Principal’s Message
Ellerston Public School is at the forefront of equipping students to take their place in a rapidly changing world. The teachers at our school shape the lives and aspirations of every student, equipping them with the knowledge, understanding, skills and values to take advantage of opportunities and to face challenges with confidence. Our teachers work tirelessly to help students become successful learners and confident and creative individuals who display personal values and attributes such as honesty, resilience and respect for others.

Ultimately, we endeavor to promote a culture of excellence in our school, by providing challenging and stimulating learning experiences and opportunities that enable our students to explore and build on their gifts and talents. To this end, we recognise the importance of developing strong partnerships with parents and the wider community. By promoting strong partnerships, we hope to maximise student engagement and achievement.

Mr Colin Leayr
Principal

School context statement
Ellerston Public School is in the north-east corner of the Upper Hunter Shire, 70 km from the town of Scone. It is a unique small school that is located next to Ellerston Station. The school provides a diverse and stimulating environment where all students receive an education that engages them and is relevant for the world they live in.

The local school community highly values the positive partnership that exists with the school and willingly cooperates in order to provide a variety of authentic learning experiences for their children.

Ellerston Public School always encourages its students to strive for excellence which is embodied in our school motto – ‘I will try’. Our ongoing challenge is to engage, extend and develop capable students who are fit for the 21st century.

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

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>6</td>
</tr>
<tr>
<td>Year 2</td>
<td>3</td>
</tr>
<tr>
<td>Year 3</td>
<td>3</td>
</tr>
<tr>
<td>Year 4</td>
<td>4</td>
</tr>
<tr>
<td>Year 5</td>
<td>2</td>
</tr>
<tr>
<td>Year 6</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

With departmental funding from the Smaller Schools Supplementation program and school funds we were able to operate two classrooms for four days per week; a K-2 room and a 3-6 room. For the remainder of the week, all students joined together.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.3</td>
<td>95.6</td>
<td>97.1</td>
<td>94.6</td>
<td>94.0</td>
</tr>
<tr>
<td>1</td>
<td>89.4</td>
<td>94.8</td>
<td>91.4</td>
<td>96.6</td>
<td>91.8</td>
</tr>
<tr>
<td>2</td>
<td>92.6</td>
<td>91.3</td>
<td>96.5</td>
<td>94.3</td>
<td>95.0</td>
</tr>
<tr>
<td>3</td>
<td>93.9</td>
<td>94.5</td>
<td>92.9</td>
<td>95.7</td>
<td>91.3</td>
</tr>
<tr>
<td>4</td>
<td>93.6</td>
<td>93.6</td>
<td>96.0</td>
<td>89.0</td>
<td>92.5</td>
</tr>
<tr>
<td>5</td>
<td>97.1</td>
<td>92.0</td>
<td>95.7</td>
<td>94.3</td>
<td>88.5</td>
</tr>
<tr>
<td>6</td>
<td>88.3</td>
<td>92.4</td>
<td>95.3</td>
<td>89.0</td>
<td>93.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>93.8</strong></td>
<td><strong>93.6</strong></td>
<td><strong>95.0</strong></td>
<td><strong>93.3</strong></td>
<td><strong>92.3</strong></td>
</tr>
</tbody>
</table>

Workforce 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 (Mr Colin Leayr), a part time teacher (Jennifer Campbell), two casual teachers (Sinead Scott – LAST and Laura Sidney), two School Administration Managers (Sally Mitchell and Elizabeth Batterham), two Student Learning Support Officers (Marion McLoughlin and
Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Teaching Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Smaller School Supplement</td>
<td>0.462</td>
</tr>
<tr>
<td>Learning and Support - Primary</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td><strong>1.772</strong></td>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>School Admin Manager Supplement</td>
<td>0.504</td>
</tr>
<tr>
<td>Primary School Admin Manager Level 1</td>
<td>0.496</td>
</tr>
<tr>
<td><strong>Total Non Teacher Entitlement</strong></td>
<td><strong>1.2</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There were no indigenous staff members at Ellerston Public School in 2014.

Staff Retention

There were some changes to staffing at the beginning of 2014.

Jill Cook started as a casual teacher at Ellerston Public School at the beginning of the year, working on Thursday and Friday until the end of Term 3, 2014.

Deb Callinan took Long Service Leave during Term 4, 2013. At the beginning of 2014, she did not return. She remains on leave for one day per week.

Sinead Scott taught 2 days per week during Term 4, 2013 and returned in 2014 as our LAST for one day per fortnight.

Johanna Teague returned as Relieving Principal during Term 1, 2014.

