarke, to the school. Miss Kellie Bartlett was appointed on a temporary basis to hold the sixth position, pending the appointment, by interview, of an Assistant Principal for 2009.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.6%.

Teacher qualifications

All 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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>65 847.42</td>
</tr>
<tr>
<td>Global funds</td>
<td>64 381.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>21 722.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>41 553.22</td>
</tr>
<tr>
<td>Interest</td>
<td>3 348.21</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 988.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>199 840.95</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>26 943.15</td>
</tr>
<tr>
<td>Excursions</td>
<td>13 750.06</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>13 740.05</td>
</tr>
<tr>
<td>Library</td>
<td>1 641.36</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 771.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>60 163.02</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>10 799.51</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>26 404.42</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8 302.22</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5 443.12</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3 111.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>173 068.98</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>26 771.97</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts

During 2008 the school employed a teacher one day per week to deliver a focused music and performance program across the school.

‘Wacky Wednesday’ enabled the school to focus on CAPA activities with rotating groups enjoying a variety of music and performing arts lessons.

Our annual school concert highlighted the developing musical, dance and performance skills of our students.
Many of the items were based on the Wednesday activities. Parents were highly appreciative of the night and commented on the quality of performance. The items put together by teachers and students were great showcases of student skills.

As in previous years the Performing Arts Concert in Lismore highlighted the skills of our students and a staff member who choreographed the piece and mixed the music.

Students from Years 4/5/6 participated in the North Coast Dance Festival in Lismore for the first time. Kellie Bartlett choreographed a dance around the theme of ‘Schools Out’. It was a spectacular piece and the group was invited to perform again at the Lismore Show in October.

**Sport**

There has been a continued increase in the number of participants in sporting activities in 2008. There was an increase in representatives in athletics and cross country at district, zone and State level. The number of representatives at these levels in swimming remained comparable with recent years. There has been a massive increase in the participation of children in more active sporting activities in the playground at break times and P.E. There was also an increase in the numbers of students who attended trials for team sports. While these are very positive trends, we have identified some students who are not participating in an adequate amount of physical education and may be at risk of the negative health possibilities related. Structures have been put in place to cater for these students in 2009.

**Other**

A number of students participated in a movie making project involving 20 local schools. They scripted, filmed and edited a short movie which was shown at a special cinema event in Lismore.

**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)

**Literacy – NAPLAN Year 3**

Summary of individual literacy aspects:

- Reading – 68% of students were in Bands 5 and 6. 32 % were in Bands 2-4.
- Spelling – 68% of students were in Bands 4 - 6. 32 % were in Bands 2 and 3.
- Grammar and punctuation - 65% of students were in Bands 4 - 6. 35 % were in Bands 2 and 3.
- Writing - 52% of students were in Bands 5 and 6. 48 % were in Bands 2-4.

**Numeracy – NAPLAN Year 3**

These results are below our normal for numeracy and close examination of the individual results has contributed to plans for improved results in 2009.
Literacy – NAPLAN Year 5

Summary of individual literacy aspects:

- Reading – 68% of students were in Bands 7 and 8. 32% were in Bands 5-6.
- Spelling – 62% of students were in Bands 7 and 8. 38% were in Bands 4-6.
- Grammar and punctuation – 85% of students were in Bands 6-8. 15% were in Bands 4 and 5.
- Writing – 73% of students were in Bands 6-8. 37% were in Bands 4 and 5.

Numeracy – NAPLAN Year 5

Progress in literacy

NAPLAN results for Year 5 allow an estimate of progress from the equivalent BST testing of students in 2006. 80% of our students showed expected progress. This was in line with the Like School Group comparison.

Progress in numeracy

The results in numeracy show 80% of our students showed expected progress against 73% for the LSG.

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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Minimum Standard</th>
<th>Percentage of Students Achieving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

All Year five students achieved above the minimum standard.

