2009 Annual School Report
Central Mangrove Public School

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

Students

Central Mangrove PS began the year with 84 students allowing 4 classes to be formed evenly across each stage from Early Stage 1 – Stage 3. There was an even gender balance of students in each stage.

Staff

The school is staffed with one permanent full-time teaching principal, three teachers and temporary appointments for our librarian and release teacher. Our class numbers were well under state average and as mobility rates were minimal, our classes remained stable for the year.

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

Significant programs and initiatives

Our school offered a number of programs to enhance student learning:
- Introduced a student welfare program ‘Positive Learning and Behaviour’ to increase capacity building opportunities for students to develop respect and responsibility for their own learning and behaviour;
- Student leadership opportunities in decision making and involvement in organising various events, running SRC meetings and assemblies;
- ‘Clever Kids’ Support Program where students engage in small group and individual learning experiences to increase literacy and numeracy skills;
- Crunch’n Sip program to encourage students to eat fruit and sip water as part of a regular daily routine to help increase fitness levels and promote healthy lifestyle;
- Active After School Sports Program to provide a valuable fitness and skills program after school;
- Environmental Education where students learn about sustainability practice and the environmental impact of ‘Leaving Smaller Footprints’;
- ‘7 Steps to Writing Success’ program was implemented throughout the whole school to increase skills in writing, with a focus on narratives; and
- ‘Sentence a Day’ was implemented in learning programs to develop writing skills in explicit lessons about sentence structure, grammar, punctuation, spelling and editing.

Messages

Principal’s message

CMPS is a small school that is able to provide quality learning experiences for all students. Literacy and numeracy feature highly in all learning programs and our students are engaged in many challenging and stimulating activities in all key learning areas. Student performance is measured in both internal and external assessment data and our continued success is testament to the commitment of our teachers in fostering a positive learning environment for all students.

Our rural setting provides the perfect background for environmental education to develop sustainable practice and also provides a safe, secure and peaceful learning environment.

This year our school environment was improved with the added use of the resource room built at the end of the veranda of the double timber building. This has proved invaluable for Reading Recovery lessons, parent helpers when working with individual students for reading and as a teacher resource centre.

The timber buildings, library, ablutions block, weather-shed and wash-shed were painted and look an absolute treat as well as improving the learning environment.

The walkways are half completed and everyone looks forward to their immediate completion at the start of the school year. This will provide sheltered walkways from the car park to the classrooms, to the ablutions block and to the COLA.

The environmental programs have included installing a new enviro-septic system and storm water channel, building a platform at the creek to provide a safer area for water quality testing and bug surveys conducted by students and teachers and building a hothouse for seed propagation.

All is in order for the new administration/library building to begin in 2010. This will provide a much improved area for teaching and administration staff, which will benefit our students greatly.

I would like to sincerely thank all the staff at our school for their tremendous contribution to provide quality education for all students throughout the year. Their passion and dedication are commendable.

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.

Lorene Alexander
**P&C message**

For those people who don't me, please allow me to introduce myself. My name is Kylie Fletcher and I have a daughter, Abby in Year 1. This year I have had the pleasure of being the P&C president.

Throughout the year we have held some very successful events:

- **Mothers' Day Stall**
  I would like to thank everyone for your contributions. The children had a great time doing their shopping and I hope everyone enjoyed your presents as the quality was great this year;

- **Fathers' Day**
  We had a stall and a breakfast which was a great day for all. The children really enjoyed time with their dads and playing the games was a lot of fun. I'd like to thank all who helped out, including Pete Callaghan for his effort with the BBQ; and

- **Our P&C also supported the Mangrove Mountain Country Fair in providing a stall to sell freshly squeezed orange juice. Thanks to the donation of oranges and equipment our profits were high. Helpers were most appreciated as was the chilled juice by those who attended.**

We have helped out with catering for different days from the Cross Country to the Alice play and have enjoyed a successful year in the canteen, including our new addition of a Slushy Machine which you may have heard about.

A big thank you for all the support and help we have had from parents. I would like to invite more parents to join in next year. We won't bite and promise not to overload you with work. Please come and join a meeting and see what we have planned. We love new ideas and any feedback is greatly appreciated to make 2010 even better.

