School context statement
Central Mangrove Public School began the year with 68 students allowing 3 classes to be formed evenly across each stage from Early Stage 1 – Stage 3. There was an even gender balance of students.

Principal’s message
Central Mangrove Public School has continued its focus to develop successful learners, resilient students and good citizens through quality learning and educational programs. The school values its strong sense of community and its friendly atmosphere.

We are proud of the comprehensive and balanced educational programs provided by our school which ensures students are successful learners in a safe, challenging and stimulating environment. Having a strong academic focus, children experience unique opportunities that challenge and extend their learning. The 2014 school year has been successful with progress made across all of our strategic target areas in literacy, numeracy and student engagement.

Teachers continue to ensure a cohesive whole-school approach to learning, fostering engaging and productive classrooms and strive for high quality learning outcomes to nurture the potential of every child.

Our school is a member of the Kariong Mountains Learning Community which is a group of local public schools committed to working together to provide optimum educational benefits for our children.

Our school benefits from a caring and supportive community of teachers and parents. We foster positive partnerships to enhance learning opportunities and the development of the whole child. Our dedicated P&C work hard to raise funds which enhance the learning programs for all our students. A strong band of volunteer workers support the various functions which benefit our whole school community and make our school a richer experience for all.

Our teachers design and implement learning programs to provide the skills, knowledge and values necessary for a successful life. They are committed to improving student wellbeing and celebrating achievements in academic, social and cultural dimensions as well as in areas such as leadership, creative and performing arts, environmental education and sport.

I acknowledge and thank parents for their continued support of the school and thank the staff for their dedication, integrity and professionalism throughout the 2014 school year.

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.

Simone Champion
Acting Principal

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

Student enrolment profile
**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>K</td>
<td>92.7</td>
<td>93.6</td>
<td>96.1</td>
<td>92.5</td>
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<td>4</td>
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<td>94.5</td>
<td>91.2</td>
<td>93.7</td>
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<tr>
<td>6</td>
<td>95.3</td>
<td>93.8</td>
<td>95.8</td>
<td>94.6</td>
<td>94.0</td>
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<tr>
<td>Total</td>
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<td>94.1</td>
<td>94.4</td>
<td>93.5</td>
<td>93.7</td>
<td>95.6</td>
</tr>
</tbody>
</table>

**Workforce information**

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

**Position**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.05</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.506</td>
</tr>
<tr>
<td>Total</td>
<td>4.956</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>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Central Mangrove Public School teachers participated in professional learning activities linked to our 2012-2014 School Plan. An average of $760.48 was spent per teacher on professional development and the total school expenditure was $5323.37.

All teachers were involved in Staff Development Day professional learning which included:

* Understanding the new English Syllabus;
* Programming for the new English Syllabus;
* Understanding the new Mathematics Syllabus;
* Programming for the new Mathematics Syllabus;
* Focus on Reading;
* Spelling strategies.

Strategies to build the capability of staff included:

* Professional experts to lead staff in key priorities;
* Teacher workshops within the school;
* Professional Development across the Local Management Group;
* Teachers attending courses;
* Online professional development.

Central Mangrove Public School has one new scheme teacher working towards Board of Studies Teaching and Education Standards accreditation and one teacher maintaining accreditation at proficient level.

**Beginning Teachers**

There were no Beginning Teachers at Central Mangrove Public School in 2014.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>38,523.66</td>
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<tr>
<td>Global funds</td>
<td>75,727.98</td>
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<tr>
<td>Tied funds</td>
<td>70,518.68</td>
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<tr>
<td>School &amp; community sources</td>
<td>25,430.62</td>
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<tr>
<td>Interest</td>
<td>1,309.84</td>
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<td>Trust receipts</td>
<td>9,940.60</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>221,451.38</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>6,949.13</td>
</tr>
<tr>
<td>Excursions</td>
<td>5,600.40</td>
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<tr>
<td>Extracurricular dissections</td>
<td>13,496.01</td>
</tr>
<tr>
<td>Library</td>
<td>2,124.66</td>
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<tr>
<td>Training &amp; development</td>
<td>5,323.37</td>
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<tr>
<td>Tied funds</td>
<td>61,319.50</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
<td>30,346.77</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>13,317.06</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10,152.39</td>
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<tr>
<td>Trust accounts</td>
<td>9,953.10</td>
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<tr>
<td>Capital programs</td>
<td>9,081.82</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>177,227.65</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>44,223.73</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Achievement in the Arts, sport and other school programs

Arts

Dance

This year at Central Mangrove Public School we had a dance troupe of 15 girls ranging from Year 3 to Year 6.