Significant programs and initiatives

Aboriginal education

The school has a small number of students of Aboriginal and Torres Strait Islander (ATSI) descent. The school plans activities aimed at developing better understanding about Aboriginal Australia, Aboriginal history, culture and contemporary Aboriginal Australia. Some important outcomes from this planning included:

- an evolving Aboriginal Education Policy for the school which addresses special learning, cultural and social needs of students;
- greater knowledge of local Aboriginal history of the Bundjalung people with assistance from a former student of the school;
- greater scope for incorporating Aboriginal perspectives into COGS units;
- raising of the Aboriginal Flag at the school on all appropriate occasions; and
- observing the Welcome to Country protocol at school events.
Multicultural education
The school organises experiences for students to broaden their understanding because we are a small school in a near mono-cultural community. Few students, in this school, have direct links to Australia’s cultural diversity.

The school aims to compensate for this by:

• incorporating multicultural perspectives into all HSIE (COGS) units;
• building links with students in other lands by establishing pen-pal links;
• using information and communication technology (ICT) to broaden information sources and perspectives available to our students; and
• arranging for visits from overseas visitors through various organisations. Southern Cross University has involved the school in their international student program resulting in visits of these students to the school. In 2008 students from Korea, China and Japan were welcomed to the school.

Respect and responsibility
The school is acknowledged by its community for providing a learning environment that is both safe and caring. It also has strong policies and procedures which support equitable access to learning and management of student behaviour. To support this, in 2008:

• Bexhill School began the year with a whole school teaching approach to values education with weekly 30 minute ‘Values Groups’. The groups were mixed stage and ability groups based on the philosophy that the senior children would be the group leaders, the primary students would be the participants and helpers and the infants would have exposure to the concepts.
• The student led interactive activities were aimed at having the children interacting in a positive manner towards one another and encouraged the key values and social skills deemed important by the staff, students and community.
• A second program in the year built on the initial one and was part of the Wednesday rotating group activities.
• Identifying and reinforcing the implementation of values by students has worked well at the school. The students can identify and use the language of values and are rewarded publicly at our assemblies for their efforts in ‘Making Bexhill School a better place’.

Progress on 2008 targets
During 2008 our targets were enhanced after the First North Learning Community was successful in receiving funding through the AGQTP to improve teaching practice in science. The project was widened to include other KLAs and all teachers in the FNLC.

Target 1
*Develop teacher skill and interest in science and technology (S&T) through involvement in a First North Learning Community project.*

Achievements include:

• Hosting a Science Day at the school for 350 students in conjunction with Questacon. The school community was fully involved and parents catered for the day.
• The installation of an Interactive Whiteboard (IWB). Initial training was provided for some staff members.
• *Primary Connections* resources for developing better classroom strategies and informing better classroom programming were used by teachers in most FNLC schools.
• The funded quality teaching project across the First North Learning Community provided the basis for a joint School Development Day with input from a university partner.
• Extension of the initial QT in science and technology project to encourage development of QT teaching skills. All Bexhill staff participated in 6 afternoon meetings at Clunes where they discussed and debriefed classroom strategies they trialled during the previous weeks.
• COGS units were enhanced with better linked science and technology activities.
• A new member of staff took on the coordinating role for S&T and worked with the FNLC science ‘set’.
• Elements of the strategy will continue in 2009.
Target 2

*Continue and further develop our teaching of mathematics with particular emphasis on ‘Working mathematically’.*

This was a continuation of the 2007 numeracy target.

Our achievements include:

- Teachers made use of *Count Me In Too* strategies, work samples, model programs, QT materials and better teacher resources.
- Strategies for working mathematically and providing better opportunities for students to work mathematically were identified and accessed.
- The school and P&C funded the *Mathletics* online maths program to engage student interest and develop student skills and confidence. There were mixed results in our assessment of the program but it was decided to continue the program in 2009.
- Cross class team teaching was trialled in 2008 to better match staff skills to student needs.
- Our results in the 2008 NAPLAN numeracy test did not confirm our high expectations of our strategies with Year 3 students but Year 5 results were very confirming.
- Classroom strategies and ‘Mathletics’ were popular with most students. This was confirmed by examining the online activities of many students.

