Our school at a glance

Students

At the end of 2012 there were 18 students enrolled at Ellerston Public School - 8 girls and 10 boys. With departmental and school funds we were able to operate two classrooms for four days per week, a Kindergarten, Year 1 and Year 2 room and a Year 3, 4, 5 and 6 room. For the remainder of the week, students participated in lessons together.

Staff

Ellerston Public School had 7 members of staff in 2012. This included one Teaching Principal, two part-time Classroom Teachers, two School Learning Support Officers, one School Administration Manager and one part-time 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 2012. Some of these include:

- Aboriginal Education program
- Multicultural Education
- Respect and Responsibility
- Crunch and Sip program
- Family and School partnerships

Student achievement in 2012

In 2012, four students sat the National Assessment program for Numeracy and Literacy (NAPLAN) and achieved pleasing results.

These results will not be reported on throughout this report 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.

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 as well as improving student outcomes in Literacy and Numeracy. 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.

Paige Matthews
Relieving Principal
P & C and/or School Council message

2012 has been another amazing year with our Parents and Citizen’s working hard to raise funds for our students so that they can have a great education at our small school.

A special mention is made here to Ellerston Pty Ltd for their continued support of our school through allowing us to fundraise and to use their fantastic facilities.

The sporting achievements of our kids have been great. They achieved great results at all events and even represented our school at the state PSSA carnivals in both swimming and athletics.

Our school is looking fantastic with Mr Henley doing a great job on our grounds.

This year’s school camp at Myuna Bay was a great success with lots of stories coming from the week’s adventures. Thanks go to the teachers and parents who helped look after our kids.

Thanks are expressed to all the teachers and staff for their work throughout the year. It has been a great year.

Mr Mike Clark
President

Student representative’s message

In 2012 we saw classrooms full of happy children. In first term we had a fast relay team that included Callum, Maddy, Tessa and Tazman who swam in Sydney.

In Term 2 we had a new face in our school, Miss Mathews was our Relieving principal and teacher. Term 3 saw a quick sprinting relay team go to State Athletics. The team consisted of Luke, Maddy, Tessa and Sarah S.

Our Myuna Bay excursion was filled with sports, cooking and fun activities for the whole school.

Finally in Term 4 we held a pet show with pets of all shapes and sizes and had a fantastic concert and Presentation. Our concert theme was Christmas. Our plays and songs were a great success.

It was a great year full of memories to cherish.

Tessa and Kate

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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td>13</td>
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</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.3</td>
<td>95.3</td>
<td>95.6</td>
<td>97.1</td>
<td></td>
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<tr>
<td>1</td>
<td>96.3</td>
<td>89.4</td>
<td>94.8</td>
<td>91.4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.2</td>
<td>92.6</td>
<td>91.3</td>
<td>96.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.8</td>
<td>93.9</td>
<td>94.5</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.3</td>
<td>93.6</td>
<td>93.6</td>
<td>96.0</td>
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<tr>
<td>5</td>
<td>94.7</td>
<td>97.1</td>
<td>92.0</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>97.2</td>
<td>88.3</td>
<td>92.4</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.0</td>
<td>95.3</td>
<td>93.8</td>
<td>93.6</td>
<td>95.0</td>
</tr>
</tbody>
</table>

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.

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 – Ms Paige Matthews, a part time Teacher – Mrs Deb Callinan, a casual teacher – Mrs Jen Campbell, two school funded School Learning Support Officers, - Mrs Adi Weston and Mrs Marion McLoughlin, a School Administration Manager – Mrs Sally Mitchell Mrs Liz Batterham and a General Assistant – Mr John Henley.
### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no Indigenous staff employed at Ellerston Public School.

### Staff retention

In Term 2 2012, the substantive Principal, Mrs Cathy Watt, was appointed as relieving Principal of a PPS school. Ms Paige Matthews relieved as Principal in her absence. Mrs Jen Campbell also joined the staff as a regular casual teacher.

