2009 Annual School Report
Ellerston Public School

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

Students

At the end of 2009 there were 20 students enrolled at Ellerston Public School, made up of twelve boys and eight girls. With departmental funding from the Small Schools Supplementation program school funds and Drought Relief funding we were able to operate two classrooms for three days per week, a Kindergarten, Year 1 and Year 2 room and a Year 3, 4, 5 and 6 classroom. For the remainder of the school week, students participated in lessons together.

Staff

Ellerston had 7 members of staff in 2009. This included one Teaching Principal, one part-time Classroom Teacher, one Release From Face to Face teacher, two School Learning Support Officers, one part-time School 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 2009.

They were the:

- Aboriginal Education program
- Multicultural Education
- Respect and Responsibility
- Health and Safety program
- Brain Gym
- Family and School partnerships
- Creative Capers

Student achievement in 2009

In 2009, four students sat the National Assessment Program for Numeracy and Literacy (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 have been given the opportunity to discuss them in detail at an 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. We have been serving the communities of Ellerston, Pages Creek, Glenrock, 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 needs and empowers students to become life-long learners.

A strong emphasis is placed on activities and programs that will enhance student transition to Kindergarten as well as 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 school day.

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 message

2009 was an interesting year and a wonderful one to be President. The year started with our usual fundraising events at the Ellerston Polo Tournament which again was successful thanks to the support of the local community.

The school community had a shake up when the BER grants were announced, and it was only through the parents, and especially the teachers’ determination and persistence that we will have a new building in 2010.

The government did come through with some assistance early in the year and it has been put to good use with new blinds, carpet and pathways.

Against all advice, the P and C addressed a change to our school uniforms and although it took many months, options, compromises and a few tears, a decision was eventually reached.

Our children certainly took our school motto to heart this year and all tried their best at everything they did. They especially excelled in the area of sport and you need to look at our trophy cabinet to see their outstanding results. We could not be prouder than we are of all our students.

The weather caused us grief later in the year when our fundraising efforts on two occasions were washed, or should I say hailed away, but then again who should ever complain about rain.

The local community and parents once again provided wonderful support all year and were always willing to give their time. Thankyou. A big and indebted thank you is extended to Ellerston Pty Ltd whose support is always appreciated and never taken for granted.

As a school we are extremely lucky to have the teaching and administrative staff that we do. As parents we appreciate the time, patience and understanding they give each and every student and are thankful that they choose this school to remain a part of.

I would also like to thank all the members of the P and C for their help throughout the year; without your support we wouldn’t achieve anything.

Michelle Teague
P and C President

---

Student representative’s message

A highlight of our 2009 year was our representation at the PSSA State Swimming and Athletics Championships. Our team of Danny, Tim, Jack and Harry were gold medallists in the PP6 swimming relay event and were silver medallists in the PP6 athletics relay event. We were very proud of their achievements and it has made us all try harder to represent our school in the coming years.

Our major excursion was to the Great Aussie Bush Camp at Tea Gardens. Nearly all our students attended, even some Kinders. We all enjoyed the way we had to learn lots of new things about different sports and activities. We helped each other so that everyone could enjoy the camp.

We loved performing at our end of year concert for our parents, families and community.

Tim, Danny and Harry

Kate represented us at Horse Sports events throughout the year.
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>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>15</td>
<td>11</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>12</td>
<td>8</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>91.3</td>
<td>96.3</td>
<td>94.2</td>
<td>96.8</td>
</tr>
<tr>
<td>1</td>
<td>96.3</td>
<td>94.2</td>
<td>96.8</td>
<td>96.3</td>
</tr>
<tr>
<td>2</td>
<td>94.2</td>
<td>96.8</td>
<td>96.3</td>
<td>94.7</td>
</tr>
<tr>
<td>3</td>
<td>96.8</td>
<td>96.3</td>
<td>94.7</td>
<td>97.2</td>
</tr>
<tr>
<td>4</td>
<td>96.3</td>
<td>94.7</td>
<td>97.2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>88.2</td>
<td>95.2</td>
<td>93.0</td>
<td>95.3</td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>94.3</td>
<td>93.6</td>
<td>93.7</td>
<td>93.7</td>
</tr>
<tr>
<td>1</td>
<td>93.6</td>
<td>93.7</td>
<td>93.7</td>
<td>93.0</td>
</tr>
<tr>
<td>2</td>
<td>93.7</td>
<td>93.7</td>
<td>93.7</td>
<td>93.0</td>
</tr>
<tr>
<td>3</td>
<td>93.7</td>
<td>93.7</td>
<td>93.7</td>
<td>91.5</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.9</td>
<td>93.7</td>
<td>93.7</td>
<td>91.5</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>94.3</td>
<td>93.7</td>
<td>94.0</td>
<td>94.1</td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.0</td>
<td>94.1</td>
<td>94.0</td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.0</td>
<td>94.0</td>
<td>93.6</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1</td>
<td>4</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>3</td>
<td>21</td>
</tr>
<tr>
<td>K-6WATT</td>
<td>4</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>K-6WATT</td>
<td>5</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>K-6WATT</td>
<td>6</td>
<td>3</td>
<td>21</td>
</tr>
</tbody>
</table>

