Central Mangrove PS
Annual School Report

NSW GOVERNMENT
Education & Communities
Public Schools NSW

2012

4110
Our school at a glance

Students
Central Mangrove PS began with 79 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.

Staff
Principal Lorene Alexander
Class teachers Melissa Mackay  Skye Stilgoe
Neil Matthew Lyn Hughes
Librarian/RFF Jodie Gallagher
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school ran a number of programs to provide students with additional educational support:

- Learning Assistance Program implemented by our newly appointed Support Teacher to increase literacy and numeracy skills of targeted students;
- Physical Education and Sporting Programs conducted throughout the year to enhance fundamental movement and dance skills, increase fitness, learn to swim, develop surf awareness, increase tennis ball and gymnastics skills and play team games;
- Student leadership opportunities in decision making and organising various events, including fundraising, and running SRC meetings and assemblies;
- 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 sustainable practice and the human impact and caring for our school grounds;
- Mathletics and Spellodrome interactive website programs to support K-6 lessons;
- Public Speaking programs to increase skills and confidence in addressing an audience;
- Community based programs such as Harmony Day multicultural celebrations, Fire Safety Education, Gosford Council Environmental and Garden Competitions, Green Day Ranger for a Day, ANZAC Ceremony and Grandparents’ Day;
- Creative and Performing Arts Programs such as Wyong Council’s Mosaic Tiles, Raw Art, Mangrove Mountain Country Fair, Kariong Mountains Learning Community Performing Arts and the Aboriginal Arts Project;
- Major Fundraising Programs for our whole school community such as Movie Night and the Olymp-athon;
- Gifted and Talented (GAT) Programs;
  o Year 5/6 HCC Creative Arts Camp,
  o International Competitions and Assessments for Schools (ICAS);
  o Newcastle Permanent Mathematics Competition,
  o Athletics Training for small school representatives run by Kariong Mountains HS staff at our school,
  o Year 6 Writing Narrative Project, Year 4/5/6 Science Enrichment Day at KMHS and Year 5/6 Sports Gala Day at KMHS, and
  o Science, Food Tech, Photography and Agriculture at Gosford HS;
- Aboriginal Educational Programs such as NAIDOC Day Celebrations;
- Year 5/6 Canberra Excursion and Year 4 Jenolan Caves/Katoomba Excursion;
- Transition Programs to High School for our Year 6 students; and
- Social Skills Programs run by our School Counsellor.
Student achievement in 2012

[Enter summary statements regarding school performance on external test measures (NAPLAN, ESSA, ROSA where available, Higher School Certificate.)]

Messages

Principal’s message

Central Mangrove School is a rural small school which is committed to developing successful learners, resilient students and good citizens through quality learning and educational programs delivered by highly qualified, dedicated teachers. The school values its strong sense of community, its friendly atmosphere and high expectations.

Through the school's comprehensive and balanced educational programs each child has the opportunity to be a successful learner in a safe, challenging and stimulating environment. With a strong academic focus children experience unique opportunities that challenge and extend their learning. The 2012 school year has been successful with progress made across all of our strategic target areas in literacy, numeracy and engagement.

Our professional and highly skilled staff is the vital link in the education and development of our students. Teachers ensure a cohesive whole-school approach to learning; productive classrooms and strive for high quality learning outcomes for their students. Teachers continue to work closely with families and to discover and nurture the potential of every child.

As a school community we acknowledge positive behaviour for learning to meet the needs of all children through a proactive approach. Core values are the framework for our student welfare programs which develop respect, responsibility for own learning and behaviour, creating safe, inclusive learning environments and developing confidence and resilience skills.

Our school is a member of the Kariong Mountains Learning Community which is a group of 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 workers support the various functions which benefit our whole school community and make our school a richer experience for all.

Our teachers provide the skills, knowledge and values necessary for a successful life and 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 2012 school year.

I wish Mrs Mackay all the very best for her future career as she has transferred to another school after nine years of dedicated service to our school. Her enthusiasm and passion for teaching in providing quality learning experiences has been well appreciated by her peers, parents and students.

I am extremely proud of being the principal of Central Mangrove Public School and look forward to working with our whole school community next 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.

Lorene Alexander
Principal
Bach of Ed; Dip Teaching; TPRG/PPA for HCC
**P & C and/or School Council message**

During 2012, I have been honoured to preside over the Central Mangrove P&C once again, our objectives each year are to organise events and opportunities for the students and we subsidise most of these, limiting the amount parents have to outlay.