The group of enthusiastic girls attended many rehearsals before school and during their own lunch time. The girls worked well together and even helped with the choreography of their dance.

They performed their school dance ‘Thriller’ with confidence and skill at the Education Week showcase at Kariong Mountains High School.
Performance

This year’s whole school performance of The Billabong Prank was a huge success with parents and other members of the community, including students from other schools attending both the matinee and evening performances.

The performance allowed students to demonstrate their many skills and talents.

The whole school performance of The Billabong Prank provided opportunities for 100% of students to contribute either on stage (acting, singing and dancing) or with the organising and making of props and setting up music. All students from Kindergarten to Year 6 were involved in choreographing and performing dances for the school musical and assisting with the decorating/making of props.

Staff and students supported the performance with costuming, fantastic stage make up, prop making, lighting and sound, photography and filming.

Sport

At Central Mangrove Public School students are given opportunities to actively participate in school sport, sporting teams and fitness activities.

Term 1 sport involved all students participating in a tennis and ball skills development program. We had many students attend the small schools swimming carnival and selected students progressed to the Brisbane Water Zone Swimming Carnival. We had one student represent our school at the Sydney North carnival this year.

Term 2 saw a successful school cross country carnival with a large group through to the Brisbane Water Zone cross country carnival. We finished off Term 2 with our Athletics carnival.

We had one of the biggest groups through to the Small schools athletics carnival in Term 3 and selected students through to the Brisbane Water Zone Athletics carnival. Prior to the zone carnival we had specialised training from the PDHPE department at Kariong Mountains High School. We also learnt new dance moves and rhythm in Term 3 with our school sport, Dance2bfit.

Term 4 saw us tumbling and stretching with Gymnastics each Friday. This year saw the introduction of whole school initiative for the Department of Education and Communities (DEC) ‘Learn to Swim’ program. We took 53 students to Gosford pool, with 15 of these students in the Lifesaving program.

Premier’s Sporting Challenge

The Premier’s Primary School Sport Challenge aims to engage young people in sport and physical activity and encourages them to lead healthy, active lifestyles. The Challenge involves primary school classes participating in a 10 week sport and physical activity challenge.

All students at Central Mangrove Public School participated in this year’s Premier’s Primary School Sport Challenge with 18 students from Years 5 & 6 completing the challenge and 14 students from Years 3 & 4. All students from K – 2 received participation certificates.
**Fitness-A-Thon**

Our major fundraiser was held on Wednesday 4 of June and included students from Peats Ridge Public School. The theme was “FITNESS and Healthy Eating”. We were fortunate to have perfect weather for all activities that were organised including the Rock Wall which proved to be a challenge for many but very popular.

Other activities on the day included exercises, ball game skills, sports clinics and a delicious healthy food cafe which was run by the P&C.

Rugby NSW and Little Athletics Australia were both there on the day to provide a sample of their skills and enthuse and inform the students about the services they provide.

Students and families raised over $900 for classroom resources through sponsorship, by participating in each of the 6 activities held on the day.

**Other Programs**

**Environment**

Our school gardens continue to delight students and community members. The vegetable gardens and citrus orchard were the centre of student involvement during HIGS- High Interest Groups during the first semester by planting, growing, picking and maintaining the crops.

CMPS planted over 20 new trees and shrubs as a contribution to National Tree Day and each class participated in the Gosford City Council Green House program.

Earlier this year the school received a grant of $1235 from Landcare Australia for installation of a shade house to increase environmental sustainability at our school.

This grant was also sponsored by Jemena – ‘Live. Grow. Explore’ sponsorship.

The aim of the Jemena Junior Landcare Grants Program was to educate, raise awareness and take action on environmental sustainability in a fun and engaging way.

Students from the Environment and Garden Group identified an unused playground equipment A-frame to be suitable and transformed this into a shade house for our Environment activities.

This outdoor learning area will be available for all students to use during Environmental Sessions and for normal classroom activities.

Due to this generous sponsorship the school is now able to participate in the Stephanie Alexander Kitchen Gardens Program in 2015 using produce grown in our new shade house.

**Premier’s Spelling Bee Challenge**

The Premier’s Spelling Bee is an annual event open to all NSW government primary schools and is a fun and educational way for primary school students to engage in spelling. The competition comprises of two divisions – Junior for Years 3 & 4 and Senior for Years 5 & 6. Each school can enter a maximum of two students per division. The program includes activities to encourage all students to engage with spelling and to promote improved literacy.