Colin Leayr was appointed as Principal through the Merit Selection process and took up the position at the start of Term 2, 2014.

Laura Sidney replaced Jill Cook at the beginning of Term 4, 2014.

Teacher qualifications

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

Profiessional learning and teacher accreditation

Staff at Ellerston Public School were involved in a range of professional learning activities in 2014.

**Colin Leayr:** Principal’s Induction, WH&S Induction e-safety Module, First Aid in a Box (Royal Life Saving online course), Core Financial Literacy and Smartboard Training.

**Jennifer Campbell:** WH&S Induction e-safety Module, CPR, First Aid in a Box (Royal Life Saving on-line course), Disability Standards for Education e-learning, Jolly Phonics, Best Start for Kindergarten, PLAN for Literacy and Numeracy, Teaching Grammar Powerpoint, local school network training in Visible Learning, plotting on the continuum and the use of Smartboard programs.

**Jillian Cook:** Disability Standards for Education e-learning course First Aid in a Box (Royal Life Saving online course).

**Sinead Scott:** First Aid in a Box (Royal Life Saving on-line course), Anaphylaxis e-learning, Disability Standards for Education e-learning course, Work Health and Safety Induction and Asthma training.

**Sally Mitchell:** CPR, First Aid in a Box (Royal Life Saving on-line course), Disability Standards for Education e-learning and Core Financial Literacy.

**Elizabeth Batterham:** First Aid in a Box (Royal Life Saving on-line course), WH&S Induction e-safety Module, e-Emergency care training, the Disability Standards for Education e-learning course and the Anaphylaxis e-learning module.

**Marion McLoughlin:** First Aid in a Box (Royal Life Saving on-line course).

**Adrienne Weston:** First Aid in a Box (Royal Life Saving on-line course).

**Laura Sidney:** Introduction to Rock and Water.

Beginning Teachers

There were no permanent beginning teachers at Ellerston Public School in 2014.

Staff Development Days

During our staff development days, staff completed mandatory training in the following areas: CPR, WH&S Induction, First Aid and Disability Standards.
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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>25,199.40</td>
</tr>
<tr>
<td>Global funds</td>
<td>47,677.17</td>
</tr>
<tr>
<td>Tied funds</td>
<td>13,728.02</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15,140.38</td>
</tr>
<tr>
<td>Interest</td>
<td>846.63</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>979.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>103,571.50</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>17,111.63</td>
</tr>
<tr>
<td>Excursions</td>
<td>7,719.85</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2,350.43</td>
</tr>
<tr>
<td>Library</td>
<td>840.09</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,376.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>12,228.96</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1,561.19</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>33,270.12</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>3,180.19</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2,279.86</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>919.40</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>83,838.18</td>
</tr>
</tbody>
</table>

**Balance carried forward**

| 197,333.32 |

A full copy of the school’s 2014 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 2014

Arts

Ellerston Public School has made a strong commitment to the arts in 2014.

- Throughout the year, classroom learning experiences focused on music and visual art. Students developed their choral performance skills and sang at assemblies, special days and the end of year concert. Visual art works were displayed throughout the learning environments.
- Midway through Term 2, students from our school joined with Belltrees and Rouchel Public Schools for a Musica Viva concert.

- During Term 1, two students participated in the Kia Ora Music camp.
- During Term 3, the whole school travelled to Newcastle to watch a live performance of Wombat Stew at the Civic Theatre.

Sport

- During Term 2 and 3, local members of the community ran after school soccer and hockey programs using school equipment and facilities.
- The school also encouraged students to participate in community sport out of school hours.
- The successful swim school, conducted by an accredited Auswim instructor, enhanced our participation and results in the Small School Swimming Carnival held at Murrurundi pool.

- For the ninth year, our school fielded a PP6 relay team in athletics and swimming at the PSSA Regional and State Championships, both gaining a lane in the finals.
- Our students again successfully competed at the Belltrees Small Schools Sports Day. We won many trophies for individual efforts with
some students breaking existing records in high jump and the 800m.

- Seven students represented our school at a number of school horse sports events and were very successful.
- The primary students were involved in the Jack Newton Junior Golf Program during Term 2, 3 and 4.
- During Term 4, our school volunteered to be part of the Hunter New England Health SCORES PE Program starting in Term 1, 2015.
- During Term 4, Miss Sidney implemented the Jump Rope for Heart program across all grades.

**Excursions and Special Days**

- 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 2014, our primary students joined with Blandford Public School and travelled to Canberra to experience five days in our nation’s capital while our infant students went to Dubbo for the Western Plains Zoos ‘Zoo Snooze’.

