2008 Annual School Report
Central Mangrove Public School

NSW Public Schools – Leading the way

Upward We Strive
‘Good, Better, Best’
Our school at a glance

Students
Central Mangrove PS began the year with 95 students allowing four classes to be formed 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 from face-to-face 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 met the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Our school offered a number of programs to enhance student learning.

These included:
- Learning to Learn Program where students were guided through learning strategies to develop higher order thinking skills;
- Development of student leadership opportunities in decision making and involvement in organising various events, running SRC meetings and assemblies;
- Support Programs where students engaged in individual learning experiences to improve literacy and numeracy skills;
- Fitness and Sporting Programs to increase fitness levels and promote healthy lifestyles;
- Environmental Education where students learnt about sustainability in our school grounds and the environmental impact of ‘Scrap the Wrap’;
- CARES Bike Education Safety for stage three students; and
- Kindergarten Orientation Program during term 4 to provide a head start for 2009 students.

Student achievement in 2008

Literacy – NAPLAN Year 3
Year 3 students were just below state and region averages in numeracy, however are decreasing the performance gap. All students achieved above the minimum standard for national benchmarks.

Literacy – NAPLAN Year 5
Year 5 students were substantially higher than state and region averages for reading. Results for writing were lower than state and region averages. All students were above national benchmarks achieving minimal standards in reading and writing. Most students achieved above the minimum standards in spelling and grammar.

Numeracy – NAPLAN Year 5
Year 5 students were substantially higher that state and region averages for numeracy. All students were above national benchmarks to achieve minimum standards.

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 stimulating activities in all key learning areas. Our rural setting provides the perfect background for meaningful environmental education.

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
This year has seen our Kids Kitchen being open for the first time and providing canteen 3 times a week for the whole year. This has been very successful with volunteers preparing the food to a menu selected from the healthy food options provided from the Canteen Guidelines. The menu was changed each term and the students’ suggestions received from the Student Representative Council were taken on board and their lunch choices also used as menu options.

There were two major fundraisers for 2008:
- The first was a stall at the Bloodtree Festival selling pancakes and jacket potatoes. This was a sell out. It was a fun day with lots of parents volunteering to help out; and
• The second fundraiser held was a Family Trivia Night following an Australian theme which was organized by P&C member, Lisa McNamara. Over 100 people attended. Lots of hard work from Lisa and her family made this night a great success. The P&C members provided a BBQ with beautiful salads and desserts.

This year saw the P&C providing funding to help out the school with drainage around the COLA, end of year awards, Year 6 farewell party and the Mathletics program.

I think next year we should set some goals for our fundraising at the beginning of the year so we can focus on this throughout the year and everyone knows what the money raised is being used for.

Lynette Callaghan

Student representative’s message

Being a school leader was an interesting experience. You get a closer look at how a school is run and how hard teachers work. Running the SRC was also interesting listening to the other children’s ideas for the school. Running the school assemblies was an important role because it tests how much respect the other children have for you. The aspect that stood out the most was how the little kids look up to you and hang around you as you become their role model. Of course there’s always the moment when you feel a bit under pressure but over all it’s a wonderful experience to be a school leader.

Laura Kostalas  Year 6 student

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

Student numbers decreased as the outgoing year to high school was larger than the incoming Kindergarten class.

<table>
<thead>
<tr>
<th>Year</th>
<th>K/1K</th>
<th>1/2M</th>
<th>3/4M</th>
<th>5/6A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>11</td>
<td>16</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>2005</td>
<td>10</td>
<td>17</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>2006</td>
<td>7</td>
<td>16</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>2007</td>
<td>10</td>
<td>23</td>
<td>24</td>
<td>15</td>
</tr>
</tbody>
</table>

Structure of classes

Four classes were structured into stage learning classes:

• Early Stage 1/ Stage One – K/1K
• Stage One – 1/2M
• Stage Two – 3/4M
• Stage Three – 5/6A

Our school continues to maintain gender equity throughout each learning stage.

Student attendance profile

The student attendance profile has maintained positive patterns, consistently displaying a higher percentage of attendance than the regional and state averages.