You may ask what is a P&C and what do they do? According to the Federation it is the coming together of parents, citizens and teachers to determine the needs and aspirations of a school.

The aspirations and needs of our school, here at Central Mangrove, are no different to those of other larger schools but they are a little harder to achieve. This is where we need your help.

I have been honoured to fulfil my role as President this year for our small but tireless P&C. We have organised events, purchased equipment, subsidised outings and have supported our school in its every endeavour.

I urge everyone to seriously consider what they can do for the school. Each year the Department of Education provides funding to our school and our P&C is able to provide extra support from fundraising. The P&C can really make a difference to enhancing opportunities for our students. So consider coming along, bring a friend and you can see the P&C has a truly vital part to play in the running of our school.

Once again this year our P&C have been ever present, out and about promoting our school and its students and I would like to personally thank Lynette Callaghan (Treasurer), Deb Chu (Secretary), Kylie Fletcher, (Canteen Co-ordinator). And I would also like to thank the other canteen mums Angela, Barbara & Karen and also Linley for taking on the role of Uniform Co-ordinator.

I have been a very proud and honoured representative of the Central Mangrove P&C for the past 8 years holding positions as fundraising co-ordinator, Treasurer and then President. And now that it is all coming to an end, I have come to realise just how much Central Mangrove has given back to me. How rewarding it is to have known most of the children and to watch them mature into beautiful young adults, the lasting friendships that would never have happened without the school and some very memorable moments that will stay with me always.

I would like to say a final farewell to Mrs Mackay and Mrs Hughes, both of you will be greatly missed and I’m sure the school will be much quieter place without your laughter and exuberance. Your support for our P&C has always been appreciated.

Karen Stapleton
Central Mangrove PS P&C President

**Student representative’s message**

SRC stands for STUDENT REPRESENTATIVE COUNCIL and is made up of 2 students from each class and all of Year 6. We met at least twice a term and discussed issues and ideas under the guidance of Mrs Gallagher.

The students brainstorm ideas to enhance social relations within the school and with those in need in our community.

The charities we have or will raise money for this year are:

- Give Me 5 for Kids $122.20;
- Stewart House $313;
- Bandana Day for CANTEEN $284;
- National Tree Day $141.30; and
- Legacy $91.

A special thanks to Mrs Wright who always assisted us with the administration of these events.

Our SRC events were well supported as they usually involved food!

Decorated Fruit’n Veg Day was a great success. The efforts of all involved were amazingly creative.

An ice block day for summer and some end of year activities completed our fun for the year.

We would like to thank the staff and parents who have assisted us so far and the enthusiasm of the students who participated.

Funds raised by SRC to date are $1389.35 with expenditure $1150.55 which includes funds
forwarded to charities, purchase of a new lectern banner and purchase of items to sell for profit such as ice blocks.

Our current balance is $238 which will be combined with the Yr6 fundraising to assist with the purchase of a designer tent for the school.

Thomas Callan

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>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>K</td>
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<td>93.6</td>
<td>96.1</td>
<td>92.5</td>
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<tr>
<td>1</td>
<td>94.5</td>
<td>91.1</td>
<td>94.6</td>
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<td>2</td>
<td>95.8</td>
<td>93.0</td>
<td>91.6</td>
<td>94.1</td>
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<td>3</td>
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<td>95.1</td>
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<td>6</td>
<td>95.3</td>
<td>93.8</td>
<td>95.8</td>
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<td>Total</td>
<td>94.8</td>
<td>95.4</td>
<td>94.1</td>
<td>94.4</td>
<td>93.5</td>
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Management of non-attendance

The Education Act (1990) requires parents to ensure that children between the ages of six and fifteen attend school on each day that the school is open for instruction. If children are absent from school, parents are required to provide the school with an acceptable explanation within seven days of the absence. It is an offence for parents to fail to meet these obligation, unless they can show they have a defence e.g. illness or accident.

Regular attendance at school is essential to assist students to maximize their potential.

When all reasonable actions have been undertaken to support regular attendance, of a student of compulsory school age but the student continues to attend erratically, the matter is referred to the Home School Liaison Program for investigation as per the “Attendance at School” policy.