- 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 how to cope and make informed decisions and choices in a variety of circumstances, out of their comfort zones.

- During Term 1, Ellerston students travelled to Belltrees Public School for Hunter Life Education.

- At the end of Term 2, the Yr5 and 6 students competed in the Science Discovery Day at the Indoor Sport Complex in Muswellbrook.

- In Week 2 Term 2, our three Yr 6 students participated in the GRIP Leadership Conference at The Tamworth War Memorial Hall.

- During Term 2, Blandford Public School hosted a Science Fun Day which was attended by students from Belltrees and Ellerston.

- During Term 4, Ellerston Public School hosted a Small Schools Fun Day which was attended by students and parents from Blandford and Belltrees Public Schools. This event included a visit from Devil Ark, a visual art session, environmental education and totally wild fun water slide.

- Tazman Clark was a participant in the Gifted and Talented program at Scone High School during Term 3 and 4.

**Academic achievements**

**NAPLAN – Year 3 and 5**

In 2014, five students completed the NAPLAN assessment in Literacy and Numeracy. NAPLAN results cannot be reported in a manner which enables the results of individual students to be identified. Accordingly, percentages in bands, three-year school average, and average growth information are not able to be reported if results are available for less than 10 students.

**Other achievements**

- Mrs Jennifer Campbell (infant teacher), Mrs Jackie Caspers (P&C Treasurer) and Sarah Caspers (Yr 6 student) were recognized at the Education Week Ceremony for their outstanding commitment to Ellerston Public School.
The following students presented outstanding speeches at the inaugural Belltrees Public Speaking Competition during Term 4: Harry Mamone (1st, T-Rex), James Casper (2nd, Motorbikes), Daniel Payne (2nd, Our Farm), Jack Grimes (3rd, Polo) and Tazman Clark (Highly Commended).

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Our school understands the DEC’s requirements for every student to learn about Aboriginal history and culture.

All students were involved in Aboriginal education in HSIE, English and Creative Arts. During our unit of work on State and National Parks, students learned about significant Aboriginal sites in their local area and throughout Australia.

The Acknowledgement of Country was an important feature of our assemblies and official functions.

Multicultural education and anti-racism

Throughout the year, teachers continued to teach the students that Australia is a nation that has been influenced by many different cultures in its past and in present times.

Students were fortunate to meet Mr Perti Terho (Finnish Director of Public Schools) and have a Q & A session about Finland.

Low level adjustment for disability

Adjustments were made in 2014 for students experiencing difficulty in their learning. Assistance was sought from the Assistant Principal Learning and Support to cater for these students. Differentiated lessons and expectations, in conjunction with ongoing support from the School’s Learning Support Officers, has been instrumental in helping students to improve.

Aboriginal background

In 2014, 2 students were identified as having Aboriginal or Torres Strait Islander heritage.

Other significant initiatives

- Kinder readiness program;
- Walk Safely to School;
- World Vision Morning Tea;
- After-School Sports Program;
- Gundy Anzac Day Ceremony;
- Yr6 fundraising;
- Beach to Bush Surf Life Saving Program; and
- End of year Presentation Night.
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.

Progress on 2012 Targets

The targets for 2012-2014, published in the 2011 Annual School Report, are long term priorities for our school.

School priority 1

Outcomes from 2012–2014

- Improved student achievement in writing;
- Quality Teaching Elements evident in writing lessons; and
- Promote innovative technology usage to enhance learning in all classrooms with increased competency levels demonstrated by staff and students.

Targets to achieve this outcome:

By the end of 2014:
- 85% 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; and
- 70% of students will demonstrate expected State growth from years 3 to 5 and years 5 to 7 in writing, including spelling and grammar.

Our achievements include:
- all K-2 students were assessed and placed on literacy and numeracy Best Start continuums;
- staff visited other schools within the Invermein small schools cluster to be inserviced in best practice regarding literacy;
- students received explicit teaching in writing across a range of text types;
- students were engaged in writing programs which catered for their individual needs and abilities;
- all infants students completed online reading tasks at least 3 times per week; and all students had access to a balanced and sequential literacy program consisting of reading, writing, spelling and grammar activities; and
- 3 out of 5 students scored above the state average in writing, spelling and grammar and punctuation.

School priority 2

Outcomes from 2012–2014

- Improved student achievement in reading;
- Quality Teaching Elements evident in reading lessons; and
- Promote innovative technology usage to enhance learning in all classrooms with increased competency levels demonstrated by staff and students.
Targets to achieve this outcome:

By the end of 2014:

- 85% 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; and
- 70% of students will demonstrate expected State growth from years 3 to 5 and years 5 to 7 in reading.