I would like to take this opportunity to say a big thank you to the team because without them our P&C wouldn’t be as successful and couldn’t achieve as much as we have:

- Lynette – our wonderful secretary always with her finger on the pulse;
- Karen – our treasure who is always around for that emergency cheque;
- Deb – a new kindergarten mum who has been a huge asset;
- Joy – who kindly shops for the canteen;
- Our canteen workers Nicole, Sharlene, Rosa, Flo and Jacqui;
- Sue – who is away overseas but we thank her for all her efforts;
- Mrs Alexander who without her support, we couldn’t do what we do; and
- My husband Mark who often has to pitch in and fill the gaps.

Kylie Fletcher

P&C President

**Student representative’s message**

As School Captain for 2009, I would like to thank the teachers, students and my fellow leaders for all your support and hard work this year. We have seen many new pre-service teachers come and go this year and they have each taught us something unique. Our school has been a part of many funded projects, competitions and events this year.

The school has been rewarded with many awards that can be seen in the office. Our school’s involvement in these projects has allowed us to believe we haven’t missed out on anything other larger schools are doing. As we move to other schools it’s nice to feel you have had the same opportunities as the other students.

We have seen our school transformed this year with semi-completed covered walkways, a pathway to our water catchments, 24 new computers, new water tanks, and freshly painted classrooms. With the introduction of the E-cho news we have been able to keep up-to-date about all the new things happening. This year we enjoyed Challenge Ranch with the Year Fives for the first time. I am sure they had as much fun as I did.

I would like to congratulate Sarah, Nicholas, Blake and Amelia on your leadership roles for 2010.

My journey at this school has been since the first day I walked into the playground at 4 ½ years old. That same playground has changed a little over the years but so have I. I look forward to walking into my next new playground…and seeing many of your faces again as you come too.

Christopher Jack

School Captain and SRC President
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>40</td>
<td>46</td>
<td>52</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>44</td>
<td>52</td>
<td>49</td>
<td>40</td>
</tr>
</tbody>
</table>

Management of non-attendance

“It is the duty of the State to ensure that every child receives an education of the highest quality and it is the duty of parents to comply with the compulsory education requirement of the Education Act 1990” School Attendance Policy NSW DET.

It is the parents’ legal obligation to comply with State law in ensuring their child attends school or has a valid exemption from attending.

Attending school is vital in providing the best opportunity for students to be successful learners.

Non attendance is a concern when students are continually late for school, when students have partial absences for unexplained or unsatisfactory reasons and also when students miss whole days for unexplained or unsatisfactory reasons, including ‘family reasons’ or events not endorsed by the NSW Department of Education and Training. (DET)

Parents who bring their child late to school in the morning must report to the office to fill in an explanation note which must be taken to the class teacher to register on the class roll. Parents also need to fill in partial attendances at the office and give the note to the class teacher.

It is not appropriate for parents to drop off/pick up their child during school hours and leave without going to the school office.

Parents need to send in an explanation note for an absence when their child has been sick, as soon as their child returns to school and it should be accompanied by a medical certificate if absence is greater than 2 days.

Parents need to request an exemption from attendance if they wish their child to attend employment in the entertainment industry or attend elite sporting events, approved by the NSW DET. Parents need to apply for exemption from the principal if their child will be absent for up to 50 days and travel documentation needs to be...
submitted for absences of 20 days or more before applications can be approved.

If attendance is not satisfactory the school will engage the support of the Home School Liaison Officer (HSLO) to ensure students are given the best opportunity to attend school.

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.

Structure of classes

<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/2M</td>
<td>K</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>1/2K</td>
<td>1</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3/4S</td>
<td>3</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5/6A</td>
<td>5</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>10</td>
<td></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.

The school has one full-time teaching principal, Mrs Alexander, who is responsible for all educational, financial and administrative programs in the school. The class teachers were Mrs Koopman, Mrs Mackay and Mr Smith. Our staff has excellent teaching professional standards in knowledge of curriculum, quality teaching practice and their commitment to the profession.

Our school librarian, Mrs Barrington, who worked for the first 3 terms was replaced by Mrs Gallagher, who continued to foster a love of books and helped to improve literacy outcomes.

Our school was supported by a solid base of teachers: Mrs Doust, our Support Teacher for Learning Assistance (STLA); Reading Recovery for Year 1 students was provided by Mrs Pitts during semester two; Mrs Gallagher coordinated our Clever Kids Program for students; and Mrs Hughes implemented our writing program for all students as our Release Teacher.