Staff information

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

Our school had four permanent teacher positions allocated in 2012. This included one executive position of School Principal and three classroom teachers. Our teaching staff is a mix of highly experienced teachers.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
<td>5.856</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012 the school’s Indigenous composition of the school workforce was nil.
Staff retention

There were no changes in staffing for teachers throughout the year. Our General Assistant position was advertised and Andrew Clarke was successful in applying for the permanent position in the second semester. Central Mangrove continued to have a stable and accredited range of teaching and non-teaching staff.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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Financial summary

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

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<tr>
<th>Date of financial summary</th>
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<td><strong>Income</strong></td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>137484.82</td>
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<tr>
<td>**Balance carried forward</td>
<td>35367.19</td>
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</table>

A full copy of the school’s 2012 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 2012

Achievements

Arts - Charlie and the Chocolate Factory

This year’s whole school performance of Charlie and the Chocolate Factory was a huge success with parents and other members of the community, including students from other schools and elderly members of a number of nursing homes, attending both the matinee and evening performances.

The performance allowed students to demonstrate their many and varied skills and talents with students taking on starring roles, singing in small groups and individually playing musical instruments. A number of outcomes from the Creative Arts Key Learning Area were addressed in the lead up to and during the Charlie and the Chocolate Factory performance. Students were given opportunities to sing, play and move to a range of music demonstrating an understanding of musical concepts. The students used movement, voice and the elements of drama to sustain dramatic roles and they performed dances from a range of contexts demonstrating movement and expressive qualities.

The whole school performance of Charlie and the Chocolate Factory provided opportunities for 100% of students to contribute either on stage (acting, singing and dancing) or back stage (organising and making props and setting up music). All students from Kindergarten to Year 6 were involved in choreographing and performing dances for the school musical. In addition to singing and dancing students in Years 5 and 6 performed by acting and/or narrating various roles.

Staff and parents supported the performance with costuming, prop making, lighting and sound, photography and filming.

Staff, including teachers, administration and pre-service teachers, and parents were busy
designing sets and creating atmosphere for the event. Our incredible Lolly Shop was brimming with sweet treats to enjoy on the evening.

This year our P&C and staff researched the net to find a suitable affordable stage for our event. We were so fortunate in finding the perfect stage at Concord PS who donated it for free to our school. We gladly paid for the freight and the fixtures to hang our curtains and backdrops producing the perfect ambiance for our show.

**Sport**

Sport and fitness form an integral part of the teaching and learning program at Central Mangrove Public School. Students are given opportunities to actively participate in school sport, sporting teams and fitness activities while developing fundamental skills and an understanding of fair play. In addition to the wide range of sporting programs covered throughout the year the school also participated in the Crunch & Sip program which promotes healthy lifestyles.

Students were provided with a daily fitness program covering a wide range of activities and skill development. Activities included cross country training, fitness stations, dancing, catching and throwing skills, skipping and minor games.

All classes participated in the Premiers Sporting Challenge with 100% achieving Gold level or higher.

Term 1 sport involved all students participating in a tennis and ball skills development program. 25 students attended the Small Schools Swimming Carnival and a number of these students progressed to the Brisbane Water Zone Swimming Carnival.

Term 2 sport included the Small Schools Cross Country Carnival and the school’s athletics carnival. Students who qualified for the Small Schools Athletics Carnival participated in an athletics development program facilitated by a teacher from Kariong Mountains High School.

In Term 3 all students participated in the Dance2Fit skill development program. The students’ skills and abilities improved throughout the term with many demonstrating a high level of competence. The program culminated in a family disco evening. Stage 3 students participated in a sport theme day at Kariong Mountains High School.

In Term 4, 45 students from year 2 to 6 participated in the DET ‘Learn to Swim’ program and 100% of students were actively involved in the gymnastics lessons provided by Sport for Life. Students improved upon existing skills and developed more skills in rhythmic gymnastics and improved their flexibility, agility, coordination, and balance.

Cricket NSW provided a free coaching clinic for all students and an additional clinic for students in Kindergarten to Year 3. Students were able to improve hand-eye coordination, throwing and catching a ball and batting skills.

Students from Years 5 and 6 took part in the CARES Bicycle Education Program at Palmdale. The Program is funded by Gosford City Council, Wyong Shire Council, the Roads and Traffic Authority and the Department of Transport and Regional Services. It is staffed by police from the Brisbane Water and Tuggerah Local Area Commands and designed to educate primary school students about bicycle safety and maintenance and increase student skill development and awareness of general road rules.

On Friday the 23rd of November, students in Years 4, 5 and 6 from Somersby Public School joined their counterparts from Central Mangrove for a day of physical activity and the chance to experience a new sport and develop a range of ball handling skills. Students were rotated through four sporting activities consisting of Australian Rules Football, netball, cricket and OzTag.