This year the Regional Final was held on Thursday 11 September at Wadalba Community School and three of our students competed. Daniel P and Nicholas W were our representatives in the Junior competition and Thomas W took part in the Senior Competition.

We were proud of our three spellers who made a big effort in representing Central Mangrove Public School and they found it a valuable experience.
Significant programs and initiatives – Policy and equity funding

Aboriginal education

Central Mangrove Public School values the knowledge and customs of the original custodians of Australia and is committed to enhancing the knowledge and understanding of all students about the values and philosophy that underpin both Aboriginal Education and Aboriginal Australia.

In 2014, students participated in the Rumba Environmental Education Centre Aboriginal Studies excursion. This is a hands-on introduction to traditional Aboriginal life and culture and was conducted at Girrakool Picnic Area, Brisbane Water National Park. Students were provided with opportunities to explore the bush "supermarket" finding traditional bush foods, medicines and hardware; visiting cave shelters, ceremonial engraving sites and investigating traditional practices such as fishing, hunting and making fire. Aboriginal students of our school were supported in their participation of this excursion.

Students also participated in a variety of craft, art and sporting activities to celebrate National Aborigines and Islanders Day Observance Committee Week (NAIDOC Week) with a variety of activities designed to heighten their cultural awareness of Indigenous cultures and issues.

Multicultural education and anti-racism

Harmony Day is an Australian initiative which celebrates our culturally diverse society. The continuing message of Harmony Day is “Everyone Belongs”, and in 2014 the theme was: “Together We Can”.

This special day was celebrated on Friday March 21st and was a day of cultural respect for all Australians. Education is a key focus for Harmony Day. It is in the schoolyard and classroom that children have and will learn important lessons of respect and understanding of cultural diversity. This year we focused on harmony in the playground, in particular on the soccer field and how “Together We Can”! This also supported students with additional educational needs by making sure they were included in this activity.

Students were involved in 3 rotating group activities during the middle session, which included a craft activity, soccer related activities and a soccer game. They were encouraged to wear something orange, which is the colour that represents Harmony Day and many children brought something orange in their lunchbox! The Kids Kitchen provided a delicious Asian inspired lunch, which helped the children appreciate the cultural influences which shape our community.

The students learnt new skills in cooperation when working in teams and playing together, the message being “Everyone Belongs”.

Schools are also responsible for ensuring that all learning and working environments are free from discrimination and racism. To support this, we have a trained Anti-Racism Contact Officer (ARCO).

Anti-racism education focuses on confronting the race-based generalisations, stereotypes, bias, prejudice and discrimination that are the foundations of direct and indirect racism. At Central Mangrove Public School we have participated in activities linked to the ‘Racism. No Way!’ resources which include anti-racism, anti-prejudice and cyber racism lessons.
School planning and evaluation
2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Combination of document analysis of teaching programs, interview and observation providing evidence of teaching practice;
- Phone and paper questionnaires for parents;
- Student surveys; and
- Teacher evaluation of current programs, analysis of quantitative data.

School planning 2012-2014:

School priority 1
Literacy
By the end of 2014 Central Mangrove Public School will improve literacy outcomes for all students.

Outcomes from 2012–2014

- All students attaining expected outcomes in literacy;
- School practices reflect systematic and planned literacy approaches to meet the needs of every student;
- Strengthened quality teaching literacy programs and practices evident in all classrooms; and
- Literacy assessment practices and quality feedback direct future learning to improve learning outcomes for every student.

Evidence of achievement of outcomes in 2014:

- 74% of students achieved expected level on Literacy Continuums. Students will continue to be provided with learning programs that meet individual needs;
- ES1 and S1 will meet or exceed the Regional Reading Targets of 75%;
- 100% of Kindergarten students achieved Level 8 providing sound evidence for further progress into Stage One; and
- Both Year 1 and Year 2 students did not meet the expected regional targets. This group of students will be targeted for Learning Support in individual and group remediation in 2015.
- Year 3 Literacy NAPLAN displayed some evidence of progress in minimum standards with proficiency levels of over half of the students attaining the sound results:
  - 64% achieved at or above minimum standard for Reading; and
  - 55% achieved proficiency level for Grammar & Punctuation.
- Year 5 Literacy NAPLAN displayed fair progress with the most effective evidence for progress in Spelling. Proficiency levels showed a smaller group working at the higher level of achievement:
  - 36% achieved at or above minimum standard for Spelling;
  - The average progress from Year 3 to 5 in Reading and Spelling increased as compared to previous data however, remained just under the percentage of HCC and state DEC students; and
  - The average progress from Year 3 to 5 in Grammar and Punctuation remained at the same level as the previous data.

Strategies to achieve these outcomes in 2014

- Effective use of Learning Assistance Support Teacher to provide three sessions each week for targeted students;
- Professional Development for staff to include Focus on Reading (FOR);
- Implementing ‘Sentence a Day’ as part of daily explicit and systematic teaching practice;
• Implementing whole school reading program to increase comprehension skills for information texts;
• Greater focus on Best Start and Literacy Continuums data to plan and direct teaching and learning programs;
• Learning Support Teacher provide support for targeted students to increase and enhance numeracy skills;
• Providing Teacher Professional Learning (TPL) so that literacy sessions are fully aligned with mandated syllabus requirements and are linked to Quality Teaching Framework (QTF); and
• Providing TPL on NSW Board of Studies English Curriculum and support so all teachers have a deep understanding of the new curriculum.

School priority 2
Numeracy
By the end of 2014 Central Mangrove Public School will improve numeracy outcomes for all students.

Outcomes from 2012–2014
• All students attaining expected outcomes in numeracy;
• School practices reflect systematic and planned numeracy approaches to meet the needs of every student; and
• Numeracy assessment and feedback direct future learning to improve learning outcomes for every student.

Evidence of progress towards outcomes in 2014:
• 69% of students achieve expected level on Numeracy Continuums. Students will continue to be provided with learning programs that meet individual needs;
• Year 3 Numeracy NAPLAN displayed some evidence of progress in minimum standards.
• Year 5 NAPLAN Numeracy:
  o 81% at or above minimum standard;
  o The percentage of students achieving expected growth in numeracy significantly increased to sit just under the percentage of HCC and state DEC students.

Strategies to achieve these outcomes in 2014:
• Continued use of Numeracy Toolkit School Self-Evaluation Template;
• Best Start data used to plan and direct quality teaching and learning programs in numeracy;
• Provided opportunities for staff to have a deeper understanding of numeracy requirements by analysis of school and NAPLAN data;
• Provided Teacher Professional Learning so that numeracy sessions are fully aligned with mandated syllabus requirements and are linked to Quality Teaching Framework (QTF);
• Focus on NSW Numeracy Continuum to provide information for student performance and reporting to parents; and
• Learning Support Teacher provide support for targeted students to increase and enhance numeracy skills.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
Strengths that were identified were:
* Approachable, committed, knowledgeable and caring staff;
* Pride in school grounds;
* Amount of school work was suitable;
* Area students sit in when eating their lunch is superb; and
* Students were welcoming and inclusive of other students.
Recommendations for improvement were:
* Have fewer textbooks;
* More technology needed in the classroom;
* Increase sport time within the school run by school teachers; and
* Develop and resource programs to incorporate more creative arts aspects.

From the recommendations we will:

* Decrease the amount of textbooks used in the classroom;
* Look for ways, including the P & C, to purchase further laptops in the school;
* Increase sport lessons throughout the week and use outside agencies less within the school; and
* Introduce a variety of creative arts opportunities using resources from within the school as well as outside agencies at a minimum cost to families.

**Future Directions**

**2015-2017 School Plan**

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

Throughout Term 4 of 2014, Central Mangrove Public School engaged the local community to assist in developing our three strategic directions for 2015-2017. These directions will be:

* Quality student engagement and creativity;
* Innovative and dynamic Teaching Practice; and
* Developing active and informed citizens.

Consultation occurred via staff meetings with teaching and non-teaching staff, parent and community forums and SRC led student groups. This involved building our school’s vision, developing a rich understanding of our context and identifying our three key strategic directions.

Data analysis was also a crucial part of the planning process. Surveys were developed to suit the needs of the individual groups. They targeted students, teachers and non-teachers, current parent and community members as well as new parents to the school in 2015.

Data analysis also occurred through the viewing of our NAPLAN results over the last three years with the school and community members. Examining our trends, gave us a clear indication of what areas of educational needs and improvements need to occur which is inbuilt into

Our key improvement measures and formed part of our SP planning process.

**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.

Simone Champion  Acting Principal  
Neil Matthew  Class teacher  
Skye Stilgoe  Class Teacher  
Jodi Gallagher  Class Teacher  
Kerri Jones  Class Teacher  
Deb Chu  P&C President

**School contact information**

Central Mangrove Public School  
1708 Wisemans Ferry Road  
Ph: 4373 1156  
Fax: 4373 1051  
Email: centmangro-p.school@det.nsw.edu.au  
Web: www.centmangro-p.schools.nsw.edu.au  
School Code: 4110

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