Our achievements include:

- building teacher capacity through professional learning opportunities within the Invermein cluster;
- regular assessment (Benchmarking) to enable teachers to plot students on the literacy continuum;
- accessing assistance from Learning Support personnel to cater for struggling students;
- students were engaged in reading programs which catered for their individual needs and abilities;
- implementing differentiated learning strategies for students experiencing learning difficulties;
- providing parents with strategies to help their children become better readers; and
- 4 out of 5 students scored above the state average in reading.

School priority 3

Outcomes from 2012–2014

- Improved student achievement in Numeracy;
- Quality Teaching Elements evident in Numeracy lessons; and
- Promote Innovative technology usage to enhance learning in all classrooms with increased competency levels demonstrated by staff and students.

Targets to achieve this outcome:

By the end of 2014:

- 80% of students will achieve National Benchmarks in Numeracy in the NAPLAN; and
- 70% of students will demonstrate expected State growth from years 3 to 5 and years 5 to 7 in Numeracy.

Our achievements include:

- implementation of K-6 mathematics scope and sequence;
- use of interactive whiteboard programs to help engage students;
- all K-2 students assessed and placed on the Best Start numeracy continuum;
- the development of balanced numeracy lessons;
- an emphasis on the recall of basic addition, subtraction, multiplication and division number facts using a variety of mental strategies;
- provision for students to work at a level appropriate to their ability; and
- 3 out of 5 students scored above the state average in numeracy.

School evaluation processes

Regular student and program evaluation includes assessments, unit evaluations, regular staff and student discussions and general observations.

In 2014, the school also sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Staff

What are our strengths at Ellerston Public School?

- We are working collaboratively with other schools in our cluster.
- We encourage and appreciate the contributions made by the local school community.
- We provide students with a sequential learning program which helps them develop at their own pace.
- We have an extremely active and effective P&C.
- Ellerston Public School has a welcoming atmosphere.
What areas can we improve in?

- Increased involvement in external examinations and competitions;
- Renewed emphasis on developing comprehension skills, especially in regard to inferential questioning;
- Systematic approach to teaching spelling;
- Weekly exposure to Newman’s Analysis as a tool for understanding and solving mathematical problems.

Students

How do you feel about Ellerston Public School?

- I like going to school because I get to play with my friends.
- I like coming to school so I can share with others.
- I like coming to school because it is fun with the teachers.
- School is fun because you get to meet new people.
- I like participating in all types of school events.

Parents

Are there any suggestions or comments about Ellerston Public School?

- It is a welcoming and friendly environment.
- Staff listen to the concerns of parents.
- The school is good at communicating with parents.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

During the latter half of 2014, Ellerston Public School used the following processes to support the effective implementation of the school plan. The processes used included:

- informal conversations with parents;
- P&C meetings;
- student and parent surveys; and
- staff discussions.

Through these processes three strategic directions were formulated.

We will be focusing on:

- building teaching capacity;
- engaging the community; and
- encouraging students to be passionate about their learning.

The purpose of these directions are as follows:

Building Teaching

Our school is dedicated to providing teachers with professional learning opportunities which are related to best practice. It is our goal to increase teacher’s deep knowledge and understanding of pedagogy which will ultimately make them better teachers. Support of this nature is essential in helping our teachers provide a teaching and learning environment that helps to improve the outcomes of our students.

Engaged Community

Our school endeavours to actively promote strong partnerships with our parents and wider community by listening closely to the parent and community concerns and suggestions and encouraging and acknowledging parent and community participation.

Research proves that when parents and teachers work collaboratively, student outcomes show significant improvement.

Students passionate about their learning

Consistent with the Melbourne Declaration, our school is committed to our students being successful learners and the best that they can be by:

- encouraging them to play an active role in their own learning;
- providing them with essential skills to enhance and enable them to develop; and
- by providing challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents.
These opportunities will enable students to become productive 21st century citizens.

The three year plan will consist of measurable targets for each strategic direction which will be milestoned over the life of the plan.

**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.

Colin Leayr - Principal
Jennifer Campbell - Teacher
Sally Mitchell – SAM

**School contact information**

Ellerston Public School
School Rd, Ellerston
Ph: (02) 65465157
Fax: (02) 65465106
Email: ellerston-p.school@det.nsw.edu.au
School Code: 1830

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


2014 Whole School Photo