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

At Ellerton Public School, student learning is enhanced and supported by a Teaching Principal, Cathy Watt, a part time Teacher, Deb Callinan, a casual Teacher, Amanda Berry, two school funded School Learning Support Officers, Adi Weston and Marion McLoughlin, 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>1.000</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.672</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>2.872</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on the Indigenous composition of their workforce. In 2009 there were no Indigenous staff employed at Ellerton Public School.

Teacher qualifications

Management of non-attendance
While parents are legally responsible for the regular attendance of their children, school staff monitor part and whole day absences. Parents are required to explain the absences of their children from school promptly. The school keeps accurate records of non-attendance and takes measures to resolve attendance issues. This may include working with the Home School Liaison Officer and keeping the School Education Director informed of continued unsatisfactory attendance.
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></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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>44 496.92</td>
</tr>
<tr>
<td>Global funds</td>
<td>45 595.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>8 506.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13 777.44</td>
</tr>
<tr>
<td>Interest</td>
<td>1 464.08</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>917.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>114 757.76</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

| Teaching & learning           |            |
| Key learning areas            | 24 547.69  |
| Excursions                    | 5 788.12   |
| Extracurricular dissections   | 1 959.39   |
| Library                       | 3 640.85   |
| Training & development        | 4 244.28   |
| Tied funds                    | 8 873.77   |
| Casual relief teachers        | 2 367.40   |
| Administration & office       | 18 699.65  |
| School-operated canteen       | 0.00       |
| Utilities                     | 3 860.93   |
| Maintenance                   | 2 651.68   |
| Trust accounts                | 1 133.50   |
| Capital programs              | 0.00       |
| **Total expenditure**         | **77 767.26** |
| **Balance carried forward**   | **36 990.50** |

From the balance carried forward, deductions of $8813 need to be made for committed expenditure and tied funds.

A full copy of the school’s 2009 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 2009**

**Achievements**

**Arts**

Ellerston Public School has made a strong commitment to the arts in 2009.

- Classroom learning experiences have focussed 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.

- A student in year 4 attended the Upper Hunter Kia Ora Music Camp over three days. She demonstrated her enhanced musical skills in dance, singing and drama at the concert.

- This year, students enjoyed the Musica Viva concerts at Rouchel Public School where Chambermaids and B’tutta performed.
Sport

- 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.

- The successful swim school, conducted by an accredited Auswim instructor, improved participation and results in the small school swimming carnival held at Murrurundi pool. Harry broke all records in his age group.

- For the fourth year, our school fielded a PP6 relay team in athletics and swimming at the PSSA State Championships. The team of Harry, Tim, Danny and Jack were successful in both sports. They very proudly accepted the Earl McGee Small Schools Relay Trophy and the gold medal in swimming and a silver medal in the running event.

- Our students again successfully competed at the Moonan Flat Cross Country and the Belltrees Small Schools Sports Day. At Belltrees, we won many trophies for individual efforts as well as the overall point score.

- Kate and Sarah represented our school at a number of school horse sports events and were very successful.

- All students participated in the Premier’s Sporting Challenge and were consistently physically active at school and at home. All students received an award for their participation and their efforts.

- Harry was awarded the prestigious Hunter Academy of Sport’s Hunter Region School Sport Star Award for his commitment to all sports and his academic studies. He was the March monthly medal winner and chosen by a panel of experts as the annual award winner.

Harry with his Sports Star of the Year medal.

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 2009 our whole school travelled to The Great Aussie Bush Camp. The wide variety of experiences and activities provided students and staff with opportunities to learn great things about the world we live in, physical activities and even more about themselves and how to cope and make informed decisions and choices in a variety of circumstances.