Our school is ably supported by administration staff to provide excellent service. Our team consists of Mrs Wright, Administrative Manager, Mrs Burns, Administrative Officer, Mr Clarke, our General Assistant and Mrs Hamilton, School Learning Support Officer.

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>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
</tr>
</tbody>
</table>

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>
</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.

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School &amp; community sources</td>
<td>46 565.14</td>
</tr>
<tr>
<td>Interest</td>
<td>2 974.04</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4 489.11</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>307 276.29</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>11 645.68</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>7 740.27</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>20 141.08</td>
</tr>
<tr>
<td>Library</td>
<td>3 102.30</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>446.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>127 737.42</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7 389.71</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>39 462.74</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8 580.72</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13 721.79</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4 082.89</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>244 050.60</td>
</tr>
</tbody>
</table>

Balance carried forward: 63 225.69

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

Our school is very proud of our achievements throughout the year. Teachers were able to provide a varied program for all students to experience success and engage in a wide range of challenging learning activities.

Achievements

Arts

‘Alice in Wonderland’ provided the opportunity for all students to perform individually or as a group singing, acting and dancing, for two performances. It also provided a valuable opportunity for our community to choreograph dances, organise sound and lighting equipment, construct props and backdrops and to design and make costumes. Local schools were invited to attend our first performance during the school day and family and friends were invited to our evening performance. The whole community appreciated this wonderful event where all students are involved. Our parent photographer, Sue Cruickshank, captured the memories with outstanding skill and our foyer is a wonderful reminder of the talents and fun experienced by our students.
Sport

From the beginning of 2009 sport has played a major part of the school curriculum. Every day the students participated in a fifteen minute fitness session with a wide range of activities provided throughout the year. Activities included cross country training, fitness stations, dancing, catching and throwing skills, skipping and minor games.

Specific sport lessons throughout the year included Walla Rugby, cricket, netball, soccer, tennis and gymnastics. Students learnt and developed skills within these areas and demonstrated an improvement in their level of fitness.

Senior boys participated in a small schools soccer knockout. Whilst the boys didn’t continue through to the finals, they enjoyed the experience and were able to showcase our schools’ excellent sportsmanship.

Term 1 sport focused on tennis and developed a variety of ball handling skills and tennis skills each week. Terms 2 and 3 focused on a variety of sports and skill development including improvement in fundamental movement skills and the development of athletics knowledge. Term 4 focused on gymnastics with experts in the field delivering specific lessons designed to enhance and improve upon the students’ current level of ability.

Years 2 - 6 participated in the DET School Learn to Swim Program with all students showing improvement in their swim survival skills, swimming technique and fitness levels.

During term 3 the students attended a surf safety talk in preparation for the end of year visit to Terrigal Beach to learn about surf awareness.

The school held whole school sporting carnivals including cross country and athletics. Students represented the school at small schools and zone level in swimming, cross country and athletics.
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

Our school is gradually decreasing the performance gap, achieving closer alignment to state averages. Spelling and writing require further support in 2010. Our writing results did register an increase in performance from 2008 which was not achieved by region and state, as their performances were lower than 2008.

53% of students achieved in the top two bands in writing. This result is outstanding for the top band, however significantly lower in the next two bands.

47% of students achieved in the top two bands in reading. This result is above state and LSG averages.

40% of students achieved in the top two bands, significantly lower that state and LSG averages.
46% of students achieved in the top two bands.

**Numeracy – NAPLAN Year 3**

34% achieved in the top two bands, performing more strongly in bands two and three.

43% of students achieved in the top two bands, performing more strongly in bands two and three.

7% of students achieved in the top two bands, performing more strongly in bands five and six.
43% of students achieved in the top two bands, performing more strongly in the second band.

36% of students performed in the top two bands, performing more strongly in the second band.

28% of students performed in the top two bands, performing more strongly in bands two and three.

NAPLAN Year 5

Progress in literacy

Year 5 students were substantially higher than state and region averages for reading, maintaining our excellent results over 3 years. Overall literacy increased significantly performing above region results and aligning just under the state average.
Results for writing were lower than state and region averages, however they did significantly increase on 2008 results, which was not achieved in region and state performance.

**Progress in numeracy**

Year 5 students were substantially higher than state and region averages for numeracy, maintaining excellent results for 3 years.

**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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>87</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87</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</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**

The school receives no specific funding for significant programs.

**Aboriginal education**

Aboriginal Education is integrated into all key learning areas across all stages of schooling. K-2 students attended the Premier’s Reading Challenge Excursion at Australia Walkabout Wildlife Park. They listened to an author reading of “Billy the Bilby”, had their faces painted in Aboriginal tradition, cooperatively created a “World of Wildlife” mural and interacted with native Australian animals.
2009 Naidoc Week Celebrations involved the whole school and visiting schools, Spencer and Somersby. Students participated in an “Aboriginal for a Day” program which was run by visiting Aboriginal performers “Western Creation”. Many lessons about Aboriginal culture were learnt. The program which encompassed storytelling, face painting, art, didgeridoo and dance supported this year’s theme “Honouring our Elders, Nurturing our Youth”.

The Active After School Community Program provided a resource to incorporate Aboriginal games into sporting activities for the children. Staff also received professional development on Aboriginal games at the PD/H/PE network meeting for Central Coast schools.

Multicultural education

Our school continues to implement programs that foster values of respect and tolerance in students. These values are taught in class and through various whole school activities, such as Harmony Day and Reconciliation Day. Our school Anti-Racism Officer focuses on the positive aspects of multi-cultural education. Aspects of multi-cultural education are present in many learning activities across all key learning areas and positive principles form the basis of our Student Welfare Program.

Respect and responsibility

Values Education has featured in our school endeavours and remained the focus of all preferred behaviour for our students to learn successfully and behave responsibly. Every student has the right to feel safe and secure, without fear of harassment or intimidation from other students, parents and teachers. They have the right to be treated with respect and learn as much as they can without disruption in class. Every student also has the responsibility to treat others in a respectful manner, so that equity and justice is fair and rewarding.

Our school introduced a new Student Welfare Program which provides a positive approach to student learning and behaviour increasing respect and responsibility. Students are taught age specific lessons across each stage to understand the school rules that form the platform for all behaviour and learning expectations.

Our rules are:

- Be Safe
- Be Respectful
- Be a Learner

Environment

Throughout the year, our school participated in many environmental activities, such as Clean Up Our School Day, National Tree Day, the Water Watch program and Earth Hour.

Garden Club planted fruits, vegetable and flowers that reflected the change in seasons after clearing, fencing and restructuring the gardens. We received donations of seedlings, cuttings, fertiliser and shade cloth, which were all greatly appreciated.

Another successful grant application to Gosford City Council allowed us to purchase student designed “green” shopping bags which are on sale at the school and, thanks to our families, at the local Mangrove Mountain Country Markets.

World Environment Day (“Wear Blue –Your planet needs you!”) saw the baking of many blue cupcakes that the children gladly bought, raising $50 for Landcare Australia. A stunning photograph taken of the children in their blue jumpers with foil caps to represent solar energy was entered into the Junior Landcare Enviro Machine competition.

During Education Week, we had a Solar Energy Day where staff from Rumbalara visited to share information about renewable energy. Ideas that flowed form this session were used to finalise our School Environmental Management Plan (SEMP).

As part of our ‘Leaving Smaller Footprints’ education program we have made each Wednesday a waste free lunch. Children are encouraged to have a waste free lunchbox. Convenience foods are often packaged in non recyclable packaging which is filling up our garbage and becoming landfill. This has been a
small step to recognising and addressing this problem.

Our environment team was successful in securing the Landcare/Coles School Garden grant of $1000. This money has been used to modify and reuse an existing frame to make a hothouse. This project will allow students to propagate plants and seeds for our water wise vegetable garden and native garden areas.

After much hard work from our garden club and other school volunteers, our school was successful in attaining first prize in the Gosford City Council Garden competition under the category of “Best School Garden.” Members of our environmental team had their photo taken for the Express Advocate, celebrating the school’s achievement.

Road Safety Program

On 6 April 2009 all students enjoyed a full day of fun and informative activities as part of our Road Safety Day program. All students from Kindergarten to Year 5 were placed in mixed groups with Year 6 students acting as team leaders for the Road Awareness Program for Schools (RAPS) activity.

The RAPS activity had students performing as drivers, pedestrians, lollypop people, stop sign workers and even traffic light operators.

The students had to follow the road safety rules and were carefully watched by observers who reported back on how well the students went following the rules. The students were actively involved in the program and performed in each of the various roles. The students all received a certificate of participation from the RAPS program providers.

A Police Youth Liaison Officer presented a road safety talk in the Library for the older children while each classroom had road safety themed activities such as:

- Vehicle/town construction;
- Jeffrey big book story/road safety poster project;
- Protect an egg (bike helmet) challenge

Progress on 2009 targets

Target 1
To focus on improvements in student outcomes through strengthening of K-2 numeracy programs.

Stage One teachers were involved in the TEN program to effectively meet needs of students using latest developments in teaching mathematics using Count Me In strategies.

Teachers used a variety of DET teaching and learning resources, including the syllabus to ensure best practice. Our P&C sponsored our use of the Mathletics Program. This was implemented to design individual learning programs and assessment data guided teaching programs ensuring learning needs were met for all students.

Our achievements include:

- 74% Yr 3 & 71% Yr 5 students achieved in the top three bands for numeracy in NAPLAN results;
- Yr 5 2009 growth from Yr 3 results in 2007 were outstanding achieving 114.1 points which is 18.8 points above state average growth and 26.8 points above regional average growth; and
Girls increased their performance in all aspects of numeracy in NAPLAN results, doubling their performance in the tops three bands in Year 5 and increased in two out of three aspects of numeracy in Year 3;

Target 2
To focus on improvements in student outcomes through strengthening of K-2 literacy programs

Teachers increased expectations of student achievement and kept students informed of expectations as lessons developed.

All students engaged in daily writing, including ‘Sentence a Day’ which created specific contexts for learning grammar, sentence structure and editing skills.

Teachers selected a K-6 scope and sequence of grammar skills to ensure a whole school systematic approach which will be implemented in 2010.

Learning experiences using explicit teaching strategies were taught, integrating grammar across all areas of the curriculum.

Information about student achievement was collected from class work samples and assessment information.

Our achievements include:

- 73% Yr 3 & 65% Yr 5 students achieved in the top three bands for literacy in NAPLAN results;
- 100% of Yr 3 girls achieved in the top three bands in all literacy NAPLAN results and 67% of Yr 5 girls achieved in the top three bands;
- Yr 5 2009 growth from Yr 3 results in 2007 were outstanding achieving 84.4 points which is 6.8 points above state average growth and 3.4 points above regional average growth; and

All students achieved the expected end of stage outcomes in English.

Target 3
To increase engagement of learners and develop resilient students and good citizens through inclusive and quality education.

Our school implemented Central Mangrove PS K-6 Positive Behaviour and Learning Program (PBL) and students developed a good understanding of how to Be Safe, Be Respectful and Be a Learner.

Increased opportunities for student leadership were provided through participation in SRC. Year 5 attended a Leadership Camp at Challenge Ranch in preparation for 2010.

Teachers continually encouraged students to actively engage in all school activities and promoted a culture of personal improvement using the ‘Good, Better, Best’ attitude;

Teachers designed programs, including quality teaching perspectives to enhance student learning outcomes for all students to experience success.

Teachers also evaluated student and school literacy and numeracy performance to identify where support is needed and engaged students in suitable learning programs working in ability groups, withdrawal programs such as ‘Clever Kids’ or individual support with the STLA.

Our achievements include:

- 75% of students achieved Gold Certificate as part of school Positive Behaviour and Learning Program.
- 95% of students achieved expected end of stage outcomes in all Key Learning Areas.

Our SRC were productive running meetings and activities to improve harmony at school. They raised enough money after seeking support from our P&C to purchase a changeable sign for the front of the school.

Very positive responses were received from all Year 3-6 to the Quality of Learning Surveys conducted at end of school year.

Our students should be commended as all teachers and visitors often comment on their sensible and responsible behaviour.

Students have become more resilient and caring about others, increasing their social skills and learning how to deal with conflict. Incidents have been reduced considerably this year with students learning to take greater responsibility for their own behaviour.

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 Culture and

Educational and management practice

School Culture

Background

Year 3-6 students, parents and teachers were asked to respond to a ‘Schoolmap’ survey to examine school culture to determine how cultural influences impact on a small school. 20% of parents responded.
The areas of culture reviewed were:

1. Cultural Context
2. Developing Ownership
3. Culture of Learning
4. Culture of Improvement

Findings and conclusions
In the area of Cultural Context it was agreed by 95% of students, 72% of parents and 100% staff, that:

- our school understands and responds to the context of its community;
- school leaders influence school culture to enable the achievement of the school’s purpose;
- school’s structures and strategies recognise and celebrate achievement; and
- the school’s main priority is meeting the needs of students.

In the area of Developing Ownership it was agreed by 82% of parents, 76% of students and 100% of staff that:

- all plans, policies, programs and practices are supported by the school community;
- the school’s culture fosters a sense of belonging and collective responsibility;
- the school community recognises, values and supports the contribution of new members to the culture of the school; and
- the school’s culture supports a sense of ownership of the school.

In the area of Culture of Learning it was agreed by 64% of parents, 95% of students and 100% of staff that:

- the culture of the school promotes improved student learning outcomes;
- the school is a community of learners; and
- the school recognises values and supports the diversity of its learners.

In the area of Culture of Improvement it was agreed that 80% of parents, 95% of students and 100% of staff that:

- the school’s culture supports continual improvement; and
- the school’s culture enables the achievement of fundamental change.

Future directions
Our school needs to be aware of the cultural influences which impact on it, identify the values and beliefs which contribute to learning and ensure consistency between school and community values. Leaders need to use ceremony, symbols and rituals to promote the school’s purpose and beliefs and provide time for culture to be discussed, defined and understood. The whole school community need to be advocates of our school and speak positively about the school. Key groups contribute to the development of a cohesive culture and a shared understanding of the school’s purpose is achieved when all members of the school community support school practice.

In order to provide a forum for greater understanding of school policies and practices our school will introduce a School Council in 2010 and invite parents to nominate to be elected.

Curriculum
Writing

Background
Writing has been identified as an area for improvement over the previous years as students have not performed to their potential in past BST and NAPLAN assessment results. Our results were similar to schools in the Central Coast region and Gosford District Office has provided support for teachers to increase skills in teaching writing. As a targeted school in 2008 our school participated in a program delivered by our literacy consultants.

Findings and conclusions
Our school had previously placed an emphasis on teaching factual text types to satisfy DET curriculum requirements. The focus for writing changed to narrative texts with the introduction of NAPLAN. Our school introduced a special writing program ‘7 Steps to Writing’ which was conducted by the release teacher for all students to learn about the latest innovations in narrative writing. This enabled a consistent approach to be implemented across all stages and the program was differentiated to meet the learning and developmental needs of students.

Students became more confident as their skills increased and writing became a positive experience as they engaged actively sharing their stories and developing a better understanding of how to construct a narrative.

This program was supported by the introduction of ‘Sentence a Day’ (SAD) for all students to increase skills in using correct grammar, sentence structure and editing. Teachers provided a focus
for each lesson and students gradually increased their knowledge and understanding of how to write sentences more effectively.

Interactive whiteboards provided a valuable tool to increase the quality of teaching when evaluating and assessing sentences, group editing of samples of work and providing stimulating teaching resources to enhance lessons.

Future directions

The ‘7 Steps Writing Program’ will continue in 2010 to build upon previous knowledge and increase understanding about character development. As NAPLAN results showed an improvement from 2008 our school can be proud of its achievements. Teachers will continue to implement SAD and also continue to study factual texts as part of their literacy based integrated units of work.

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.

Teachers are highly satisfied working at our school and two were very disappointed not to be able to continue in 2010. One teacher took a transfer to another school due to the decrease in school enrolments and the casual teacher was only employed for 2009. The teacher on leave for 2009 was very keen to return to our school for the 2010 school year.

Parents responded with confidence in the School Satisfaction Survey and their comments provided valuable information for future planning.

Some comments of our strengths in performance were:

- “I believe CMPS recognises each individual student’s ability to learn and accommodate appropriate lessons for each student’s needs”;
- “High expectations of teachers bring out the best in the students”;
- “Attempt to stop meanness, clear guidelines of what is right and wrong”;
- “Provided a great variety of extra-curricular activities which my children have tried”;
- “Great newsletter – very informative”;
- “I have nothing but praise for Lorraine’s ability to run this office so smoothly, she is a very approachable lady”;
- “A lot of support within the school”; and
- “A great school in a lovely setting. A wonderful environment for education”.

Some areas for improvement were identified and these will be considered when planning for 2010:

- Academic performance - Not very aware of levels just teacher's flat level;
- (Teacher) “Doesn’t seem to notice, has no expectations”;
- “Bullying still seems to be a problem and sometimes programs don’t have any influence. (Sometimes making everybody friends doesn’t work.)”;
- “The school always seems to be doing extra-curricular programs and to parents it seems that the normal school day is a rarity”;
- “I do see this one very bad. I don’t understand why things have to be printed out on the Central E-cho weeks before the stuff happens because most of the time you don’t know what is going on”;
- Administration – “attitude and lack of assistance to parents”; and
- “Minimal parents involved – working parents difficult to allow time”.

Overall 99% of Year 3-6 students responded very positively to our School Life Survey where they expressed their feelings about their school, the fairness of their teacher, how they interact with others, how they cope with school work, the significance of their work, their achievements and their wellbeing. 95% of students liked to do extra work and 98% were happy at school and thought that learning was fun.

Professional learning

Funds for profession learning were provided by the Department of Education and Training (DET). Allocation of funds was based on DET, Hunter Central Coast and school priorities and in response to staff and student needs.

A total of $5120 was spent for professional development of staff in 2009. Major spending was in the area of quality teaching and the curriculum area of writing, which covered costs for casual teachers.

Our school joined in the Andrew Fuller presentation organised by the Gosford-Mountains Local Management Group School for our school development day to build capacity in understanding learning styles and student welfare.

Teachers also participated in courses about Best Start Assessment for Kindergarten students and Targeted Early Numeracy (TEN) to enhance programs for Stage One students.

Mrs Mackay also introduced a Stage One learning network for Small School Teachers to share ideas
at regular meetings. She also attended Brisbane Water Primary School Sports Association (BWPSSA) meetings as well as PDHPE Network workshops and meetings.

Staff trained in manual handling for OHS requirements.

Staff also trained in differentiating the curriculum using Mathletics as the year progressed.

Our school staff also spent much of their own time researching the DET Intranet site and teaching websites to increase their knowledge and skills to help improve student learning outcomes.

Valuable sessions were shared each staff meeting to increase staff awareness of new resources and quality teaching strategies to implement in their classrooms.

School development 2009 – 2011

Our school plan was developed in consultation with staff and parents. It was designed with DET and regional outcomes and targets guiding our expected outcomes in literacy, numeracy, information technology and student welfare. Strategies were developed to implement over the three year period, taking into account student performance in school based and external assessment e.g. NAPLAN results. Budget requirements were planned for teaching resources, professional development and staffing.

Targets for 2010

Target 1

*Improve growth in literacy between Year 3 and Year 5 with a focus on writing, including spelling, grammar and punctuation.*

Strategies to achieve this target include:

- Teachers organise teaching and learning programs applying Quality Teaching and Learning Framework (QTF), DET curriculum and assessments of student performance;
- Continue ‘7 Steps to Writing Success’ delivered by Release Teacher and ‘Sentence a Day’ practice as part of daily lessons;
- Implement and monitor programs to increase learning outcomes and improve student achievement;

Our success will be measured by:

- Percentage of Year 3 students achieving Bands 5 and 6 in NAPLAN writing, spelling and punctuation and grammar will be at least 43%;
- Percentage of Year 5 students in Bands 7 and 8 in NAPLAN writing, spelling and punctuation and grammar will be at least 21%;
- Percentage of growth between Year 3 and Year 5 will increase above state percentage for NAPLAN writing; and
- At least 75% students of Year 1 students will achieve independent Reading Recovery (RR) level 16 and 75% students of Year 2 students will achieve independent Reading Recovery (RR) level 26.

**Target 2**

*Increase the percentage of students in the higher bands of NAPLAN literacy*

Strategies to achieve this target include:

- Utilise the NAPLAN results and school based assessment data to identify individual limitations and respond with explicit teaching opportunities relevant to student’s needs;
- Implement and monitor programs to increase learning outcomes and improve student achievement;
- Encouraging more students to participate in GATS programs, including ICAS external assessment program;
- Information about student achievement will be collected from class work samples and assessment information will be collected on a regular and systematic basis using specific assessment tasks; and
- Teachers programs will include challenging activities to enhance learning opportunities and promote higher order thinking skills.

Our success will be measured by:

- Increased percentage from 2009 results of Year 3 students who achieve in top two bands above the state percentage in NAPLAN literacy;
- Increased percentage from 2009 results of Year 5 students who achieve in top two bands above the state percentage in NAPLAN literacy;
- Percentage of growth between Year 3 and Year 5 will increase above state percentage for NAPLAN writing; and
- Percentage of students who successfully engage in enrichment and GATS programs.
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.

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