Target 3

*Quality Teaching: Changing the structure. Team teaching, whiteboard technology, different classroom arrangements and utilisation of teacher skills across the school.*

Our achievements include:

- 2008 classes were formed using a variety of classroom structures. These included parallel groups (K/1), team teaching (3/4) and subject swapping (4/5/6).
- The school benefitted from an ICT infrastructure upgrade and equipment to prepare for the advent of interactive whiteboard (IWB) technology.
- The P&C funded the purchase of more data projectors.
- The school was selected as a pilot school for the implementation of the DET *connected classrooms* project in 2008.
- A music teacher provided a weekly music lesson for classes 1-6.
- Staff ran special activity classes for all students on Wednesdays to allow for the development of student skills, engage interest in learning and for learning through doing. This has become known as Wacky Wednesday by the students.
- The special Wednesday timetable has allowed better provision for Gifted and Talented learning from greater timetable flexibility.

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 social skills and behaviour and consistent teacher judgement for assessment.

Educational and management practice

Social Skills and Behaviour

**Background**

The school has enjoyed consistent growth over the past few years. More than 40 new students came to the school in 2008. With this growth the school has needed to respond to greater diversity in student behaviour and compliance.

**Findings and conclusions**

The school has always had a very positive record in regard to behaviour and discipline. This has been based on a proactive approach between students, staff and community.

During 2008 it was noted that there were behaviours in the classroom and playground which fell outside the accepted norm for the school.

A detention room was established by the Assistant Principal and records kept about students sent to the room by teachers. These records were analysed for trends and used as a basis for 2009 strategies.

The analysis found:

- Most detentions were for unfinished work.
- Rudeness to visiting casual teachers was increasing.
- Disruption to classes was being caused by a very small number of students but their behaviour was persistent.
**Future directions**

It was noted that North Coast Region was promoting Positive Behaviour for Learning (PBL) as part of the Regional Plan. We were unable to be directly involved in the plan in 2009 but were able to access elements of the strategy to inform our own version of PBL.

It was decided to use this information and strategies from schools involved with PBL to:

- Inform staff about the PBL program;
- Identify elements of the program which were directly transferable to our situation;
- Incorporate PBL strategies into our existing social skills program; and
- Monitor the situation in 2009 with a view to being involved in the North Coast initiative in 2010.

**Curriculum**

Consistent teacher judgement (CTJ)

**Background**

The school has embraced standardised reporting and better methods of assessment over the past few years and has developed efficient processes for assessment and reporting.

In meetings teachers expressed concerns about the validity of their grades in a standardised reporting format. There was an identified need to compare our grading of student work with those in other school to ensure that there was consistency in teacher judgement of work.

**Findings and conclusions**

We revisited a 2005 project that the school was previously minimally involved in. This involved one staff member in a stage 2 project with other teachers in the First North Learning Community. This provided a framework for our understanding of CTJ.

A virtual tour of the Board of Studies ARC site provided numerous examples of graded work samples which assisted in developing our understanding of the principles of CTJ. Teachers used some examples from the site in assessment at the end of 2008 as a guide to their grading for reports.

A Southern Cross University staff member, with expertise in this area, was contacted and offered to assist the school in further development in this area in 2009.

**Future directions**

CTJ as a focus area for development was adopted by the First North Learning Community for a common target area in 2009.

A combined staff development day for day 1, term 2 has been arranged with a session to be taken by our university partner.

Some elements of this review are addressed in the literacy target later in this report.

**Other evaluations**

As in previous years the NAPLAN results were closely reviewed using the SMART tools. Findings from this review have informed our targets for literacy and numeracy. Details can be seen in the targets.

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school.

The school has surveyed the community on a yearly basis for the past 8 years. The survey is based on ‘School Map’. Each year a few questions are included to assess community satisfaction with special features of the year’s planning.

There was better than a 50% response to the survey from the 82 school families.

In almost all areas the community responses were very confirming of the school.

Responses were mostly clustered around the two most positive steps of the scale. Space restrictions do not allow full analysis of the survey but a copy of the survey and its findings are available from the school.

Surveys are also given to each class group at the end of the year. Year 6 students complete a special exit survey at the end of the year to allow them to comment on their primary school experiences.