Learning with students from our neighbouring small schools.
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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

![Percentage of students in bands: Year 3 reading](image)

- **Year 3 reading**

![Percentage of students in bands: Year 3 writing](image)

- **Year 3 writing**

![Percentage of students in bands: Year 3 spelling](image)

- **Year 3 spelling**
Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 3 grammar and punctuation

Percentage of students in bands:
Year 5 writing

Percentage of students in bands:
Year 5 reading

Percentage of students in bands:
Year 5 spelling
Progress in literacy

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:

- explicit teaching in writing to ensure that grammar and writing skills for specific text types are addressed;
- for the continuation of individual reading and literacy programs to target student needs;
- an emphasis on all levels of comprehension within each stage;
- an emphasis on vocabulary and language;
- a focus 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".

Science activities provided learning in literacy and numeracy.

Numeracy –

NAPLAN Year 3
Explicit teaching of mathematics in 2009 has resulted in all students achieving or working towards their specific program goals.

Future programming will include:

- an emphasis on the recall of number facts in addition, subtraction, multiplication and division using a variety of mental strategies;
- the continued focus on the working mathematically strand in all stages of learning; and
- the focus and use of Newman’s Analysis as a tool for understanding questions and a process for accurately solving tasks.

See Target 2.

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 2009

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

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 5 students achieving at and above minimum standard</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>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.
All students studied Aboriginal culture and history in HSIE, English and in Creative Arts lessons. The Acknowledgement of Country has become part of all official school ceremonies, including our school parliament.
Personalised learning plans were provided for all our Aboriginal students.

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.
We enjoyed our visitors from Argentina, South Africa and Spain who spoke to the students and staff about their own countries.
Our senior students took part in a Harmony Day event organised by the DET Hunter Central Coast Region. They worked with different children and adults and learnt about Islam, Brazilian martial arts and African drumming.

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 in the following activities.

- The Ellerston Public School Parliament sits weekly to discuss issues affecting our school, to report on each students’ area of responsibility and to reward each other for work well done.
- Charities that students supported in 2009 included MS Readathon, World Vision, the Victorian Bushfire Appeal and Down Syndrome.
- Some students participated in the Anzac Day service at Gundy and all students acknowledged Remembrance Day at school.
- Year six students have provided our school with new resources and equipment. These funds were raised through sausage sizzles and a raffle. This was their thankyou and farewell gift to Ellerston Public School for their wonderful years of learning.
Parent and Community Partnerships

Ellerston Public school prides itself in the encouragement of parents in the schooling of their children. Parents and our community are highly valued by the staff and students.

- P and C meetings are well attended and topics pertaining to students well being and their scholastic success are discussed as well as information relevant to the continued positive liaison between home and school.
- The P and C are very happy to assist our school in financing resources that are used by our students and staff. In 2009, they assisted with funding swimming lessons, PDHPE resources, Great Aussie Bush Camp excursion, Young Leaders Day and our awards evening.
- Newsletter items which keep parents informed of current educational practices as well as parenting ideas are included each week.
- We were very appreciative of donations from the community in 2009. Ellerston Campdraft committee assisted in resource purchases in the areas of library books, readers, musical instruments and ground beautification. Another community member assisted us to run our Creative Capers program which had a craft theme. Ellerston Pty Ltd are strong supporters of our school and offer assistance through the availability of their resources and fundraising activities.

Progress on 2009 targets

Target 1

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

Our achievements include:

- our NAPLAN results positively comparable to previous years;
- students using comprehension strategies in all areas of learning; and
- all three strands of comprehension, literal, inferential and personal response being accurately answered more often in both oral and written tasks.

Target 2

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

Our achievements include:

- sharing of valuable professional development opportunities such as quality teaching resources;
- students being more confident and comfortable to express their answers to tasks using mathematical reasoning; and
- teachers using numeracy in all areas of learning and students responding appropriately.

Target 3

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

Our achievements include:

- students using a variety of ICT in their learning at school and at home; and
- students are more able to locate and select a variety of appropriate information for use in classroom tasks.

Some of our mums enjoying a kids versus adults T ball match.
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 2009 our school carried out evaluations of school management and writing.

Educational and management practice

School Management

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

In order to evaluate the relevance and effectiveness of our management, a survey was distributed to all students, staff and parents. All students and staff and 60% of parents responded.

Findings and conclusions
- Our school is continually looking at ways to improve its standing in the community through the monitoring and evaluating of its school plans, policies, programs and practices in a systematic way rather than ad hoc.
- Student interests, needs and abilities and DET requirements determine the curriculum and school organisation to ensure that educational needs of individual students are met.
- The school staff care about the students and the discipline is fair.
- The school is viewed as well organised, effectively resourced and financially managed
- Communication between parents, staff and students is effective.

