Our school at a glance

Students

Our enrolment at the end of 2008 was twenty-four, including eleven girls and thirteen boys. With departmental funding from the Class Size Reduction program and Drought Relief funding, we were able to operate two classrooms for four days per week, a Kindergarten, Year 1 & 2 and a Year 3, 4, 5 & 6.

Staff

Ellerston had six members of staff in 2008.

This included one teaching principal, one part-time classroom teacher, two School Learning Support Officers, one part-time administration manager and one general assistant.

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

Significant programs and initiatives.

Ellerston Public School supported student’s learning needs by implementing a number of programs and initiatives throughout 2008.

There were the:

- Aboriginal Education program
- Multicultural Education
- Respect and Responsibility
- Health and Safety program
- Family school partnership

Student achievement in 2008

Literacy and Numeracy – NAPLAN Year 3

In 2008 four students sat the National Assessment Program for Literacy and Numeracy (NAPLAN).

Results will not be reported on here as they would identify individual students. Parents of the students have been advised of their child’s results and been given the opportunity to discuss them in detail at interview.

Messages

Principal’s message

Ellerston Public School is located north east of Scone in the Upper Hunter Valley at the western foothills of the Barrington Range with the Hunter River nearby. We have been serving the communities of Ellerston, Pages Creek, Glen Rock, Tomalla and Branch Creek since the school opened in 1879.

The school prides itself on its unique extended family culture in multi-aged, multi-grade classrooms. The caring and supportive atmosphere provides stimulating learning experiences for all students’ individual learning needs.

Ellerston Public School has a strong focus on quality teaching and learning. The well resourced classroom environment supports learning that meets individual learning needs and empowers students to become life-long learners.

A strong emphasis is placed on activities and programs that will enhance student transition to high school effectively and positively. We have frequent interaction with neighbouring small schools to encourage healthy social development and to extend our regular classroom experiences. Students are given a range of creative and practical arts, sports and academic opportunities.

We promote our school motto. *I Will Try*, in all aspects of our day to day school life.

The support from our parents and local community is highly valued by staff and students.

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.

Cathy Watt
Principal
**P&C and/or School Council message**

Ellerston P&C had a very successful year in 2008. We were able to donate more than $11,000 to the school. This money was used by the school for excursions, equipment and books, swimming lessons and student awards. Our children have had a better education because of our work and that’s what we’re all here for.

On behalf of the P&C I want to thank a lot of people who have made this possible.

The first has to be the hard working parents who are always there to make things happen.

A special mention has to go to our secretary and treasurer who have picked up the slack and let me have a free ride all year.

We also had the help of a lot of volunteers who didn’t have to, but gave freely of their time to help the school. From making cakes to levelling lawns to organising golf days, they all do it with a smile.

We are grateful to our neighbours, Ellerston Station who are always willing to help us out with the loan of equipment and with venues and fundraising opportunities.

And the wonderful staff at this school who continually do more than what is required. Led by our principal, Cathy Watt who gave up a promotion and took an income cut to stay here. We don’t know why you did this but we really appreciate it.

To all who helped make 2008 so successful I say “thank you” and wish you even more success in 2009.

**Dale Wright**

P&C President

**Student representative’s message**

A highlight of our 2008 year was our representation at the State Swimming and Athletics Championships. We were very proud of our efforts, our sportsmanship and our results.

Our major excursion was to Canberra. We were all invited to go and 21 students participated with a student from Rouchet Public School. We had a great time learning about our Australian history, government and about ourselves. We really enjoyed visiting the AIS at night time and going ten pin bowling on another night.

We were very lucky to have Mr Jones teach us for our Intensive Swimming Scheme this year. He perfected our skills and taught our non swimming students how to swim and be safe in the water.

Year 6 did some fundraising selling hand made jewellery and Mother’s Day gifts. We purchased a parachute for PE activities, a koala sudoko game, some new relay batons and a great basket to keep our balls in.

All our students have had a great year with lots of challenges and fun learning.

**Message from Year 6 2008**

---

**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**

During 2008 our enrolment reached twenty-four students, with eleven girls and thirteen boys.

<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>13</td>
<td>16</td>
<td>15</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>11</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>94.8</td>
<td>88.2</td>
<td>95.2</td>
<td>93.0</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.9</td>
<td>93.7</td>
<td>93.7</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-6WATT</td>
<td>K</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>K-6WATT</td>
<td>1</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>K-6WATT</td>
<td>2</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>K-6WATT</td>
<td>3</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>K-6WATT</td>
<td>4</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>K-6WATT</td>
<td>5</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>K-6WATT</td>
<td>6</td>
<td>5</td>
<td>21</td>
</tr>
</tbody>
</table>

**Structure of classes**

With departmental funding from the Class Size Reduction program and Drought Relief funding, we were able to operate two classrooms for four days per week, a Kindergarten, Year 1 & 2 and a Year 3, 4, 5 & 6 classroom.

**Staff information**

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

At Ellerston Public School, student learning is enhanced and supported by a teaching principal, Cathy Watt; a part-time teacher, Deb Callinan; two School Learning Support Officers, Marion McLoughlin and Adi Weston, a school administration manager, Sally Mitchell and a general assistant, Dave Watson.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Teacher RFF, Librarian &amp; Part-time</td>
<td>0.336</td>
</tr>
<tr>
<td>Total</td>
<td>1.336</td>
</tr>
</tbody>
</table>

**Staff retention**

Our staffing has remained the same as 2007.

**Staff attendance**

Staff attendance is not reported for this school as the number of teachers in the school is smaller than the threshold for which this information is provided.

**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>N/A</td>
</tr>
</tbody>
</table>

Year 6 performed “Cowboys and Golfing Irons” at our concert.
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><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>95,717.48</td>
</tr>
<tr>
<td>Global funds</td>
<td>53,350.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>24,704.35</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>24,439.20</td>
</tr>
<tr>
<td>Interest</td>
<td>4,808.95</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>937.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>203,958.39</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>13,229.78</td>
</tr>
<tr>
<td>Excursions</td>
<td>18,173.54</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2,604.09</td>
</tr>
<tr>
<td>Library</td>
<td>2,451.24</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,828.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>79,807.66</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1,269.89</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>29,860.30</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>2,804.24</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4,635.82</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>796.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>159,461.47</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>44,496.92</td>
</tr>
</tbody>
</table>

From the balance carried forward deductions of $166,718.81 need to be made for committed funds and tied funds.

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.

School performance 2008

Achievements

Arts

Ellerston Public School has made a strong commitment to the arts in 2008.

- Classroom learning experiences have focused on music, drama and visual art. Students have performed items for assemblies and our end of year concert. Visual art works are displayed throughout our learning environments.

- Students in Years 5 and 6 once again participated in Upper Hunter Shire Kia Ora Youth Music Camp over three days. The students demonstrated their enhanced musical skills through performances in dance, singing and drama at the concert.

- This year students enjoyed the Musica Viva concerts at Rouchel Public School where “Sounds Baroque” and “Mara” performed.

- Luke received the Banool art prize with first place in the Scone Art Prize children’s section for his art work.

We all enjoyed the play “Good News, Bad News” performed by Year 5.

Sport

- The year of the Olympics provided motivation for students to understand the importance of regular exercise and fitness to well being and health.

- The daily fitness program continues to support the motor skills of the students, developing a greater interest and participation in sporting activities and general fitness.

- The school encourages students to participate in community sport out of school hours.

- A successful swim school conducted by accredited Auswim instructors improved participation and results in the small school swimming carnival held at Murrurundi pool.

- For the third year, our school fielded a PP6 relay team at zone, region and state PSSA swimming carnivals. The relay team of Tammie, Harry, Danny and Jack broke the record which had been held by Belltrees since 2002. Harry represented the school and the zone at the Hunter PSSA Regional Championships in the 11 year boys 50m freestyle.
Students, again successfully competed at the Moonan Flat Cross Country and Belltrees Sports Day.

- Blake was placed third in the senior boys shot put at zone;
- the relay team of Tammie Jo, Cassandra, Danny and Tim were placed first at the regional athletics carnival and fifth in PP6 schools event at PSSA state titles;
- all students helped to win the Runner-up Aggregate Pointscore Trophy at the Belltrees Sports Day;
- age championship pennants were won by Tammie, Cassandra, Jack and April;
- Tammie took out the senior girl champion trophy;

Camps and Excursions
Due to isolation factors, camps and excursions are important components of our teaching and learning program. We aim to expose our students to experiences outside their immediate environment to increase knowledge and understanding of the broader community.

In 2008 our whole school travelled to Canberra. The wide variety of experiences and activities provided students and staff with opportunities to learn great things about the world we live in, lots about our capital city and even more about ourselves and how to cope and make informed decisions in a variety of circumstances.

Academic
In the NAPLAN, the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 6 (highest for Year 3) or Skill Band 8 (highest for Year 5).