### 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.

#### Income

- Balance brought forward: $18,615.88
- Global funds: $44,304.67
- Tied funds: $10,564.7
- School & community sources: $10,981.71
- Interest: $785.4
- Trust receipts: $1,347.20
- Canteen: $0.00
- **Total income:** $86,599.56

#### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>$21,480.99</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>$5,781.74</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$2,798.58</td>
</tr>
<tr>
<td>Library</td>
<td>$658.56</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$1,482.93</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$8,810.78</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$19,368.11</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$12,764.71</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$4,621.75</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$1,860.69</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$1,594.20</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
- **Total expenditure:** $63,791.74

#### Balance carried forward

$22,807.82

A full copy of the school’s 2012 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 2012

Achievements

Arts
Ellerston Public School continue their strong commitment to the Arts in 2012. The students enjoyed an extremely hands on approach to developing their skills within the areas of music, dance, visual arts and drama.

- Classroom learning experiences focused on drama, dance and visual art. Students have performed items for assemblies and our end of year concert. Visual art works are displayed throughout our learning environments.
- This year, students enjoyed the Musica Viva concerts at Rouchel Public School. These performances exposed the students to a variety of music genres, instruments and musical history from around the world.
- Our students participated in Creative Capers lessons one afternoon per week where they learnt how to knit, crochet, plait, macramé and French knit.

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. Many of our students travel to nearby town ships to do this.
- The successful swim school, conducted by an accredited Austswim instructor, enhanced and developed our skills, participation and results in the Small School Swimming Carnival held at Murrurundi pool.

For the seventh year, our school fielded a PP6 relay team in athletics and swimming at the PSSA State Championships, both gaining a lane in the finals. This year many of our students represented Ellerston Public School at the regional PSSA carnival, one of these students also moved onto the zone competition.

Our students again successfully competed at the Belltrees Small Schools Sports Day. We won many trophies for individual efforts.

Seven students represented our school at a number of school horse sports throughout the year and achieved many trophies and ribbons for their efforts.

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 2012 our school travelled to the Myuna Bay Sport and Recreation Camp at Lake Macquarie. The wide variety of experiences and activities provided students, parents and staff with opportunities to learn great things about the world we live in, physical activities and even more about themselves and their classmates.
**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 these 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**

**Reading – NAPLAN Year 3**

![Percentage in bands: Year 3 Reading](image)

**Spelling – NAPLAN Year 3**

![Percentage in bands: Year 3 Spelling](image)

**Grammar and Punctuation – Year 3**

![Percentage in bands: Year 3 Grammar & Punctuation](image)
Progress in reading

Syllabus outcomes have been monitored throughout the year. The majority of students are performing at their appropriate stage level in all areas of literacy. Some students are moving towards their appropriate stage level, whilst others are working slightly above their stage level in the development of their literacy skills.

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; and a focus on quality teaching of spelling strategies and conventions.
Progress in numeracy

Explicit teaching of all mathematical strands in 2012 has resulted in all students achieving or working towards their specific stage program outcomes.

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;
- a commitment to providing students with quality ‘hands on’ learning activities.

Significant programs and initiatives

Aboriginal education

The 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 is always an important part of all official school ceremonies.

Multicultural education

The philosophy of multiculturalism is embedded into all our key learning areas, this year there was a great focus on multiculturalism through the unit of worked developed in HSIE. Students are encouraged to embrace the differences between cultures in an endeavor to enrich the lives of all, they were able to do this through whole school celebrations such as Harmony Day.

Parent and Community Partnerships

Ellerston Public school prides itself on the encouragement of parents in the schooling of their children. Parents and our community are highly valued by the staff and students. P&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&C are very happy to assist our school in financing resources that are used by our students and staff. In 2012, they very generously funded the school excursion to Myuna Bay Sport and Recreation Camp and made great contributions to 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 2012. Ellerston District Sports Club committee assisted us in the purchase of new art and reading resources. Ellerston Pty Ltd is a strong supporter of our school and offer assistance through the availability of their resources and fundraising activities.

Progress on 2012 targets

Target 1

*Improved student achievement in writing*

Our achievements include:

- Classroom assessment procedures indicated improvement in most students.
- The improvements seen in Spelling and Grammar have contributed to our students receiving results from Band 5 and above in NAPLAN.
- A continued focus on text types in writing needs to be continued in 2013.