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 2008 class size audit conducted on Tuesday 25 March 2008.
Staff information

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

Staff establishment

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

Our school librarian, Mrs McLean, retired at the end of the year. Our school was very appreciative of her skills and the contribution she made to foster a love of books and helping to increase literacy outcomes for our students over ten years as our school librarian.

Our school was supported by a solid base of teachers. Mrs Doust was appointed the Support Teacher for Learning Assistance (STLA) during the year. Reading Recovery for Year 1 students was provided by Mrs Jack. Mrs Gallagher coordinated our Clever Kids Program for students who require extra learning assistance in literacy as well as our Kindergarten Transition Program during term four. Both Mrs Hughes and Mrs Barrington were key casual teachers throughout the year.

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

Staff retention

As our student enrolments decreased, Mrs Ware applied for a nominated transfer and she was appointed to Wyong PS.

Staff attendance

Staff had access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 99.1%.

Teacher qualifications

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

Our teachers continually seek professional development opportunities throughout the school year to enhance student performance. They also engage in sessions to further improve their skills in quality education, in areas such as meaningful and significant curriculum, pedagogy and structuring successful learning environments for all students. Our main curriculum focus was writing, literacy and mathematics.

Qualifications

<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>Date of financial summary:</th>
<th>30/11/2008</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>68 022</td>
</tr>
<tr>
<td>Global funds</td>
<td>63 758</td>
</tr>
<tr>
<td>Tied funds</td>
<td>68 892</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>66 286</td>
</tr>
<tr>
<td>Interest</td>
<td>5 530</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 501</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>209 967</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

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

“Snow White and the Nine Dwarfs”, our whole school performance provided the opportunity for all students to sing, act and dance for two performances. Local schools were invited to attend our first performance during the school day and family and friends were invited to our evening performance. This year we relished the quietness of our school as the cicadas were noticeably absent and the pleasant sultry evening was enjoyed by all as our talented students entertained us all. 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

The sporting year began with cross country training and swimming school. The senior students participated in netball and soccer knockout competitions. The netball team was very new to the game and whilst they lost their first game they were extremely enthusiastic players. The soccer knockout team travelled far and wide to their games and made it into the Grand Final for the Small Schools State Knockout Competition.

Our successful soccer team

Coach: Mr Murcott  Manager: Mrs Erbeni

Throughout the year the students participated in sport carnivals and special sporting days such as Ball Games Day and the ‘Olympathon’. We had a number of children go on to represent our school at Zone level in Cross Country and Athletics.

A Rugby Union Representative also visited and took the children and teachers through skill development activities and mini games. The school participated in the Walla Rugby Day resulting in the school receiving a prize pack from Walla Rugby.
Years 5 & 6 enjoyed a special day at CARES where they focused on their bike riding skills and learnt about safe road practices.

Ready….. Set…… Go…. on the CARES Track

The school and sporting year ended with the Surf Awareness Day at Terrigal Beach.

Excursions

K-2 students enjoyed a special Transport Excursion to learn about transport modes available in our Central Coast area. The excitement was high as they became commuters travelling car, train and ferry with a yummy ice-cream to enjoy! The bus transport was kept for the whole school Powerhouse Museum excursion to Sydney. We skimmed the surface of the enormous museum but managed to learn about the history of transport from the humble bicycle to space shuttles.

Fun Ferry Ride on Brisbane Water

Year 3/4M was treated to a Friendship Camp at the Mangrove Mountain Retreat to learn about friendship skills and develop greater resilience when confronted with friendship challenges. It was a very successful venture and Mr Murcott was very proud of his students as they were guided through activities that centred around values education, especially respect and responsibility.

Our Year 4/5/6 students were so fortunate to experience first hand the delight of mining for gold on their excursion to Jenolan Caves and the Bathurst area. Their unit of work about the Discovery of Gold in Australia was brought to life as they experienced life and the gold fields.

Role Play in Little Hartley Court House

Environmental education

2008 was a successful year for our Environmental Education Programs. All students actively engaged in learning experiences that help them to understand environmental sustainability. Special programs are built into everyday practice to encourage our whole community to take responsibly for the future of our earth.

2008 Environmental Achievements

- Winner Best Eco-Friendly Primary School Garden, Gosford City Garden Competition;
- Winner Small School of the Year, Gosford City Council School Environment Program;
- Winner Keep Australia Beautiful Sustainable Garden Challenge, Regional Winner Hunter/Central Coast;
- Gosford City Council ‘The Greenhouse Project’ Environmental Awareness Program participant;
- Gosford City Council/Thiess Services Waste Minimisation: Let’s Reduce Plastic Bags Grant;
- $1644: Waste audit, worm farm shed, gardening tools, recycle station, green bags, ‘Scrap the Wrap’ waste free lunch, media promotion;
- WASTEWISE WALK, tour for visiting school conducted to showcase our school’s recycling program; and
- Australia Post Junior Landcare: Improving Biodiversity- Creating a Butterfly Habitat.
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)
Yr 5: from Band 3 (lowest) to Band 8 (highest)

Literacy – NAPLAN Year 3

Due to the small Year 3 cohort our school is unable to report information as it must be consistent with privacy and personal information policies.

100% of students were able to locate information in a narrative with visual support. Other areas of strength included identifying an alternative title, connecting ideas and identifying the main purpose of a diagram. Some found it challenging to identify the purpose of an introduction, infer the main idea and character behaviour. Our students performed stronger in reading, grammar and spelling than in writing. Individual analysis of student performance will be used for literacy learning programs in 2009.

Literacy – NAPLAN Year 5

Due to the small Year 5 cohort our school is unable to report information as it must be consistent with privacy and personal information policies.

Strengths in reading were connecting ideas, making inferences about character motivation, identifying main purpose and inferring main ideas. Identifying correct word groups was a strength in grammar. Areas that were challenging included identifying and synthesising ideas, interpreting figurative language and locating appropriate sections of an argument. Individual analysis of student performance will be used for literacy learning programs in 2009.

Numeracy – NAPLAN Year 3

Due to the small Year 3 cohort our school is unable to report information as it must be consistent with privacy and personal information policies.

In numeracy, strengths were in locating data in a table, counting by 100s, volume of cubes, converting analogue and digital time and chance. Areas found more challenging were face value of whole numbers, dividing a diagram into groups, space concepts about position, some multiplication and subtraction number operations and identifying triangles. Individual analysis of student performance will be used for numeracy learning programs in 2009.

Numeracy – NAPLAN Year 5

Due to the small Year 5 cohort our school is unable to report information as it must be consistent with privacy and personal information policies.

In numeracy, 2D and 3D space, converting time from digital to analogue, chance factors, position in mapping, addition using money and number sentences were strengths. Challenging areas included writing 4 digit whole numbers in words, finding volume using informal units, locating data on a table, dividing 4 digit numbers by 1 digit, compass positions and ordering of fractions and decimals. Individual analysis of student performance will be used for numeracy learning programs in 2009.

Progress in literacy

Year 5 students have attained an outstanding growth in reading results compared to their Year 3 performance. Teachers have high expectations...
and students who maintain excellent work habits should continue to improve their performance.

Growth in writing is a concern and teachers will continue to seek professional development and share substantive conversation, analyse results and evaluate teaching and learning programs to plan for improvements in student learning outcomes. Expectations are high for a significant improvement next year.

Progress in numeracy

Year 5 students have attained an outstanding growth in numeracy results compared to their Year 3 performance. High expectations and highly motivated students have increased performance over the past two 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 2008

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

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<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, especially in English, Creative and Practical Arts and Human Society and its Environment. At our Reconciliation celebrations Year 5/6A performed Dreamtime Stories for the whole school to enjoy. Many lessons about Aboriginal culture and lifestyle were learnt as students acted, read poetry, shared artworks and sang a special Dreamtime Song.
Students begin painting our Rainbow Snake

**Multicultural education**

Our school continues to aim for common values of respect and tolerance in students. These values are taught in class and through various whole school activities, such as Harmony 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 our latest 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.

**Progress on 2008 targets**

**Target 1**

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

Our achievements include:

- Teaching programs are planned for all levels of development providing relevant and meaningful learning activities and assessment tasks for all students;
- Mathletics website program has been implemented throughout the whole school providing activities, support lessons, assessment tasks and increasing motivation to learn with the interactive activities;
- Student performance in mathematics has shown a decrease in the gap performing under the state and region averages. Low cohort numbers restrict comments about specific information; and
- Teachers are using a variety of teaching resources to meet the learning needs of students and not rely on one program for instruction.

**Target 2**

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

Our achievements include:

- Teachers have engaged in professional development to enhance their teaching skills and understanding of how students learn in the area of writing;
- An assessment plan to identify criteria for assessment of each text type for all stages was developed and implemented;
- Students’ work is regularly shared and published in newsletters to provide greater purpose for writing;
- Teaching programs are planned carefully to provide explicit and systematic teaching of writing incorporating a stronger focus on grammar, punctuation and spelling: and
- Student performance in both reading and writing were above region averages and reducing the gap towards the state average.

**Target 3**

*To further increase the integration of technology into daily learning programs and school communication.*

Our achievements include:

- Teachers are constantly updating their technology skills to enhance learning projects using a variety of web-based interactive activities and software resources using Smartboard technology;
- Our school intranet site has specific photographic reports about student learning;
- Some parents access electronic school newsletters which are available using email and/or school website; and
- Students’ skills are increasing as technology is integrated into most learning programs and a part of regular routine for all classes.

**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 2008 our school carried out evaluations of leadership and the curriculum area of grammar.

**Educational and management practice**

**Leadership**

**Background**

Teachers were asked to respond to a ‘Schoolmap’ survey to examine school leadership from a staffing perspective and also to determine how leadership style impacts on a small school.

The areas of leadership reviewed were:

1. Leadership responsibilities
2. Leadership for change
3. Inclusive Leadership
4. Leadership for Learning

**Findings and conclusions**

It was agreed by all staff that our school principal has been successful in:

- developing a culture of continual improvement and improving the school through an understanding of strengths and weaknesses;
- building relationships based on trust, collegiality, and mutual respect;
- ensuring that all members of the school community are treated fairly;
- effectively implementing change processes which result in improved student learning outcomes;
- encouraging others in taking leadership roles;
- inspiring and motivating learners; and
- encouraging staff to constructively challenge educational practice.

It was also agreed that our statement of purpose was developed collegially and collaboratively, however, it requires an bi-annual review to ensure its relevance to our school community and ensure it meets the learning needs of our students.

In the area of Leadership for Learning reflective practice is modelled, however it needs a more constructive overview to guide teacher’s reflective practice. A climate of open discussion, debate and investigation with a view to continual improvement does exist.

**Future directions**

Leaders need to understand the context of the school, identify aspects that support or detract from learning and respond appropriately, use effective communication skills, ensure the distribution of power and influence in the school, influence the school’s vision and effectively work towards improvement of the school, recognise the school’s strengths and build on them and most importantly utilise and develop the expertise of themselves and other staff.

Professional development for teachers will focus on using the Quality Teaching Model to support the NSW Professional Teaching Standards.

Teachers will apply the NSW Quality Teaching model in delivering the curriculum to improve student achievement by:

- Planning & Reviewing Teaching Programs;
- Analysing Assessment;
- Evaluating & Reflecting & Refining; and
- Delivering quality teaching based on HOW they teach and not on WHAT they teach.

Teachers will use guided reflection in preparation for TARS by linking NSW Professional Teaching Standards to personal professional competence.

Teaching Programs will need to provide evidence of utilising the Quality Teaching Framework for planning, teaching, assessment and evaluation of units of learning. Guidelines will be implemented for teaching program requirements and monitoring of those programs by the principal.

**Curriculum**

**Grammar**

**Background**

Grammar has been taught in context when writing various texts. Our students have engaged in many learning experiences to develop writing skills however, analysis of assessment tasks continue to show that grammar is still a challenge when students are writing various texts.

**Findings and conclusions**

Teachers identified through analysis of student assessment activities, the need for a change in teaching practice to increase learning outcomes in the area of grammar. It was identified that our school needed to develop a scope and sequence to provide a balanced whole-school approach.

All students should be provided with explicit, sequential and systematic instruction so that they can:

- Develop positive attitudes towards grammar;
- Experience success in creating a range of grammatically well-constructed texts to achieve social purposes; and
• Use, appreciate, critically analyse and evaluate texts constructed by others.

Future directions

• Teachers will expect students to engage in daily writing and speaking for a variety of purposes;
• Teachers will need to plan and implement a K-6 scope and sequence of grammar skills to ensure a whole school systematic approach;
• Teachers will plan learning experiences using explicit teaching strategies integrating grammar across all areas of the curriculum;
• Grammar will be taught by creating explicit contexts for learning grammar; and
• 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.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school informally through discussion and in meetings.

Parents have expressed their confidence and support in our school on many occasions. Many parents are actively involved as helpers in our school and are able to view first hand the learning experiences in our classrooms. Their contribution to helping improve learning outcomes is certainly valued by staff.

Our outstanding growth in Year 5 NAPLAN results was noted by many parents as an encouraging sign, as higher expectations are driving increased performance of all students. Teachers often express their satisfaction of student behaviour and commitment to learning at our school.

Office procedures have been streamlined and we have received positive feedback, about the new look newsletter, which is published each fortnight.

Our staff, students and parents are very proud of our school grounds and express their sincere thanks to our General Assistant, Mr Andrew Clarke, for his commitment to present our school environment so tidily for our students to play safely and enjoy learning at our school.

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 areas of need.

A total of $4285 was spent for professional development of staff in 2008. Major spending was in the area of quality teaching and the curriculum area of writing, which covered costs for casual teachers.

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. Courses in Child Protection were completed by staff on-line and Anaphylaxis Training was conducted for both parents and staff. Valuable sessions were shared each staff meeting to increase staff awareness of new resources and strategies to implement in their classrooms.

School development 2009 – 2011

Our school targets are identified after careful analysis of school based and DET data, including National Assessment Program for Literacy and Numeracy (NAPLAN). Departmental and regional strategic directions are also taken into account when determining our school targets.

Targets for 2009

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

Strategies:

• Professional development to support teachers in implementing latest developments in teaching mathematics;
• Teachers to use a variety of DET teaching and learning resources, including the syllabus to ensure best practice;
• Implement Mathletics Program K-6 to design individual learning programs;
• Teachers use assessment data to guide teaching programs ensuring learning needs are met for all students; and
• Parent information to increase parental awareness of how maths is taught.

Success will be measured by:

• 90% Yr 3 & Yr 5 students achieve in the top three bands for numeracy in NAPLAN results;
• Increased performance of girls in all aspects of numeracy in both school assessment data and NAPLAN results; and
• All students achieve expected end of stage outcomes in Mathematics.
Target 2
To focus on improvements in student outcomes through strengthening of K-2 literacy programs

Strategies:
- Increased expectations of student achievement;
- Students to engage in daily writing and speaking for a variety of purposes;
- Teachers will need to plan and implement a K-6 scope and sequence of grammar skills to ensure a whole school systematic approach;
- Learning experiences planned using explicit teaching strategies integrating grammar across all areas of the curriculum;
- Grammar will be taught by creating explicit contexts for learning grammar; and
- 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.

Success will be measured by:
- 85% Yr 3 & Yr 5 students achieve in the top three bands for literacy in NAPLAN results;
- Increased performance of girls in all aspects of literacy in both school assessment data and NAPLAN results; and
- All students achieve 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.

Strategies:
- Implement Central Mangrove PS K-6 Positive Behaviour and Learning Program (PBL);
- Increase opportunities for student leadership, through participation in SRC;
- Encourage students to actively engage in all school activities;
- Promote a culture of continual improvement using ‘Good, Better, Best’ attitude;
- Implement Quality Teaching Framework to enhance student learning outcomes;
- Provide quality education that meets needs of all students and allows students to experience success; and
- Monitor student and school literacy and numeracy performance to identify where support is needed.

Success will be measured by:
- 85% of students achieve Gold Certificate as part of school Positive Behaviour and Learning Program;
- All students achieve expected end of stage outcomes in all Key Learning Areas;
- The productivity of our SRC throughout the year, including participation in meetings, activities planned to improve harmony at school and fundraising events; and
- Responses to Quality of Learning Surveys conducted at end of school year.

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.

Lorene Alexander    Principal
Melissa Mackay        Classroom Teacher
Kerrie Koopman       Classroom Teacher
Lynette Callaghan   P&C President

School contact information
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School Code: 4110

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:
http://www.schoo ls.nsw.edu.au/asr