NOTE: LSG means Like School Groups
For reporting purposes all government schools in New South Wales have been divided into seven groups. Our school has been allocated to one of those groups based on the community which we serve and our geographical location. Throughout the report we have compared the achievements of our students to the achievements of students in schools like ours, that is, in Like School Group.

The “Percentage in Band 2008” is not shown if results are available for less than ten students.
NAPLAN progress in literacy

Average progress in reading between Year 3 and Year 5

NOTE: School growth columns are not shown for years in which results are available for less than ten students.

Average progress in writing between Year 3 and Year 5

NOTE: School growth columns are not shown for years in which results are available for less than ten students.
Literacy Progress

Syllabus outcomes have been monitored and all students are performing at their appropriate stage or moving towards their appropriate stage of development in literacy.

To ensure continued progress by students in literacy future programming will provide:

- for the implementation of a sequenced writing cycle matched to HSIE, science and technology topics. This will expose students to grammar and writing skills specific to particular text types;
- for the continuation of individual reading and literacy programs to target students needs;
- an emphasis on all levels of comprehension within each stage; See Target 1.
- an emphasis on quality teaching of spelling strategies and conventions; and
- the continuation of specific topics with specific outcomes from the talking and listening strand in activities such as “chat-time”.

Numeracy – NAPLAN Year 3

NAPLAN progress in numeracy

NOTE: School growth columns are not shown for years in which results are available for less than ten students.
Explicit teaching of mathematics in 2008 has resulted in all students achieving or working towards their specific program goals.

Future programming will include:

- emphasis on *Count Me In Too* learning experiences for continued improvement in number;
- emphasis on recall of number facts in addition, subtraction, multiplication and division and their use in real life situations; and
- the continued focus on the working mathematically strand in all stages of learning. See Target 2.

**National benchmarks**

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the Year 3 and the Year 5 NAPLAN is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

**Percentage of Year 3 students in our school achieving benchmarks in 2007 and 2008**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></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>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving benchmarks in 2007 and 2008**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></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>100</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Staff at Ellerston Public School understand the importance for every student to learn about Aboriginal culture, history and ancestry.

The school is aware of the recommendations of the Review of Aboriginal Education and several of these have been implemented. One is the acknowledgment of country, which has become part of official school ceremony.

Students wrote their own thoughts after the school’s involvement in National Sorry Day – eg “Little kids got taken. The government is saying sorry.” Tessa

“I feel sorry for the Aboriginal kids who were taken away from their families. It makes me feel sad and very sorry and it makes me wish that I could change it.” Danny

**Multicultural education**

The philosophy of multiculturalism is embedded into all our key learning areas. Students are encouraged to embrace the differences between cultures in an endeavour to enrich the lives of all.

The school was involved in the school aid appeal for victims of the cyclone in Burma and the earthquake in China. Students presented a powerpoint of the two countries as part of a program to increase their knowledge of the two countries and as an avenue for them to express their feelings about such natural disasters.

**Respect and responsibility**

Our school prides itself on our respect of each other and the community. All students are encouraged to be responsible for their actions and to be active, responsible citizens of our school. This is highlighted by the following activities.

- The *Ellerston Public School Parliament* sits weekly to discuss issues affecting our school, to report on each student’s area of responsibility and to reward each other for work well done.
- Charities that the students supported in 2008 included MS Readathon, World Vision (monthly morning tea) and School Aid.
- Some students participated in the Anzac Day service at Gundy and all students acknowledged Remembrance Day at school.
- Participation in WildLife Awareness Day with students from Blandford Public School. The students learnt the importance of each and every animal within the eco-system.
• The celebration of Australian Citizenship Day was held in conjunction with our units of study about Australia. The day was a chance for us to think about the changes that shaped our nation and reflect on the role we play in building Australia and caring for our future. It gave us the opportunity to celebrate our democratic values, equality and respect for each other.

• Year six students have provided our school with new sport equipment. The funds were raised through the sale of student produced jewellery and mother’s day gifts. This was their thankyou and farewell gift to Ellerston Public School for their wonderful years of learning.

Year 6 graduation dinner.

Health and safety

The school is concerned and aware of the health and safety issues confronting children and parents these days. To help parents have a shared understanding of the school programs and DET philosophy on health and safety parents are informed of appropriate programs and encouraged to explore these further with their children.

Keeping Me Safe program has been developed by the NSW Police Force in consultation with the DET. The program assists students to develop strategies that they can use when they are walking to and from school or at other times when they may feel unsafe.

Using the newsletter as the tool, parents were provided with nutrition notes and healthy snack ideas from the Good for Kids, Good for Life program.

The Life Education program was once again sponsored by Coal and Allied which enabled all students to participate. The program highlights healthy living and eating and personal development.

Crunch & Sip and BlastOff! for fruit & vegetables are another two programs which promote healthy eating choices and the drinking of water. Students are rewarded for making healthy eating choices by entering a competition held by Fresh for Kids.

Family school partnership

Ellerston Public School prides itself in the encouragement of parents in the schooling of their children. Research shows that children’s personal, social and academic development is significantly enhanced if their parents take an active interest in their schooling. A number of initiatives help to support this:

• parenting ideas from Michael Grose are provided in the newsletter to help raise confident kids and resilient young people eg. assertiveness, teaching values, mental health;

• a-z technology jargon – to help parents understand the technology trends that are happening right now with their child. It explains what the technology is, how it works, how parents can make it safer/cheaper/available, how they can become involved and whether schools are using this technology too;

• relevant information about DET policy and procedures are also provided to parents;

• staff registered all students for access to a very comprehensive maths internet site with video lessons, games, worksheets and assessment pages, which is based on maths skills and knowledge in real life situations;

• Dad’s day breakfast was a huge success and allowed fathers the opportunity to celebrate their participation in their child’s education. Blake said, “I was so happy that the dads came from work to see us and have a good time”.


We had a great time with our Dads at our breakfast.

Progress on 2008 targets

Target 1

**Improved student knowledge, understanding and skills in comprehension.**

Our achievements include:

- teaching programs and classroom practice have ensured the explicit teaching of the knowledge, skills and understandings necessary to comprehend texts at literal, inferential and critical levels; and
- improved NAPLAN results in the area of comprehension.

Target 2

*To increase the skills of students in the Working Mathematically strand of numeracy.*

Our achievements include:

- students are more competent in using a variety of strategies to solve mathematical problems;
- students are actively engaging in the language of mathematics to express their solutions to tasks; and
- successful participation in World Maths Day, when students were part of a global celebration of numbers as children from across the world united in their quest to set a world record in answering mental arithmetic questions.

Target 3

*Develop quality assessment tasks and a tracking system for numeracy.*

Our achievements include:

- working with our Invermein cluster of schools to develop a system to track each student’s progress in all strands of mathematics across the year, stages and primary school.
Target 4  
Explicit teaching of Information Communication Technology (ICT) skills to provide valuable tool for enhancing teaching and learning.

This target needs to be implemented in 2009.

Key evaluations

Educational and management practice

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 leadership and creative arts.

Educational and management practice

Leadership

Background

A different aspect of school practice is evaluated each year. This year the school investigated the effectiveness of all levels of school leadership. Our focus was on improving the learning outcomes of all students by providing effective and professional leadership.

In order to evaluate the relevance and effectiveness of learning a survey was distributed to students, staff and parents. All students and staff and 70% of parents responded.

Findings and conclusions

Surveys from students, staff and parents gave us the following feedback:

- members of the school community believe that the principal and teachers demonstrate an understanding of the school and its needs;
- opinions of others is sort and valued when setting school goals or making changes within the school through surveys and opportunities for input either verbally or in written form;
- the school community is confident and encouraged to take on leadership roles within the school; and
- there is often, clear and honest feedback to parents and students regarding the improvement and support of student learning.

Future directions

The recommendations will be discussed on a priority basis at both communication and development staff meetings throughout 2009.

- staff will continue to be role models to students in their support of their social, emotional and academic development;
- the school will investigate ways to enable student leadership skills to be taught and put into practice by sharing responsibilities;
- ensure communication is effective to inform overall school planning on a day to day basis; and
- investigate a system to track the presentation of awards and merit certificates.

Curriculum

Creative Arts

Background

Each year we choose a Key Learning Area to evaluate if we are meeting the needs of our students. As part of our cyclic evaluation we looked at Creative Arts.

Findings and conclusions

A survey of staff, students and parents indicated the following:

Teachers:

- believe that students enjoy participating in Creative Arts and students outcomes have improved;
- believe there are adequate resources to support the teaching and learning of Creative Arts;
- use technology extensively in the teaching of Creative Arts; and
- believe students are achieving appropriate outcomes in Creative Arts.

Students:

- like learning new things in Creative Arts and value this experience;
- enjoyed the end of year concert the most, although Musica-Viva, Assembly performances and art competitions were also worthwhile;
K,1&2 students all stated that the performance of Wombat Stew at our concert was one of their favourite activities during the year.

- who attended the Scone Music Camp felt it was enjoyable and worthwhile; and
- from Stage 1 really enjoyed outback painting and aboriginal art.