Target 2

*Improved student achievement in reading*

Our achievements include:

- The use of the *Multilit* program for targeted students in Years 2 – 6 has seen great improvements for those children involved. A development in their skills and reading levels could be seen through the fluency and accuracy assessments.
- Plans to implement the *RAT* (Reading Aloud Together) programs had begun in 2012, with the implementation of this program to occur in 2013.
Target 3

*Improved student achievement in numeracy*

Our achievements include:

- NAPLAN and school assessment data indicates improvement in all areas of the number strand.
- Through the exposure to interactive activities, students are more confident and willing to explain the solutions to tasks and to use their mathematics skills and knowledge in a variety of problem solving tasks.

Target 4

*School organisation and procedures reflect best practice and performance in management of executive, teachers and support staff*

Our achievements include:

- Principal attended professional development through the Invermein Small Schools Network for school improvement strategies. The initial focus was on literacy and these strategies were communicated to all staff through staff meetings. The use of these strategies contributed to students achievement in all areas of literacy.
- Professional Learning Plans were developed for all staff. Throughout the year each staff member were provided with a number of opportunities to attend professional development in accordance with their plan.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations in parent understanding of teaching and learning practices within the classrooms.

Educational Practice

Background

A different aspect of school practice is evaluated each year. This year the school investigated the understandings and perceptions the parents of our school have on teaching and learning practices that occur within the classroom each day. Our focus was on improving the learning outcomes of all students by involving parents and community members into the teaching and learning process.

In order to evaluate the knowledge that parents currently have, a survey was distributed to all families and a meeting held with all teaching staff. There was an 83% return rate on these surveys.

Findings and conclusions

- Parents are enthusiastic to attend parent information sessions in regard to Key Learning Areas.
- The majority of parents would like to attend information sessions about assessment and reporting, guided reading and numeracy.
- Parents, staff and students take pride in identifying with Ellerston Public School and the school community values the contribution of individuals to ensure each student’s success.
- Ellerston Public School community is a community of learners who are encouraged and supported to be life long learners.
- The Ellerston Public School culture supports continuous improvement.

Future directions

Parent information sessions should be held on a regular basis at a time that is most appropriate for all parents to attend. All staff would like to be included in putting together the presentations and should involve some hands on activities for the parents to ensure they gain a great insight to the experiences their children are having at school.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below. All parents and staff members believe:
That it is very important to continue to have such an active school community.

The contribution of parents and community members will be very effective within teaching and learning activities.

Professional learning

All teachers participated in five Staff Development days in 2012. Areas of learning covered the SENTRAL program, assessment for learning, literacy and numeracy and Asthma training. 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 2012 was $3657.87

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1: Writing

Outcome for 2012–2014

- Improved student achievement in writing
- Quality Teaching Framework evident in writing lessons
- Innovative technology usage has enhanced learning in all classrooms with increased competency levels demonstrated by staff and students

2013 Targets to achieve this outcome include:

- 80% of students will achieve their learning goals benchmarked against stage based outcomes in writing, including spelling and grammar
- 80% of students will achieve National Benchmarks in writing, spelling and grammar in the NAPLAN
- 70% of students will demonstrate expected State growth from years 3 to 5 and years 5 to 7 in writing, including spelling and grammar

Strategies to achieve these targets include:

- Continue to develop and implement explicit writing lessons that include modelled, guided and independent writing.
- Continue to develop and implement explicit spelling and grammar lessons.
- Class teachers compare students’ work against syllabus outcomes using rubrics and share with other small school staff at CTJ staff meetings via VC technology.
- Engage students in peer assessment using writing rubrics to provide peer feedback.
- Analyse NAPLAN results using SMART data.
- Class teachers investigate and share suitable learning sites and tools for students and teachers which will support writing in the classroom.
- Opportunities for professional development through observations, team teaching and sharing best practice with other small school teachers in our Invermein Learning Network.
- Provide access to parent workshops on writing, spelling and grammar and ways parents can help their children at home.