As usual the responses from all grades were very positive:

- Students find the school to be a pleasant and safe place. The girls appreciated their new toilet block.
- They enjoy the work they do and most say that they are able to complete the tasks set.
- They enjoyed the ‘Wacky Wednesday’ activities.
• Special features of the school were enthusiastically endorsed by the students; gardening, the ‘chook pen’ and computer room rated highly.
• Students wanted more playground space and more sports equipment.

Professional learning
All staff members have involved themselves in teacher professional learning (TPL) during 2008. Funds held by the school have allowed staff to participate in workshops, conferences, projects and online training. The school spent a total of $5703.54 on TPL in 2008.

The Principal attended the Quality Teaching conference in Coffs Harbour in March. He was a member of the FNLC team presentation about QT within the Learning Community.

Most activities have been related to our targets but teachers and other staff members have also been involved in OHS training, ICT training for DET initiatives, office skill programs and computer applications training. One staff member is an early career teacher and was involved in support activities late in the year.

Teachers were involved in a two day training activity in the newly “connected classroom”. This classroom was also used by DET Consultants for training of other teachers and consultants.

Two teachers finalised their work on a project to write cross stage units for COGS. They were also involved in an evaluation of the project by a Macquarie University researcher.

Teachers were also involved in workshops to improve teaching skills in literacy and numeracy. Their input to subsequent staff meetings has contributed to the professional development of all teachers on staff.

All teachers were involved in a 6 week after school project between the 6 FNLC schools. This project focused on a lesson study approach to developing Quality Teaching in the classroom. All teachers made contributions to the project and responses to an evaluation were very positive.

School development 2009 – 2011
Based on evaluations of school programs and learning at the end of 2008 the school prepared a 2009 – 2011 Plan.

Targets for 2009
The school developed targets for literacy, numeracy and technology. These targets also incorporate findings and future directions from the 2008 school evaluations.

Target 1

*Literacy: demonstrated achievement by all students in writing; particularly in the areas of spelling, grammar and punctuation.*

Reading results in Year 3 and 5 have consistently been well above results of comparison groups but this has not been reflected in writing. The new NAPLAN tests give the school more detailed data about the structural features of student’s writing and this has been used to develop better strategies for activities across the school.

Strategies to achieve this target include:

• Implementation of the NCR Spelling Strategy.
• Use of the SMART site for better writing strategies focused on areas of weakness identified in NAPLAN testing.
• Modelling and explicit teaching of writing conventions. Writing activities focused on student engagement with rubrics for spelling, grammar and punctuation.
• Collaboration with FNLC and university partner to focus on writing improvement, authentic assessment and consistent teacher judgement.
• Improved teacher knowledge about the marking process of NAPLAN writing.
• Continued focus on the QT strategies.

Our success will be measured by:

• Quality teaching elements embedded in plans and delivery.
• Evident growth in writing in line with stage outcomes at all stages.
• Improved NAPLAN results for Year 3 and 5.
• Evidence of successful outcomes from explicit teaching of spelling, grammar and punctuation skills.
• The use of writing rubrics and assessment strategies from the FNLC project.
• Effective use of ICT tools for learning in all areas.
Target 2

*Numeracy: improved measurable achievement by all Stage 2 and 3 students in the numeracy areas of measurement and problem solving (working mathematically).*

As noted earlier in this report numeracy results in Year 3 and 5 indicate overall good progress in this area of learning. However an analysis of results reveals areas for improvement. Measurement and working mathematically have been identified for attention in 2009.

Strategies to achieve this target include:

- Staff involvement in professional learning opportunities in school and beyond.
- Use of CMIT and Counting On to inform better practice and assessment strategies.
- Use of literacy models such as scaffolding and modelling to improve practice.
- “How to help with Homework” programs for parents.
- Information nights for parents.
- Further development of ICT tools for learning including use of Interactive Whiteboards.
- Identification and purchase of teaching aids for measurement.

Our success will be measured by:

- Improved results in these numeracy areas as identified through NAPLAN testing and analysis of teacher assessment.
- Better classroom programs in numeracy with ICT and QT elements identifiable in planning.
- Positive parent response to parent focused strategies.
- Teacher uptake of professional learning opportunities.

**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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