Parents:

- felt Creative Arts was an important Key Learning Area and that the school provides a variety of extra-curricular arts experiences;
- felt that all these extra-curricular experiences were worthwhile for students;
- believed that their child’s ability is developing in Visual Arts, Drama and Dance;
- mostly agreed they were informed of their child’s progress in Creative Arts; and
- stated that music and drama were the two areas they would like to see the school access in the future.

Future directions:

- provide parents with an opportunity to view and discuss the Creative Arts syllabus;
- provide professional learning time for staff to develop or become more aware of the school policy for visual arts, drama, dance and music; and
- conduct an audit on resources for teaching dance.

Parent and teacher satisfaction

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

The majority of parents and teachers believe:

- that the teachers care about student welfare as well as academic achievements;
- the school recognises excellence and keeps parents informed of students’ progress;
- teachers are fair in their interaction with students and have high expectations of students; and
- parents are informed of their child’s progress.

The student surveys indicate:

- they want to achieve at school and can get good results;
- they believe the task asked of them are challenging, but fun; and
- students feel accepted by others, feel others trust them and that the things they learn are important and useful.

_Ellerston Bistro_
Professional learning
All teachers participated in twelve Staff Development Days in 2008. In Terms 2 and 3, SASS staff participated in specific training for their needs.

All staff have accessed professional learning through face-to-face courses, workshops and collaborative planning in areas that address and support our school priority areas and specific learning needs. Support and administration staff have accessed professional learning through regional initiatives and the local small schools support network.

Staff have participated in asthma, anaphylaxis, Child Protection and OH&S updates, numeracy workshops, assessment and reporting workshops, library training AND BEST Start program professional learning.

The expenditure on professional learning in 2008 was $6052 and the expenditure for support staff was $375. The average amount per teacher was $2838 and for SASS staff it was $187.

School development 2009–2011

Targets for 2009

Target 1
Improved student knowledge, understanding and skills in comprehension.

Strategies to achieve this target include:

- staff investigate a variety of teaching and learning based on the NSW Quality Teaching Framework and the implications for teaching the aspects of comprehension;
- explicit teaching in areas of need, identified in NAPLAN e.g. drawing on a number of skills and strategies when reading and comprehending texts, and locating information from a variety of texts; and
- use systematic programming and evaluation to inform classroom practice and to make judgements about student outcomes.

Our success will be measured by:

- teaching programs and classroom practice reflecting a range of teaching and learning strategies e.g. Ellerston Bistro;
- student work samples providing evidence of increased understanding and improvement in the identified areas; and
- data obtained from NAPLAN results to compare with the last two years.

Target 2
To increase the skills of students in Working Mathematically strand of numeracy.

Strategies to achieve this target include:

- teachers to apply a range of problem-solving strategies to achieve an accepted solution;
- students encouraged to locate, select and evaluate appropriate information from a variety of sources;
- providing opportunities for the selection and use the most appropriate technology for a given tasks;
- students taught to use time and resources effectively; and
- co-operative working skills are taught and used as a learning tool.

Our success will be measured by:

- increased professional learning workshops and opportunities;
- students demonstrate and articulate different ways of solving problems;
- observation of time management skills; and
- increased confidence and effectiveness in group learning experiences.

Using our Literacy skills for our bistro experience
Target 3: 

**Explicit teaching of Information Communication Technology (ICT) skills to provide valuable tool for enhancing teaching and learning.**

Strategies to achieve this target include:

- perusal of the Quality Teaching model, the Professional Standards Framework and current educational research and practices, to investigate the avenues for improvement in student ICT outcomes by evaluating current teaching practice;

- the development of a scope and sequence to ensure all students are exposed to all appropriate forms of technology;

- discussion with, and encouragement of students, to make educated choices about the type of technology to be used to achieve a specific outcome; and

- the installation of an Interactive Whiteboard and a wireless operating network to enable all students to have access to a laptop.

Our success will be measured by:

- observable increase in use of a variety of ICT as a teaching and learning tool;

- scope and sequence is used to inform planning and registration of program is evident; and

- students demonstrate the capabilities in defining, locating, selecting, organising, presenting and accessing information sought or created.

**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.

Cathy Watt - Principal
Deb Callinan - Classroom Teacher
Sally Mitchell – School Administration Manager
Michelle Teague - Parent Representative

**School contact information**

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:


Ellerston Public School
School Rd Ellerston NSW 2337
02 6546 5157
02 6546 5106
Ellerston-p.school@det.nsw.edu.au