Students who achieved gold level on their true blue award certificate attended a sports activity
day at the Central Coast Youth Club. The activities included wheelchair basketball, basketball, floor ball, indoor soccer, tower ball, newcombe ball, trampoline, double mini tramp and foam pit. Not only did they enjoy all these activities they were also treated to a delicious sausage sandwich and an ice block.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Reading – NAPLAN Year 3**

Excellent results with students performing highly in top two bands of reading. Band 3 is over represented and students would benefit from support programs to increase performance.

**Reading – NAPLAN Year 5**

Pleasing results in top band but students would benefit from learning support programs to increase their reading skills in middle and lower bands.

**Progress in reading**

Our average progress in reading results between Year 3 and 5 have shown an improved performance in growth. However, there is a need to ensure programs meet the needs of all students, particularly those requiring extra support to become more independent readers.
Numeracy – NAPLAN Year 3

Results show an over representation in the middle bands. Programs will need to increase performance for students who require numeracy support and provide enhanced opportunities for more capable workers.

Numeracy – NAPLAN Year 5

Similarly to Year 3 results, results show an over representation in the middle bands. Programs will need to increase performance for students who require numeracy support and provide enhanced opportunities for more capable workers.

Progress in numeracy

Our average progress in numeracy results between Year 3 and 5 have shown an improved performance in growth. However, there is a need to ensure programs meet the needs of all students, particularly those requiring extra support to become more capable workers in numeracy.

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.

Significant programs and initiatives

Central Mangrove Public School continues to provide a range of quality programs to enhance and increase student achievement. This additional support creates opportunities for everyone as we “Strive to Improve”.

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.

Aboriginal Education is an important part of our school curriculum and we provide all students with opportunities to develop deeper understandings of Aboriginal histories, cultures.
and languages. In 2012, we were again involved in a number of activities and programs that promoted these understandings.

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

National Reconciliation Week also allowed students the opportunity to recognise and celebrate the history, culture, achievements and contributions of Aboriginal and Torres Strait Islander peoples. Three students attended the Indigenous Student Mural workshop held at Gosford Regional Art Gallery where they took part in a day of creative and cultural Indigenous activities under the expert guidance of local Aboriginal artist in residence, Brett Parker. The students had the opportunity to develop and demonstrate their artistic skills and discuss these skills with Indigenous artists. They also attended an educational workshop with members from the Regional Aboriginal Education Team and had a tour of the Reconciliation 2012 Exhibition.

**Multicultural education**

Harmony Day is a day of cultural respect and was celebrated at Central Mangrove Public School with a variety of class activities. The day culminated with the school’s Harmony Day handball competition which was designed to make students value and show respect for everyone from the traditional owners of this land to those who have come from many countries around the world. Through these activities, students gained a greater appreciation of how all Australians from diverse backgrounds equally belong to this nation and enrich it.

**Library**

Our library... a place for ALL members of our school community.

It is used for library lessons by each class, storage of school resources, scripture and ethics lessons, staff meetings, P&C meetings and as a quiet area at lunch time for games and reading.

The National Year of Reading was a theme maintained throughout schools all over Australia and was used to encourage our school community to embrace a book as often as possible.

The Connected Classroom was used as an incursion facility to meet authors, participate in debates with other schools and have guided lessons with experts from far and wide.

Over 350 new resources have been added to our collection from purchases, donations or prizes from competitions and any culled books from last year were donated to charity for communities in need.

The Book Fair is our yearly fundraiser with over $300 in commission earned to spend on resources.

Champions Read was the theme for Book Week 2012 and activities included a book parade for the whole school, a literary lunch for 10 enthusiastic monitors with author Deb Abella and a focus on CBC Short Listed books.

The Premiers Reading Challenge was completed by 74 students this year which was our highest success rate yet. Many students received Gold Certificates for completing four challenges over the previous years.

Thank you to all staff, students and parents who have assisted with purchasing, covering and general care of the books.

Our students are showing increased interest in reading and we value the efforts of everyone involved with maintaining this wonderful library.

Jodie Gallagher Teacher Librarian

**Science Day Expo**

In 2012 our school participated in the Kariiong Mountains Learning Community Science Day Expo. Students from Years 4, 5 and 6 participated in a science discovery day at the High School where they had the opportunity to investigate Energy in Electricity, Energy in the Earth, Energy in Chemicals and Energy in Solar and Water.
The day was part of our ongoing commitment to provide a quality learning environment with opportunities for students to engage in activities to develop their scientific literacy. Students from Central Mangrove were joined by students from Somersby, Peats Ridge, Kulnura and Spencer for a day of science activities, guided investigations and demonstrations.

The Science Day Expo allowed students to participate in a variety of hands on science activities conducted by teachers and students from the High School. The activities were practical demonstrations and hands-on workshops with activities based around the 2012 International Year of Sustainable Energy for All.

**Best Start 2012**

Children come to school with different levels of literacy and numeracy. Some are familiar with books, can recognise some letters even write their name or count to ten, while others have not yet learned these skills. Best Start is an assessment that gives our teachers, and those teaching Kindergarten across New South Wales, a common set of high quality assessment tools and professional training. It is very important to emphasise that the Best Start Kindergarten Assessment is not a test. Its purpose is to help the teacher gather information to guide the teaching of your child. The teacher will observe each child and use tasks, such as talking about a book that has been read, and record what their students know and can do. The teaching of your child will be based on the information gathered in these ways. The teacher will look at your child’s early reading and writing, their ability to communicate with others, and how they recognise and work with numbers, groups and patterns. The Best Start assessment was completed within the first few weeks of the Kindergarten students starting school.

**Kindergarten Gifted and Talented**

The Best Start Assessment process is revealing the extent to which some students have already achieved Kindergarten outcomes prior to entry to school. As we complete the Best Start assessment it is obvious that each student requires different learning outcomes. The DEC has expanded professional learning opportunities on giftedness in the early years of schooling. Our school is enhancing our curriculum with differentiation in literacy and numeracy, as well as information and communication technologies to help support those students in the early years of school who are achieving outcomes beyond their stage.

**Dance**

This year at Central Mangrove Public School we had a dance troupe of 14 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 ‘Gold’ with confidence and skill not only at the Country Fair but also the showcase night performance at Kariong Mountains HS.

**AASCP**

Active After School Community Sport Program was a popular program this year with every term filling the maximum number of students. For seven weeks each term we had at least 25 students participating in sport and fitness on a Monday and Wednesday afternoons. Over the year we participated in basketball, volleyball, Oz tag, cricket, athletics skills, softball and handball. The students enjoyed afternoon tea of fruit and vegetables and were grateful to the kind Mrs Gale for her donations of fruit on occasions during term 3 and 4. The students always enjoyed themselves, learnt many new skills and of course had fun!

**Kindergarten Orientation**

Monday, Week 2 Term 4 was a very exciting day for nine new little students. Orientation to ‘big school’ had begun! All nine Kindergarten students who will start school next year settled into the routine very quickly. A few even caught the bus by the second week! These students participated in class room activities such as cutting, pasting, writing and interactive whiteboard activities. Everyone here at Central Mangrove Public School cannot wait for these happy, clever and very eager students to begin in 2013!

Skye Stilgoe      Classroom teacher
Environmental Education

Once again the school's environmental education program has remained a high priority at Central Mangrove Public School. A number of successful environmental programs were implemented throughout the year. The school has again been a part of Clean up Australia Day, National Tree Day, Keep Australia Beautiful Waste Watchers Program, Earth Hour, Catchment Management Authority Bug Survey and Water Quality Tests and the Climate Clever Energy Savers Initiative.

In May students from Years 4, 5 & 6, staff and community members gained an increased awareness of how their actions and those of the community affect the well-being of not only the local environment and waterways, but also the downstream environments and the total catchment management area. Students were able to experience the practical applications of water quality testing and bug surveys and apply this knowledge to their local and surrounding areas. This knowledge was complemented by the input and expertise of staff members from both the Catchment Management Authority and Rumbalara Environment Centre.

Rumbalara Environment Centre also ran additional excursions for students from K-3. Class 2/3AH enjoyed exploring the rock platforms at Bateau Bay on their Coastal Studies excursion. In November, 2/3AH was visited by Miss Smith from Rumbalara to conduct an environmental audit of the school gardens. The class were divided into two groups and the students identified the various ‘mini beasts’ they found and the environments where they were discovered. Students also explored the various gardens around the school grounds, searching for small insects and signs of animal life and their habitats.

The school again participated in the Clean-up Australia Schools’ Day campaign. Student volunteers participated in the program and were also involved in Green Day. This was an opportunity for the students to be involved in Australia’s biggest tree planting event as well as raising money to purchase nesting boxes for local threatened species. A wide selection of native trees and shrubs, donated by Gosford City Council, were planted as part of National Tree Day and Green Day.

In Term 4, two Year 5 students attended an Environmental Leadership Day at Cowan Public School. The day was a wonderful opportunity for the students to explore and investigate current topical environmental issues and consisted of various workshops and hands-on activities.

Another highlight in 2012 was our participation in the Clever Climate Energy Savers Program. This program was a student initiative where students develop a sustainable action program designed to conserve energy and reduce greenhouse gas emissions in the school environment. The school secured two grants to install power saving devices such as sensor systems, wireless remote control mains switch power points and the replacement of existing fluorescent lighting in classrooms with more energy efficient lighting designed to reduce our carbon footprint.

Finally, at the Gosford City Council 2012 School Environmental Program Awards Ceremony at Laycock Street Theatre, Central Mangrove Public School was named as the Small School Environmental School of the year. This award marks the culmination of this year’s School Environmental Program theme ‘From the Rivers to the Sea, healthy and Clean Thanks to Me’ which focused on the health of the catchment and waterways in the Gosford region.

Connected Learning

Our Connected Classroom was installed ready for use in 2012 with video conferencing applications. Staff were trained in the use of the Connected Classroom Program.

Connected learning and its pedagogy provides a significant shift in the quality of teaching, lesson delivery and student outcome attainment at our school.

State and regional initiatives are used in the utilization of information communication technologies to enhance learning opportunities for students.
Progress on 2012 targets

School priority 1
Outcome for 2012–2014

**Literacy**

Increase the NAPLAN performance of students in higher bands in literacy with a focus on reading, writing and spelling.

Our achievements include:

- All students achieved their expected stage outcomes in literacy;
- Students in Early Stage 1 and Stage 1 will meet or exceed the Regional Reading Targets;
  - 60% of Kindergarten students achieved Reading Recovery Level 6 which is 15% less than our expected target;
  - 85% of Year 1 students achieved Reading Recovery Level 16 which is 10% greater than our expected target; and
  - Due to the small cohort of Year 2 students our school is unable to report information as it must be consistent with privacy and personal information policies.
- All NAPLAN targets were within close range to expected performance;
  - Year 3: Reading average results - 92% at and above minimum standard; 58% at proficiency level;
  - Year 3: Writing average results - 100% at and above minimum standard; 50% at proficiency level;
  - Year 5: Reading average results - 81% at and above minimum standard; 19% at proficiency level;
  - Year 5: Writing average results - 87% at and above minimum standard; 6% at proficiency level; and
  - Year 5: The percentage of students achieving expected growth in NAPLAN literacy did not equal or exceed the percentage of HCC and state DET students. Reading growth was our strongest area only slightly less than both HCC and State results with growth in spelling, grammar and punctuation requiring greater attention.

Our achievements were supported by the following successful strategies:

- Teaching and learning programs were in line with DEC curriculum and provided strong evidence of quality teaching practice and learning in the classroom;
- All teaching timetables included specific writing sessions incorporating strategies developed from professional learning courses, including ‘7 Steps to Writing’, L3 principals for Stage One and ‘Sentence a Day’;
- Student Writing Portfolios were compiled by all students featuring published writing of a variety of text types;
- Teachers participated in Explicit Teaching of Comprehension Skills courses to increase their skills in teaching of reading comprehension;
- Introduction of specific comprehension tasks to increase student performance in comprehension was supported by analysis of growth in reading ages of 95% of students;
- All students participated in a whole school spelling program that focused on improved weekly results as well as a whole school spelling competition for literacy week;
- NAPLAN data has driven our teaching and learning programs to increase opportunity for improved performance.

School priority 2
Outcome for 2012–2014

**Numeracy**

Increase the percentage of students in higher bands in numeracy.

Our achievements include:

- 100% of students achieved expected stage outcomes in numeracy;
- Students in Early Stage 1 and Stage 1 will meet or exceed SENA Numeracy Targets:
75% of Kindergarten students achieved Early Arithmetic Strategies "Figurative" Level SENA 1;
90% of Year 1 students achieved Early Arithmetic Strategies "Counting On" Level SENA 1; and
Due to the small cohort the year 2 students our school is unable to report information as it must be consistent with privacy and personal information policies.

- All NAPLAN targets were within close range to expected performance;
  - Year 3: 100% at and above minimum standard; 33% at proficiency level
  - Year 5: 81% at and above minimum standard; 25% at proficiency level
  - Year 5: The percentage of students achieving expected growth in NAPLAN numeracy did not equal or exceed the percentage of HCC and state DET student, however our results were in close range to both regional and state results.

Our achievements were supported by the following successful strategies:
- Teaching and learning programs were in line with DEC curriculum and provided strong evidence of quality teaching practice and learning in the classroom;
- Teachers continually assessed student achievement and monitored performance to provide relevant and successful programs to improve student achievement;
- Implemented CMIT strategies to increase percentage of students achieving ‘perceptual’ level at the end of in ES1 and ‘counting on’ and beyond at the end of S1; and
- NAPLAN data used to inform class program for students. NAPLAN data has driven our teaching and learning programs to increase opportunity for improved performance.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Teaching and School Community Partnerships in the area of educational and management practice and Technology in the area of curriculum.

Teaching
Background
The area of school management practice, teaching was evaluated using the SchoolMap Survey by gathering attitudinal data from students and teachers about the key elements of teaching. There were eight areas for students and nine for teachers, including one extra element. Year 4/5/6 students participated in the survey and all teachers were involved. Overall results were highly positive.

Findings and conclusions
The full range of “Almost Always” responses are published below from students and teachers.

Students
1. 53% respondents “Almost Always” to What I am asked to learn is important.
2. 21% respondents “Almost Always” to Teachers plan class activities that are interesting and help me to learn.
3. 23% respondents “Almost Always” to Teachers tell me what I am learning and why.
4. 31% respondents “Almost Always” to The way my teachers manage the class helps me to learn.
5. 46% respondents “Almost Always” to Teachers know what I can do and what I need to learn.
6. 49% respondents “Almost Always” to Teachers keep records and samples of my work to include in my school report.
7. 38% respondents “Almost Always” to Understand how my learning will be assessed.
8. 64% respondents “Almost Always” to

School reports and parent interviews provide information about my learning.

All questions, except questions 3 and 4 were strongly supported with a “Usually” response. The two exceptions were in relation to:

- what is being taught and why it is being taught; and
- the way the class is managed helps students to learn.

Teachers were positive with strong responses in all areas:

1. Students are provided with a relevant curriculum;
2. Teaching programs respond to students’ interests, needs and abilities;
3. Intended learning outcomes and the purpose of learning is clarified with students;
4. Classroom management strategies maximise student learning;
5. Assessment processes provide information on students’ strengths and areas for development;
6. Records are maintained of student progress;
7. Assessment strategies are understood by parents and students;
8. The school’s reporting to parents clearly communicates information about student achievement and development; and
9. Assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching programs.

Teachers also engaged in further discussion about factors which influence their teaching and learning environment and generally agreed that:

- The Quality Teaching Framework underpins their teaching practice by;
  - establishing quality learning environments where there are high expectations, responsibility for own learning and behaviour, explicit teaching, engagement and support; and
  - generating a significant curriculum, connecting learning and including and valuing all people.

- Areas that need further improvement include:
  - Ensuring explicit criteria for assessment is made to all students;
  - Increasing student responsibility for their own behaviour and behaviour;
  - Opportunity for negotiating the learning tasks and direction of classroom activities; and
  - Fostering interest in learning and completing tasks beyond the classroom.

**Future directions**

After reviewing student responses teachers engaged in substantive discussion to reflect on student responses and plan our future direction to increase student understanding of their own learning and how to further enhance our teaching practice. Our future directions include:

- Professional development to prepare for the implementation of the NSW Board of Studies Australian English Curriculum in 2014;
- Increasing teacher awareness of student abilities, interests and needs through Student Led Conferences that identify individual learning goals and learning plans for improvement;
- Teachers focusing on explicit and systematic teaching practice that clearly explains intended outcomes and assessment to students;
- Continue with our Student Welfare Policy that has high expectations for developing student responsibility for own behaviour and learning;
• Student reporting to parents to include Best Start Assessment in Term One, Student Led Conferences at the end of Term One, Literacy Continuum Parent Teacher Meetings at the end of Term Three and formally written Student Reports at the end of each semester; and

• Teaching Programs reflect strong connections to student learning outcomes attained by students and demonstrate use of differentiated learning to meet needs of all students.

Curriculum Background

Analysis of 2011 NAPLAN data in Literacy indicated that comprehension and higher order thinking skills related to inferring, interpreting detail, recognizing purpose and locating directly stated information were areas needing explicit instruction and support.

It was identified that in order for teachers to fully implement reading programs that increased understanding they required further professional development in the teaching of explicit and systematic comprehension skills. This was provided by attending dedicated professional learning afternoons provided by our Central Coast Region Literacy Consultants.

Reading Comprehension Tests were administered to assess student achievement before and after they had engaged in explicit lessons that focused on the six comprehension skills.

To ensure consistency in data analysis all students were involved in the pre and post-tests.

Findings and Conclusions

An analysis of staff surveys, focus groups and pre and post-tests on Explicit Comprehension Skills found that:

• 75% of teachers implemented some strategies of the Comprehension Course;

• 25% of teachers implemented all strategies of the Comprehension Course;

• 50% of teachers implemented the Comprehension Course more than 3 times a week.
  
  Stage 1: 40%
  Stage 2: 60%
  Stage 3: 100%

An Effect Size was able to be established using pre and post-test data – the accepted effect size according to Hattie (2011) for two periods is 0.2. Results showed:

Stage 1: 0.24
Stage 2: 0.28
Stage 3: 0.43

Correlation between the number of times the Comprehension Course was implemented per week and the effect size illustrated that for maximum student learning outcome, the lessons should be conducted a minimum of 3 times a week.

Future Directions

The Effect Size was highly supportive of the effectiveness of the Comprehension Course being implemented in the future and it will be supported in the School Plan for 2013-2014 with the expectation that it will be implemented a minimum of 3 times a week.

Feedback from staff indicated their willingness to be further involved in professional development of the DEC Course, ‘Focus on Reading’ in 2013. It was decided that the Stage 1 teacher would receive greater benefit from professional development in ‘Literacy 3’ and this will be conducted during 2013 to support learning in literacy including language, literacy and learning.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

A large majority of the school community believe there is a high level of friendliness and tolerance towards others, parents feel welcome and valued, and that students are the school’s main concern. Our staff members are seen as
competent, consistently setting high expectations of students and appreciative of parent involvement in the school.

**Professional learning**

The school receives funds from the DEC to provide for teacher release from class and for course fees. The amount of funding is based on the number of permanent staff at the school. In 2012 the Teacher Professional Learning (TPL) program provided a diverse range of opportunities to meet the needs of all members of staff. The use of TPL funds is identified in the school plan and in a detailed audit report required by DEC. In 2012 expenditure was targeted in the following areas:

- School Development Days
- Emergency care and CPR
- Child Protection Update for 2012
- Anaphylaxis Training Update for 2012
- Gifted and Talented for Kindergarten
- Climate Clever Energy Savers
- Seven Steps to Writing Success
- Best Start Kindergarten Assessment

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1 Literacy**

**Outcome for 2012–2014**

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

**2013 Targets to achieve this outcome include:**

- 100% of students achieve expected level on Literacy Continuums;
- ES1 and S1 will meet or exceed the Regional Reading Targets:
  - 75% of Kindergarten students – achieve Level 6;
  - 75% of Year 1 students – achieve Level 16; and
  - 75% of Year 2 students – achieve Level 26.
- Year 3 NAPLAN Reading:
  - 100% at or above minimum standard; and
  - 45% at proficiency level.
- Year 5 NAPLAN Reading:
  - 100% at or above minimum standard;
  - 28% at proficiency level; and
  - The percentage of students achieving expected growth in literacy will equal or exceed the percentage of HCC and state DEC students.

**Strategies to achieve these targets include:**

- 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) and Literacy 3 (L3) programs;
- Implement both FOR and L3 programs as part of daily explicit and systematic teaching practice;
- Implementing whole school reading program to increase comprehension skills for information texts;
- Best Start and Literacy Continuums data to plan and direct teaching and learning programs;
- Provide TPL so that literacy sessions are fully aligned with mandated syllabus requirements and are linked to Quality Teaching Framework (QTF); and
• Provide TPL on NSW Board of Studies English Curriculum so all teachers have a deep understanding of the new curriculum ready to be implemented in 2014.

School priority 2 Numeracy

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

• 100% of students achieve expected level on Numeracy Continuums;
• ES1 and S1 will meet or exceed SENA Numeracy Targets;
  o 75% of Kindergarten student - achieve Figurative Level SENA 1;
  o 75% of Year 1 students – achieve Counting On Level SENA 1; and
  o 75% of Year 2 students – achieve Facile Level SENA 2.
• Year 3 NAPLAN Numeracy:
  o 100% at or above minimum standard; and
  o 40% at proficiency level.
• Year 5 NAPLAN Numeracy:
  o 100% at or above minimum standard;
  o 25% at proficiency level; and
  o The percentage of students achieving expected growth in numeracy will equal or exceed the percentage of HCC and state DEC students.

Strategies to achieve these targets include:

• Best Start data used to plan and direct quality teaching and learning programs I numeracy;
• Provide opportunities for staff to have a deeper understanding of numeracy requirements by analysis of school and NAPLAN data;
• Provide TPL so that numeracy sessions are fully aligned with mandated syllabus requirements and are linked to Quality Teaching Framework (QTF); and
• Use of NSW Numeracy Continuum to provide information for student performance and reporting to parents;
• LAST teacher provide support for targeted students to increase and enhance numeracy skills.

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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