Future directions
- Changes to school and classroom programs need to be clearly communicated to the school community through newsletters, P and C meetings and discussions with the stakeholders.
- Professional development for staff will be planned and effective to ensure that teachers provide the best learning for all students, particularly with the implementation of the Australian Curriculum.

Curriculum

Writing

Background
Each year we choose a Key Learning Area or an aspect of a Key Learning Area to evaluate if we are meeting the needs of our students, to guide policy, allocate funds and select effective teaching and learning strategies. As part of our cyclic evaluation, we looked at Writing.

Findings and conclusions
- Reporting using work samples showing student progress in writing is a useful indication of skills and knowledge for parents.
- Spelling ability has been enhanced throughout the year and most common words are spelt correctly appropriate to stage development.
- Students enjoy writing about their own experiences, reports and stories at school but don't write much at home.
- Students are pleased with their improved legibility, fluency and style in handwriting after experiencing the explicit teaching of handwriting in 2009.

Future directions
- A structured program of teaching touch typing skills is to be implemented in 2010 for students in years three to six.
  See Target 1.
- Information regarding the way teachers teach writing, will be a focus for a P and C meeting in 2010.
  See Target 1.
Parent, student, and teacher satisfaction

In 2009 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 student progress;
- teachers are fair in their interaction with students and have high expectations of students; and
- parents are well informed of their child’s progress through formal interviews and informal discussions throughout the year.

The student surveys indicate:

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

Professional learning

All teachers participated in five Staff Development days in 2009. Areas of learning covered technology, assessment for learning, literacy and numeracy. In term 2, SASS staff participated in specific training for their needs.

All staff accessed professional learning through face to face courses and workshops and collaborative planning that addressed and supported our school priority areas. Support and administration staff have accessed professional learning through regional initiatives and the local support network.

The expenditure on professional learning for all staff in 2009 was $6414.68.

School development 2009 – 2011

Targets for 2010

Target 1

Continued improved student outcomes in Literacy

Strategies to achieve this target include:

- focus areas for development identified through specific assessments conducted by class teachers and STLA as well as specific item analysis of NAPLAN results;
- teacher professional learning to focus on areas of student need and on areas of professional need as indicated by staff;
- ongoing bench-marking of student reading levels;
- explicit teaching of touch typing skills as part of handwriting lesson instruction;
- parent information evening to explain the teaching of writing and how they can assist at home to improve students’ skill and knowledge; and
- explicit teaching of grammar and language through writing tasks.

Our success will be measured by:

- students progressing into higher reading levels over the course of 2010;
- typing skills enhanced at all times when computers are used by the students.

Our students were all winners at Belltrees Sports Day because they showed great sportsmanship and supported each other, whether they won ribbons or not.
regular student assessment used to inform the teaching and learning of all students;

NAPLAN results indicate improved achievements in writing and reading, particularly in the areas of spelling and grammar and language; and

parents are engaged with the learning process from their enhanced understanding of the writing component of English.

**Target 2**

**Improve students’ understanding of mathematical language and how to solve mathematical tasks**

Strategies to achieve this target include:

- explicit teaching of Newman’s Analysis skills, which are modelled and practised every day;
- focused teaching and learning of the mathematical language associated with each strand of the mathematics syllabus; and
- teacher programming consistently reflects quality teaching processes to ensure that students are engaging in enhanced mathematical language and problem solving skills.

Our success will be measured by:

- students being able to respond to tasks verbally and in writing, using appropriate mathematical language;
- assessments reflecting responses that are well thought out and follow the five prompts used in Newman’s Analysis to achieve correct answers; and
- NAPLAN results indicate improved responses to tasks and that mathematical language is not a barrier for accuracy.

**Target 3**

**Enhanced use of interactive technologies for teaching and learning**

Strategies to achieve this target include:

- ICT services to install our Connected Classroom which includes video conferencing and an interactive whiteboard;
- upgrade of the school network and server to cope with new equipment;
- access professional learning in the use of new teaching and learning technologies; and
- access professional learning for staff in the use of Connected Learning Advisory Service (CLAS) for ICT evaluation.

Our success will be measured by:

- learning opportunities for students and staff across the school community are increased;
- classroom programs reflect the integration of information and communication technologies in all key learning areas; and
- students are engaged in their learning in a different way.

**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
Mike Clark, Parent Representative
Deb Callinan, Classroom Teacher

**School contact information**

Ellerston Public School
School Rd Ellerston NSW 2337
Ph: 6546 5157
Fax: 6546 5106
Email: ellerston-p.school@det.nsw.edu.au
Web: http://ellerston-p.school@det.nsw.edu.au
School Code: 1830

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: