Our school at a glance

Students

At the end of 2011 there were 22 students enrolled at Ellerston Public School, made up of 9 girls and 13 boys. With departmental funding from the Small Schools Supplementation program and school funds 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 room. For the remainder of the week, students participated in lessons together.

Staff

Ellerston had 6 members of staff in 2011. This included one Teaching Principal, one part-time Classroom Teacher, 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 2011. They were the:

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

Student achievement in 2011

In 2011, six 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.

Cathy Watt

Principal
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

2011 has been an 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 won the Belltrees Sports Day and the Small Schools Swimming Carnival and represented our school at PSSA State competitions.

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

The Sydney camp was a great success with lots of stories coming from the week’s adventures. Thanks go to the teachers, parents and Jack 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.

Mike Clark
President
Ellerston P and C

Student representative’s message

A highlight of our 2011 year was our representation at the PSSA State Swimming and Athletics Championships. Our team of Bonnie, Jack, Joe and Madison were very excited to swim in the final of the PP6 Relay event and have the fantastic experience of representing their school at the State level.

In Athletics the team consisted of Tessa, Luke, Jack and Bonnie. They were also delighted to make it to the final of the PP6 Relay, coming fourth.

Our major excursion was to Sydney where we learnt a lot about ourselves, our state capital city and our early history. It was wonderful to have mums and dads participate this year. There will be lots of great memories that will be in our minds for a long time into the future.

Our end of year concert and presentation night was another highlight. We enjoyed performing fun plays, poems and songs for our friends and families.

Bonnie, Jack, Joe and Billy

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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</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>
<td>Female</td>
<td>7</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td>9</td>
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</table>
**Student attendance profile**

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
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<tr>
<td><strong>School</strong></td>
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<td>K</td>
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<td>96.3</td>
<td>89.4</td>
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<td>97.1</td>
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<td>88.3</td>
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<tr>
<td><strong>State DEC</strong></td>
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<tr>
<td>K</td>
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<tr>
<td>Total</td>
<td></td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</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.

**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>6WATT 20</td>
<td>K</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>6WATT 20</td>
<td>1</td>
<td>4</td>
<td>22</td>
</tr>
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<tr>
<td>6WATT 20</td>
<td>5</td>
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<td>22</td>
</tr>
<tr>
<td>6WATT 20</td>
<td>6</td>
<td>4</td>
<td>22</td>
</tr>
</tbody>
</table>

**Structure of classes**

With departmental funding from the Smaller Schools Supplementation program and school funds 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 room. For the remainder of the week, students participated in lessons together.
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, casual teachers, Sinead Scott and Sally Archibald, two school funded School Learning Support Officers, Adi Weston and Marion McLoughlin, a School Administration Manager, Sally Mitchell and a General Assistant, 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 staff at Ellerston Public School who are Indigenous.

Staff retention

There were no changes to staffing n 2011.

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>

We learnt about being safe at the beach.

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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>27617.27</td>
</tr>
<tr>
<td>Global funds</td>
<td>46711.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>7016.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>23342.56</td>
</tr>
<tr>
<td>Interest</td>
<td>1116.51</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1521.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>107324.73</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>20115.95</td>
</tr>
<tr>
<td>Excursions</td>
<td>15859.12</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3759.19</td>
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<tr>
<td>Library</td>
<td>775.85</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4105.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>9145.23</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1703.60</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>18286.97</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4071.59</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1654.63</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1593.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>7637.40</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>88708.85</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>18615.88</strong></td>
</tr>
</tbody>
</table>

From the balance carried forward, deductions of $11,714 need to be made for committed expenditure and tied funds. This is made up of unpaid invoices and orders and casual salaries.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts
Ellerston Public School has made a strong commitment to the arts in 2011.

- 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.
- This year, students enjoyed the Musica Viva concerts at Rouchel Public School where World According to James and Jacana 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, enhanced our participation and results in the Small School Swimming Carnival held at Murrurundi pool.
- For the sixth year, our school fielded a PP6 relay team in athletics and swimming at the PSSA 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 as well as the overall point score.
- Seven students represented our school at a number of school horse sports events and were very successful.

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 2011 our school travelled to Sydney to experience five days at a city location.

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.

Cross Country fun!

Our excursion to Sydney provided us with many learning experiences.
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)

Notes: The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students.

State average band distributions do not include students who were exempted from the tests.

Literacy – NAPLAN Year 3

Year 3 NAPLAN Reading

Year 3 NAPLAN Writing

Year 3 NAPLAN Spelling
Year 5 NAPLAN Spelling

Having fun in PE lessons.

Our Maroon Day helped raise funds for Queensland flood victims
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; and
- a focus on quality teaching of spelling strategies and conventions.

Progress in numeracy

Explicit teaching of mathematics in 2011 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.

Average progress

* Average progress data is for matched students from within the school.

Note: Average progress for Writing 2009-2011 is not displayed due to the change in the Writing scale from Narrative to Persuasive.
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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</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 endeavor to enrich the lives of all.

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 student’s area of responsibility and to reward each other for work well done.
- Charities that students supported in 2010 included MS Readathon and World Vision.
- Some students participated in the Anzac Day service at Gundy and all students acknowledged Remembrance Day at school.
- Our Year six students provided our school with new resources and equipment. These funds were raised through a raffle. This was their thank you and farewell gift to Ellerston Public School for their seven years of learning at our school.

Parent and Community Partnerships
Ellerton 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 2011, they assisted with funding swimming lessons, Classroom resources, our Sydney excursion 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 2011. Ellerston District Sports Club committee assisted us in the purchase of new photocopier. Ellerston Pty Ltd is a strong supporter of our school and offer assistance through the availability of their resources and fundraising activities.

We farewelled Mr Watson, our General Assistant, with a Green Day. Funds raised were sent to an environmental charity.

Progress on 2011 targets

Target 1

Improved Student outcomes in Spelling and Grammar

Our achievements include:

- NAPLAN results indicated improvement in spelling and grammar and the use of these in writing tasks.
- Classroom assessment procedures indicated improvement in most students.
- The focus on the explicit teaching of spelling strategies and rules needs to be continued in 2012.
- Parent information needs to be continued to be communicated through newsletters and P and C meetings.

Target 2

Implementation of an Assessment Cycle for Literacy and Numeracy

Our achievements include:

- Assessment for learning cycle data collected and entered into spreadsheet.
- The collection of data informed planning of student learning throughout semester two and for the 2012-2014 Strategic Plan.

Target 3

Improved student outcomes in numeracy with an emphasis on the strands of number and working mathematically.

Our achievements include:

- NAPLAN and school assessment data indicates improvement in all areas of the number strand.
- Students are generally more confident and keen to explain the solutions to tasks and to use their mathematics skills and knowledge in a variety of problem solving tasks.

Tessa was the winner of our Tasmanian Devil naming competition. This is Tinka, the devil that our students sponsor.
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 2011 our school carried out evaluations of School Culture and Personal Development, Health and Physical Education, PDHPE.

Educational and management practice

School Culture

Background
A different aspect of school practice is evaluated each year. This year the school investigated the perception of our school’s culture through the use of School Map surveys for staff, students and parents. Our focus was on improving the learning outcomes of all students by providing effective communication of our school’s vision and practices to our school community.

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 50% of parents responded.

Findings and conclusions
- Ellerston School practices are consistent with the community values and beliefs.
- Leaders recognize that their leadership influences the culture of the school.
- Achievements across the school community are regularly acknowledged and celebrated.
- There is a shared expectation from all groups surveyed that students will achieve their best.
- 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.

Future directions
- School leaders to ensure that school practices continue to be consistent with community values and beliefs through the use of focus group discussions as used in Strategic Planning workshops.
- School leaders to continue the focus of ensuring that the school recognises, values and supports the diversity of all its learners.
- The Ellerston Public School culture supports continuous improvement.

Comments
“I think our school here at Ellerston, is a wonderful little school. Everyone cares so much.”
Parent

Curriculum

Personal Development Health and Physical Education

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 Personal Development, Health and Physical Education, PDHPE.

Findings and conclusions
- Our staff see the need to review: our school PDHPE policy and the teaching and learning sequence for this key learning area; the integration of PDHPE into other key learning areas, including technology; communication to parents about the syllabus; and the recording of student achievement.
- Parents strongly agree or agree that PDHPE is an important subject for their child/children and that they enjoy PDHPE lessons. Learning about relating to others, being safe and healthy, playing co-operatively and developing new sport and game skills is taught well by the teachers.
Students understand the importance of being fit and active and to play co-operatively and well in team sports. They know how they are progressing in PDHPE from their teachers’ comments and are developing good understandings about how bodies change and grow and their feelings.

Future directions

- Provide professional learning for staff to enhance their skills and knowledge of the syllabus so that a review of PDHPE can be structured from a knowledge platform.
- Focus on developing personal goals with students and their families.
- Research available programs and staff to ensure that dance is an integral part of our teaching and learning sequence in PDHPE.

Comments

“Sport and PE keeps me fit, active and healthy” Student
“I like working together in our teams” Student
“I have learnt a lot this year.” Student
“I love the games and playing outside” Student
“25 minutes each day is not long enough. I would like to do more.” Student

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All 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 believe they 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 2011. 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 2011 was $4451.38.
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: Literacy: Writing

Outcomes for 2012–2014

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

2012 Target to achieve these outcomes:

- All students from K – 6 will achieve at least 75% of their learning goals benchmarked against stage appropriate outcomes for writing.

Strategies to achieve this target 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.
- Engage students in peer assessment using writing rubrics to provide peer feedback.
- Class teachers compare students’ work against syllabus outcomes using rubrics.
- Provide access to parent workshops on writing, spelling and grammar and ways parents can help their children at home.

School Priority 2: Literacy: Reading

Outcomes for 2012–2014

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

2012 Target to achieve these outcomes:

- All students from K – 6 will achieve at least 75% of their learning goals benchmarked against stage appropriate outcomes for reading.

Strategies to achieve this target 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.
- 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.
School Priority 3: Numeracy

Outcomes for 2012–2014

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

2012 Target to achieve this outcome:
All students from K – 6 will achieve at least 75% of their learning goals benchmarked against stage appropriate outcomes for numeracy.

Strategies to achieve this target 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.
- 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.
- Class teachers investigate and share suitable learning sites and tools for students and teachers which will support Numeracy in the classroom.

School Priority 3: Leadership, Management and Professional Learning

Outcomes 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

- Staff trained in the use of SMART data
- Annual evaluation of school forms the basis for continued improvement and includes all stakeholders

2012 Target to achieve this outcome:
Team Leadership for School Improvement K-12 will guide and inform the leadership, management and professional learning of all teaching staff.

Strategies to achieve this target include:

- Principal and staff to attend training for school improvement strategies, including those organised by the Invermein Small Schools Principals Network.
- 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.
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: P and C President
Deb Callinan: Classroom Teacher

School contact information

School Rd
Ellerston NSW 2337
Ph: 02 6546 5157
Fax: 02 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:

We learnt about fire safety from the local Rural Fire Service.

Our Kindergarten boys on their first day in 2011.

Our school leaders in 2011.

Tunnel Ball at the annual Belltrees sports day.