School priority 2: Reading

Outcome for 2012–2014

- Improved student achievement in reading
- Quality Teaching Framework evident in reading lessons
- Innovative technology usage has enhanced learning in all classrooms with increased competency levels demonstrated by staff and students
2013 Targets to achieve this outcome include:

- 80% of students will achieve their learning goals benchmarked against stage based outcomes in reading
- 80% of students will achieve National Benchmarks in reading in the NAPLAN
- 70% of students will demonstrate expected State growth from years 3 to 5 and years 5 to 7 in reading

Strategies to achieve these targets include:

- Continue to develop and implement explicit reading lessons that include modelled, guided and independent reading.
- Continue to develop and implement the teaching of explicit strategies to comprehend texts successfully.
- Continue to use the Multilit program for targeted students in years 2 to 6 who have been identified by teachers as achieving below expected stage outcomes.
- Implement the RAT (Reading Aloud Together) program across the school, 3 days per week with support of SLSOs and parents.
- Use Best Start analysis to inform individual student learning needs and to plan appropriate programs.
- Teacher analysis of student data identifies progress of students against syllabus outcomes and the Literacy Continuum K-6 and provides feedback to the students to further improve their learning.
- Analyse NAPLAN results using SMART data.
- Class teachers investigate and share suitable learning sites and tools for students and teachers which will support reading in the classroom.
- Opportunities for professional development through observations, team teaching and sharing best practice with other small school teachers in our Invermein Learning Network.
- Provide access to parent workshops on reading and ways parents can help their children at home.

School priority 3: Numeracy

Outcome for 2012-2014

- Improved student achievement in Numeracy
- Quality Teaching Framework evident in Numeracy lessons
- Innovative technology usage has enhanced learning in all classrooms with increased competency levels demonstrated by staff and students

2013 Targets to achieve this outcome include:

- 80% of students will achieve their learning goals benchmarked against stage based outcomes in Numeracy
- 80% of students will achieve National Benchmarks in Numeracy in the NAPLAN
- 70% of students will demonstrate expected State growth from years 3 to 5 and years 5 to 7 in Numeracy

Strategies to achieve these targets include:

- Continue to develop and implement explicit Numeracy lessons that include modelled, guided and independent activities.
- Continue to develop and implement the teaching of explicit strategies to comprehend Numeracy tasks successfully, using Newman’s Analysis.
- Use Best Start analysis to inform individual student learning needs and to plan appropriate programs.
- Teacher analysis of student data identifies progress of students against syllabus outcomes, standardised assessment tasks and the Mathematics Continuum K-12 and provides feedback to the students to further improve their learning.
- Analyse NAPLAN results using SMART data.
- Provide professional learning for all staff on quality Numeracy practices such as the Early Numeracy Continuum, Count Me In Too and Counting On and there is evidence of these in classroom programs.
- Class teachers investigate and share suitable learning sites and tools for students and
teachers which will support Numeracy in the classroom.

- Opportunities for professional development through observations, team teaching and sharing best practice with other small school teachers in our Invermein Learning Network.
- Provide access to parent workshops on Numeracy and ways parents can help their children at home.

School priority 4: Leadership, Management and Professional Learning

Outcome for 2012-2014

- School organisation and procedures reflect best practice and performance in management of executive, teachers and support staff
- Improvement is occurring in Literacy and Numeracy through the use of the NSW DEC Analytical Framework for School Improvement K-12 project with the Invermein Learning Community
- Annual evaluation of school programs and procedures forms the basis for continued improvement and includes all stakeholders

2013 Targets to achieve this outcome include:

- All staff have a professional learning plan and are working towards the goals they have set each year.
- At least six of the strategies from the NSW DEC Analytical Framework for School Improvement K-12 are implemented at Ellerston Public School and are effective in improving Literacy and Numeracy outcomes for all students.

Strategies to achieve these targets include:

- Provision of additional release for Principal reflecting School Improvement tasks such as annual analysis of the effectiveness of school strategies, facilitating focus groups, analysis of student data and writing reports.
- Negotiate and prepare Professional Learning Plans for all staff – Classroom Teachers, SAM and Principal.
- Continue to implement the TARS process and link this to the NSW Institute of Teaching Standards.
- Principal to attend training for school improvement strategies, including those organised by the Invermein Small Schools Principals Network.
- Staff participate in professional learning in the use of SMART data to drive improvement of student outcomes.

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.

Ms Paige Matthews: Principal
Mr Mike Clark: P&C President

School contact information

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Ellerston NSW 2337
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Fax: 6546 5106
Email: ellerston-p.school@det.nsw.edu.au
Web: www.ellerston-p.schools.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: