Central Mangrove Public School
Annual School Report
Our school at a glance

Students

Central Mangrove PS began the year 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 in each stage.

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.

Student achievement in 2011

Teachers are very proud of student achievement at Central Mangrove. A strong focus on student wellbeing has fostered positive behaviour for successful learning. We have maintained our steady course to improve learning outcomes keeping students fully engaged in lessons that enable them to realize their full potential.

Messages

Principal’s message

Our school year began very smoothly and our four classes remained stable throughout the year. We welcomed our new teachers, Miss Stilgoe and Mr Matthew, at the beginning of the year and they proved to be valuable team workers as the year progressed. Mrs Mackay, Mrs Gallagher and Mrs Hughes ably supported our new teachers and provided a high benchmark of work ethic for all to aspire to.

Our whole school community enjoyed our new Building Education Revolution (BER) building. We have transformed the physical aspect of our school from the rusty old demountable to a new building that is a pleasure to work in.

The administration area provided ample space for both our administrative staff, Mrs Wright and Mrs Hamilton to work at their desks as well as the reception area. The principal’s office is also spacious and presents well for formal and informal meetings. All staff appreciates the staffroom and enjoyed many an informal chat and substantive conversation in the modern and well resourced room. The foyer is open and airy for people to view the displays of children’s work and our school’s certificates of achievement.

Mrs Gallagher spent many productive hours organising our library ensuring our students were borrowing for home reading, and researching in lessons. She was well supported by a team of busy parents who covered many new books for our students to read. Our library has the latest innovative equipment and our connected classroom was wired with the cameras, computer technology and Smartboard ready for interactive lessons transmitted from local or Australian venues or anywhere in the world. What an amazing achievement for the whole school community.

Our school musical performance, “Charlotte’s Web”, was an event that the children will have precious memories of for many years to come and it was a remarkable example of the school community working together. Our school is truly a special and unique place.

I would like to sincerely thank all staff in our school for the tremendous work they have done throughout the year. The dedication and passion displayed by Central Mangrove staff is incredible.

I have been extremely proud to be the Principal of Central Mangrove Public School.

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
P & C and/or School Council message

During 2011 it has been my pleasure to preside over the Central Mangrove P&C. For those of you who do not know, we are a small group of dedicated parents, who get together once a term. Our main goal each year is to provide the school with the necessary equipment, educational experiences and programs that it needs so that the children can excel, both in the classroom and in person.

Each year the Department of Education and Communities (DEC) gives our school funding and the P&C supports this funding. Through our small canteen, our uniform shop and fundraising we have donated a considerable amount to the school. With this the school has purchased licenses for Mathletics and Spellodrome, two great additions to the schools learning curriculum. We have purchased seating for the area outside the library block and we have subsidised events limiting the initial costs to parents. As usual we also covered most of the costs for the year 6 Farewell and Presentation Day.

Our small canteen is the backbone of our fundraising, and without parents getting behind this we wouldn’t have any income. Fundraising this year has come in the form of the Mothers’ Day stall and the Fathers’ Day stall and my small team have provided refreshments for the Charlotte’s Web matinee and the main show and organised the school disco. They have also been out at the Country Fair selling cakes.

Due to a lack of helpers our small canteen has only opened on Mondays and Wednesdays but twice a week the children receive a hot healthy home cooked meal. We undertake frequent special lunches, sometimes with very limited helpers, but we always seem to manage. We have become the envy of other mountain schools with several other school parents asking how we manage such wonderful food. Under the direction of Kylie Fletcher the canteen has gone from strength to strength and I would like to take this opportunity to thank, Nicole, Angela and Cheryl who work tirelessly assist the committee.

This is all done with a committee of just five dedicated people: Lynette Callaghan, Treasurer; Deb Chu, Minutes Secretary; Kylie Fletcher, Canteen Coordinator; and Julia Kostalas, Uniform Coordinator.

These wonderful people give tirelessly, not only to the P&C but to support their school. On any given day you will often see them in the canteen, out fundraising, running errands, helping in the classrooms or driving children to events. I would personally be lost if they were not here for me to lean on.

As you can see the P&C has a truly vital part to play in the running of our school.

Karen Stapleton
P&C President

Student representative’s message

2011 has been a very busy and productive year for the Central Mangrove PS SRC, which stands for STUDENT REPRESENTATIVE COUNCIL. It is made up of 2 students from each class and all of Year 6. We meet once a month and discuss issues and ideas under the guidance of Mrs Gallagher.

There are always many great ideas but we can only select a few. We try to have at least one charity fundraiser and one SRC fundraiser.

The charities we raised money for this year are:

- Give Me 5 for Kids $147.40;
- Stewart House $34; and
- Bandana Day for CANTEEN $224.

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!

Pasta day last term was especially interesting with no power in the school that day. Luckily, Mrs
Barnes came to the rescue and over 60 orders for pasta were delivered nice and hot.

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

An ice cream day for summer and some other activities were a great way to finish the year.

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

Funds raised by SRC in 2011 $1,307.35.

This will be put towards re-creating the fairy garden near the new building so we can have a special place for shared lunches and special celebrations.

The funds also purchased a digital television placed in the school foyer to display our school’s achievements.

Byron Connery
SRC Representative

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>94.1</td>
<td>92.1</td>
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<td>94.3</td>
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Management of non-attendance

A letter is sent home advising parents of their child’s absence from school and requesting an explanation, if a note has not been received. The principal contacts parents if non-attendance continues and if needed the Home School Liaison Officer is contacted to follow up with parents.
Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on 21/03/2011.

<table>
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<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
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<td>K-1M</td>
<td>K</td>
<td>14</td>
<td>16</td>
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<tr>
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<td>16</td>
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<tr>
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<td>12</td>
<td>23</td>
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<tr>
<td>2/3S</td>
<td>3</td>
<td>11</td>
<td>23</td>
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<td>4A/H</td>
<td>4</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>16</td>
<td>25</td>
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<tr>
<td>5/6M</td>
<td>6</td>
<td>9</td>
<td>25</td>
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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

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<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Classroom Teachers</td>
<td>3.336</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.156</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
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<tr>
<td>Counsellor</td>
<td>0.05</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.406</td>
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<td>Total</td>
<td>6.148</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There were no teachers who identified as Indigenous Australians on our workforce.

Staff retention
There have been no changes in teaching staff. Our General Assistant, Andrew Clarke, resigned at the end of the first semester and his position was filled with a casual employee until the end of the year.

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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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</table>

Walking Safely to School Day

Celebrating Harmony Day made learning fun

Learning to test water quality is an important skill in Environmental Education
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
<td>93,773.46</td>
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<td>Tied funds</td>
<td>23,367</td>
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<td>School &amp; community sources</td>
<td>64,004</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>
<td>246,475.77</td>
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<table>
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<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
<td>7,569.12</td>
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<tr>
<td>Excursions</td>
<td>34,217.33</td>
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<td>Extracurricular dissections</td>
<td>19,206.44</td>
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<td>Library</td>
<td>2,446.86</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
<td>50,727.88</td>
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<td>Casual relief teachers</td>
<td>7,463.75</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>
<td>6,315.59</td>
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<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>21,484.29</td>
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A full copy of the school’s 2011 financial statement is tabled at the P&C AGM. Further details can be obtained by contacting the school.

School Performance 2011

Achievements

**Arts Charlotte’s Web – Performing Arts**

This year’s whole school performance of Charlotte’s Web 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 Charlotte’s Web 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.

Both Fergus and Billy were captivating characters playing a pair of clever rats
The whole school performance of Charlotte’s Web 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. In addition to singing and dancing students in Years 5 and 6 performed by acting and/or narrating various roles.

Farmyard animals played their roles with flair

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

Melissa Mackay

Teacher

Sport

At Central Mangrove Public School students are given opportunities to actively participate in school sport, sporting teams and fitness activities while developing fundamental movement 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 Live Life Well and Crunch & Sip programs which promote healthy lifestyles.

Students were provided with a regular 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. The emphasis during these lessons was on participation, team spirit and developing and maintaining a healthy lifestyle.

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. 21 students attended the Small Schools Swimming Carnival and a number of these students progressed to the Brisbane Water Zone Primary School Sport Association (PSSA) Swimming Carnival.

During term 4 sixty students from Year 2 to 6 participated in the Department of Education and Communities (DEC) ‘Learn to Swim’ program. This intensive 10 day program provided for all skills levels with lifesaver certificate training provided for more able students.

100% of students were actively involved in the gymnastics lessons provided by Sport for Life. Students developed their skills in creating and performing a number of movement patterns and gymnastic sequences.

Highly successful cross country and athletic carnivals were held. All students had the opportunity to participate in these carnivals. A number of students progressed to the Small Schools Cross Country and Athletics Carnivals with some of these students progressing to the Brisbane Water PSSA Zone Cross Country and Athletics Carnivals.

Cricket NSW and NSW Rugby provided free clinics on our Ball Games Day. Students also participated in T Ball and Netball clinics provided by teaching staff at Central Mangrove Public School.

Students in Years 4, 5 & 6 formed our Small Schools Soccer team. They participated in the NSW Small Schools PSSA soccer knockout competition. They won the first round against Kulnura Public School and whilst demonstrating some great soccer skills they lost the second round to Annangrove Public School.

Sport and fitness form an integral part of the teaching and learning programs at Central Mangrove Public School.

Melissa Mackay

Teacher
**Academic**

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

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

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

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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Literacy – NAPLAN Year 3**

Excellent results with students outperforming the state results in the top two bands of reading.

Outstanding achievement in writing compared to state performance.

Strong performance in Band 4 provides a platform for improvement to increase spelling achievements in Band 6 relative to state performance.
Strong performance in Bands 4 and 5 provides a platform for improvement to increase grammar and punctuation achievements in Band 6 relative to state performance.

**Numeracy – NAPLAN Year 3**

Excellent results with students outperforming the state results in the top two bands of numeracy.

Over represented results in Band 6 provides a platform for improvement to increase reading achievements in Bands 7 and 8 relative to state performance.

Over represented results in Bands 5 and 6 provides a platform for improvement to increase writing achievements in Band 8 relative to state performance.
Over represented results in Bands 5 and 6 provides a platform for improvement to increase spelling achievements in Band 8 relative to state performance.

Strong performance in Band 6 provides a platform for improvement to increase grammar and punctuation achievements in Band 8 relative to state performance.

Over representation in Band 5 for numeracy will require concentration of middle achievers to increase their performance in the top bands.

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 achieving at or above minimum standard (exempt students included) |
|---|---|
| Reading | 100.0 |
| Writing | 100.0 |
| Spelling | 100.0 |
| Grammar & Punctuation | 100.0 |
| Numeracy | 100.0 |
**Percentage of Year 5 students achieving at or above minimum standard (exempt students included)**

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<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tbody>
<tr>
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<tr>
<td>Writing</td>
<td>100.0</td>
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<tr>
<td>Spelling</td>
<td>93.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>93.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
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</table>

**Significant programs and initiatives**

**Best Start Assessment**

Best Start Assessment is a program to assess Kindergarten students. Assessment is on early literacy and numeracy skills at the beginning of the year. The literacy assessments are designed to identify whether students can recognise a familiar print, recall details about a picture story book that has been read to them, write their name, understanding how books work and recognition of sounds and letters. The numeracy assessment helps identify how well students can count, which numbers they can recognise, whether they can correctly collect a small number of objects, their ability to add and subtract small numbers of objects and whether they can recognise simple repeating patterns. At the completion of the assessments, parents are given a report as to how to assist with their child’s learning at home. Best Start is a great teaching tool to help determine each child’s skills as they enter our school. It enables teachers to design and implement teaching programs to support individual literacy and numeracy learning needs.

**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 2011, we were again involved in a number of activities and programs that promoted these understandings.

Students participated in an Aboriginal Art Pole Painting activity that allowed students to explore how Indigenous Australians used symbols to tell complex stories and express their beliefs and spiritual ideas. After investigating traditional Indigenous symbols, students then painted the poles that support our undercover walkway. The students did a wonderful job that has certainly added to our school environment and an understanding of traditional Indigenous customs and culture.

Students also participated in National Aborigines and Islanders Day Observance Committee Week (NAIDOC Week) with a visit to Peats Ridge Primary School. NAIDOC Week is the awareness and celebration of Aboriginal and Torres Strait Islander cultures and an opportunity to recognise the contributions of Indigenous Australians. At Peats Ridge the students were able to listen to, and engage with, an Indigenous story teller and performer. Students then participated in a series of sporting and creative arts workshops designed to heighten their cultural awareness of Indigenous cultures and issues.

The school also established a Bush Tucker Program to introduce students to traditional Indigenous plants, medicine and food. All students enjoyed the presentation given by Jake Cassar, our visiting *Bush Tucker Man*. Activities included a performance of Didgeridoo playing and planting local bush tucker plants to supplement existing plants in our Bush Tucker Garden. Students also took part in a ‘bushwalk’, learning about Aboriginal bush food and medicine.

**Neil Matthew**  
Teacher

**Environmental Education**

This year Environmental education has remained a high priority at Central Mangrove Public School. Throughout the year our students successfully implemented a number of environmental programs. The school has been a part of Clean up Australia Day, National Tree Day, Keep Australia Beautiful Waste Watchers Program, C.E.N. Bug Surveys and Water Quality Tests, Devil Ark
Awareness and Fundraiser Program and Climate Clever Energy Savers Initiative.

In Term 2 the school took part in the Clean up Australia Schools Day campaign. Student volunteers were enthusiastically involved in the program to make a difference to the local school environment. In Term 3 the school was also involved in the National Tree Day. This was an opportunity for the students to be involved in Australia’s biggest tree planting event. A wide selection of native trees and shrubs, donated by Gosford City Council, were planted as part of our Education Week Open Day.

In July, students from Years 3, 4, 5 and 6 participated in the Waste Watchers environmental program called ‘The Mechanics of Organics’. Students were able to investigate the differences between composting, worm farming and mulching, and the benefits they provide. Students also participated in the Community Environment Network (C.E.N) Bug Surveys and Water Quality Tests. These hands-on activities were used to monitor the health of Ourimbah Creek which borders the school’s northern boundary.

In Term 3 the Year 6 students attended an Environmental Leadership Day at the Australian Reptile Park. The day was a wonderful opportunity for the students to explore and investigate current topical environmental issues such as marine ecology, noxious and invasive plants and threats to native wildlife. The day consisted of various workshops and hands-on activities in which all the students participated. The students were also able to donate almost $100 to the Devil Ark Fundraiser, which was founded to save the Tasmanian Devil from extinction. The Stage 3 students raised funds to support the ‘Devil Ark’ program by holding a student disco with a gold coin donation for admission.

Other highlights in 2011 included recognition in the Landcom Metropolitan Schools Environment Award Program with a Highly Commended Award. This award recognised and celebrated the efforts of the students, staff and community members for outstanding environmental initiatives implemented by the school whilst raising public awareness of a range of environmental issues.

The school was also successful in obtaining a grant from the NSW Teachers’ Credit Union to purchase and install four new no-dig raised garden beds. This type of garden uses layers of organic matter with compost from our compost bins and worm farms. This will then break down slowly into a nutrient rich living soil.

We were also able to purchase new bush tucker plants with our Environmental Trust Eco-School grant. These were planted by the students under the expert supervision of Jake Cassar.

The school secured a grant to install a solar powered ventilator to reduce our carbon footprint and dependence on air-conditioning. This grant was part of the Clever Climate Energy Savers Program which is a student-developed sustainability action program designed to conserve energy and reduce greenhouse gas emissions in the school environment.

Neil Matthew
Teacher

Donated plants provided by George Anderson Warpole SSP to enhance our gardens

Multicultural education

Our school continues to implement programs that foster respect and tolerance in students. These values are taught in class and through various whole school activities, such as Harmony Day and Reconciliation Day. Our school Anti-Racism Officer focuses on the positive aspects of multi-cultural education.

Harmony Day was celebrated promoting Australia’s culturally diverse and cohesive society. Our P&C organised a special day to celebrate the diversity of cultural backgrounds in our school...
community. We are grateful to Kylie Fletcher for her organisation. We also acknowledge the abundance of family members of students and visiting performers who made the day so special by preparing food and creative displays, running activities and information sessions for everyone to enjoy.

Interactive displays were popular

The teachers were very appreciative of the support in helping students to learn about and understand all the different cultures in our community. Each culture has brought with it a wonderful array of costumes, food, art and music.

The program involved: Chinese dancing and drumming; Thailand Dancers; Korean Drumming; Bo Kata Display; Greek Dancing; and German Dancing;

Around the World in the Circle of Harmony featured informative displays and food from China, Italy, Macedonia, Greece, United Kingdom, Lebanon, USA, Germany and Dubai.

Mathletics

Mathletics has continued to feature in our K-6 numeracy program. Our P&C fund this program so that all students have access via the internet both at school and at home. It is an e-Learning resource that helps students enjoy mathematics and improve their results. Benefits of this program include the continual formative assessment which can used diagnostically to guide both class and individual instruction. Mathletics provides both interactive lessons and work booklets that teachers print for guided instruction. Students are highly motivated intrinsically with recognition for improved performance and engaging in a global learning community. Instant feedback reduces problems that are compounded by reinforcing incorrect methods and encourages developing better understanding. Students are thriving on their continued success as they make further progress.

Teachers set specific tasks for students to complete before they are able to continue with the individual activities that include Live Mathletics and problem-solving activities.

Gifted and Talented Programs

Kariong Mountains High School (KMHS) worked in collaboration with their partner primary schools in developing programs for gifted and talented students. Students completed challenging learning activities, coordinated and taught by the high school staff. They offered opportunities in a wide variety of curriculum and extension learning areas, including writing, drama, science and mathematics.

Science Day

On Wednesday, 16th March our school hosted the Small Schools Science Day. 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 K-6 students from Somersby, Peats Ridge, Spencer and Wyong Creek for a day of science activities, guided investigations and demonstrations.

The Science Day allowed students from Kindergarten to Year 6 to participate in a variety of hands on science activities conducted by teachers from all the schools involved. The activities included practical demonstrations and hands-on workshops with activities based around the 2011 International Year of Chemistry theme “React with Chemistry”.

Students also attended the Scienzaviva Let’s Find Out Science Show which actively engages students in the process of science. The show was a one hour interactive show and demonstration combining physics, chemistry and biology and adapted for students from Years K to 6.
Choir – Performing Arts
Central Mangrove was lucky enough to have 2 choirs this year, the whole school choir where students from any grade were invited to join and a senior choir which was chosen from students in years 4-6. The whole school choir was invited to perform at Kariong Mountains HS. The choir performed alongside the senior dance group and Mrs Mackay and Miss Stilgoe were proud to be there for their spectacular performance.

Central Mangrove senior choir was invited to take part in the bi-annual Central Coast Choral festival this year. 18 students from years 4 -6 showed dedication and commitment to be part of this successful choir. The choir of approximately 300 students learnt 14 songs, some with beautiful harmonies and some with fun choreography. The students took part in 4 full day workshops and 1 half day workshop with world renowned composers Susie and Phil Davies- Splitter. This amazing choir had their main performance in September at Mingara and after many long rehearsals they performed wonderfully and definitely made the school, the staff and parents very proud.

Skye Stilgoe
Teacher

Public Speaking
At Central Mangrove PS we believe that Public Speaking is an essential skill that students should have to help with listening, reading and writing skills and self confidence. In term 3 every student in the school presented a prepared speech to their class and two students from each stage were then chosen to progress to the whole school finals. These finalists then presented their speeches to the whole school and one winner from each stage was then chosen.

In term 2 four students, two from year 4 and two from year 6 were chosen to represent the school in the Multicultural Perspectives Competition. These four students presented their speeches to the best of their ability and our year 4 students were successful in placing first and second.

Skye Stilgoe
Teacher

Games-a-thon
During term 2 the school held a games-a-thon. Each student was sponsored to participate in 4 different games. The games included modified soccer, cricket, netball and volleyball. Each teacher ran a different activity with 100% participation from students K-6.

Following the games-a-thon students then collected their sponsorship money and returned it to school.

The students raised a fantastic $1700.00. The student with the most money raised ($200) received a $50 gift voucher for Westfield Tuggerah. Many students received prizes such as books donated by Scholastic, yo yos, torches, sunglasses, games and toys. Over 50 prizes were given out on the day.

The funds raised are being used to purchase reading resources for the students in Kindergarten and Year 1.

The students will benefit from the reading program as it will assist in raising their reading levels and develop their comprehension skills. It will provide them with consistent examples and build on their existing knowledge.

Melissa Mackay
Teacher

Kindergarten were very proud of their sunflowers
Library

2011 was a new beginning for the CMPS library. Now located in the new office building, it is a welcoming, comfortable learning space used by students, staff and community members.

A Connected Classroom was installed and is available for use at all times. Approximately 800 items were culled due to age or damage but over 900 new resources have been added to our collection from purchases, donations or prizes from competitions.

The Book Fair was our most successful fundraiser with over $600 in commission earned to spend on resources.

One World, Many Stories was the theme for Book Week 2011 and activities included a book parade for the whole school, a literary lunch for Yr6 with author Libby Gleeson and a focus on CBC Short Listed books. Senior students also travelled to Sydney for a session with author Emily Rodda.

The highlight of 2011 was a visit from Claire Craig who shared her journey as a writer with Yr2 – 6 students and introduced us to her character “Harriet Bright”. Claire captivated us all but mostly Yr4 who participated in a poetry lesson with Claire after the main session and we were all newly enthused and inspired to read and write. Special thanks to Abi for helping to organise this event.

The Premiers Reading Challenge was completed by 63 students this year which was our highest success rate yet. Many students received Gold Certificates for completing four challenges over the years.

Creating this new library space has been an exciting challenge and will continue next year with a focus on teaching resources.

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 they value the efforts of everyone involved with maintaining their wonderful library.

Jodie Gallagher
Librarian

Progress on 2011 targets

Target 1

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

Teachers capably organised teaching and learning programs that applied the Quality Teaching Framework (QTF). Writing featured prominently in all classes and students participated in daily non interrupted writing time.

Teachers engaged in professional learning opportunities to enhance their teaching skills in writing and placed a strong emphasis on persuasive texts and assessment tasks.

NAPLAN data was analysed by all staff which provided data for planning teaching and learning programs.

Our achievements include:

- Yr 3 students achieved above the expected target of 40% in the top two bands in writing (90%), reading (60%) and grammar (50%) with only spelling not reaching the target of 40%;
- Yr 5 students performed strongly in the middle bands for each literacy area. 25% of students achieved in the top two bands for both spelling and grammar. Writing and reading results were significantly lower in the top two bands;
- Yr 3 writing achievements in the top two bands (90.9%) were more than 5% of Hunter Central Coast (HCC) results (51.8%) and NSW state results (68.8%);
- Yr 3 spelling achievements in the top two bands were within 5% of HCC but significantly lower that state results;
- Yr 5 spelling achievements in the top two bands were within 5% of HCC but lower than state results;
- The percentage of Yr 3 and 5 students performing in the lowest two bands in NAPLAN writing and spelling was less than HCC and state results; and
- Most K-6 students were performing at their expected level for their stage in writing and spelling with a 10% reduction in those performing below satisfactory.
**Target 2**

**Numeracy**

Increase the percentage of students in higher bands in numeracy.

Teachers organised teaching and learning programs applying the Quality Teaching Framework (QTF), DET curriculum delivery and assessments of student performance in all strands of mathematics.

Teachers implemented innovative programs using HCC Maths Program in combination with Mathletics. Learning was monitored using assessment tasks, observation of students in lessons, daily correction and constructive feedback to improve student achievement.

Teacher professional learning was focused on early intervention using Count Me in Too strategies, using Mathletics effectively to plan and assess student achievement.

Teachers analysed NAPLAN data which provided information for future planning to meet the needs of all students.

Our achievements include:

- 54% of Yr 3 students achieved Bands 5 and 6 in NAPLAN numeracy which is greater than the average of the past 3 years (30%);
- Yr 3 significantly out-performed HCC and state results in the top two bands;
- 100% students performed at or above minimum standard in numeracy results and exceeded HCC results represented in proficiency standard; and
- Most K-6 students were performing at their expected level for their stage in writing and spelling with a 10% reduction in those performing below satisfactory.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Writing and Reporting and Feedback.

**Educational and management practice**

**Reporting and Feedback**

**Background**

Teachers are required to report to parents twice a year about their child’s performance in the six key learning areas English, Mathematics, Human Society and its Environment, Science and Technology, Creative and Practical Arts and Personal Development, Health and Physical Education. Information is also provided on student’s behaviour in relation to attitude to learning, social interaction and participation in learning programs.

There are also external assessments to provide performance data such as NAPLAN and ICAS, International Competition and Assessment for Schools.

Teachers may also communicate to parents through interview, informal meetings, class newsletters, school newsletters, letters or phone calls.

A survey was sent home to parents to gauge their understanding of how teachers support their child to learn. 37% of parents responded.

**Findings and conclusions**

- 90% were aware of their child’s progress in writing, reading and mathematics;
- 35% acknowledged the value of the School Report sent home twice a year;
- 30% asked the teacher in informal and formal settings;
- 10% were informed from Open Day and opportunity to be a classroom helper;
- 10% identified NAPLAN results;
- 5% awareness of ability groups in class; and
- 100% acknowledged they were supportive in their child’s learning at home:
  - Listening to my child read;
  - Looking at homework;
  - By the skills they demonstrated at home;
  - Observation of Mathletics;
  - Home Reading Program;
Involvement and observation of homework in areas such as speaking, maths, spelling words and reading;

- Evidence of choice of books borrowed;
- Being able to apply skills to everyday life eg. shopping lists;
- Increased confidence at home in completing homework;
- Encourage child to increase performance and improve results;
- Identify whether child is coping with or struggling with homework;
- Child excited about improving test results;
- Child is happy to complete homework and enjoys reading, writing words, stories and counting everything around him;
- Seeing improvement, watching how well child applies him/herself; and
- Noticing differences in advancement between siblings and different subjects.

Most parents who responded were aware of their child’s progress and were quite specific about many opportunities available to them.

Many were not aware of class organisation or were unable to be involved during class time. Some parents took advantage of personal contact with the teacher out of class time, during special days or formal meetings.

Future directions

- Encourage more parents to attend Parent Teacher Information sessions at the beginning of the year;
- Provide class newsletters at the beginning of the other terms;
- Be aware of the value of parental support in their child’s education and provide increased opportunity for parents to become involved and informed;
- Provide parent Information sessions to support and communicate the introduction of the new Australian Curriculum;
- Improve student progress during lessons ensuring teachers provide quality feedback to all students in a timely manner that is relevant to learning needs;
- Introduce Student Led Conferences during Term 2 to discuss progress;
- Provide DEC Literacy Continuums Reports to parents annually; and
- Review Student Reports to make them more parent friendly clearly providing information of performance and progress.

Curriculum

Writing

Background

The development of our students’ ability to write well structured and effective texts has formed a major part of teaching and learning programs for the last few years. This year teachers have been engaged in a range of professional development activities including participating in the NAPLAN Persuasive Writing Marking Certificate. Teachers also collaborated when marking whole school writing tasks. Students were encouraged to review their own writing and were provided with examples of ways to self edit and a number of best practices to utilise when writing.

Findings and conclusions

Most students indicated that they enjoyed writing. They preferred writing narratives more than the other text types and would like more time to plan and write narratives. The students enjoyed writing tasks that had an element of fun and were challenging. They indicated that they understood the importance of planning and reviewing but felt that time was too limited to always do this well. Students indicated that they felt the teacher was supporting them and their writing has become more interesting.

Parents indicated that they knew their child was progressing in writing through school reports, NAPLAN results, open classroom visits and teacher interviews. A number of parents also indicated that their child was choosing to write more at home and the writing was more interesting. Parents felt this also demonstrated their child’s improvement and interest. One parent wrote ‘he is more clearly able to express his thoughts in writing’.

Teachers felt they had a more consistent approach to the delivery of writing lessons and
the marking of students writing. Concerns were expressed with the transference of specific skills such as spelling and punctuation from guided lessons into independent writing activities. Teachers felt that providing students with opportunities to display and share their writing improved the standard of the texts. Overall teachers felt students’ writing has improved and more purposeful opportunities will increase this growth.

**Future directions**

- Allow more time for planning and writing of texts with an emphasis on reviewing grammar, punctuation and spelling at the editing stage;
- Reintroduce ‘sentence a day’ to develop effective sentence construction and grammar skills;
- Provide challenging writing tasks based on the students’ interests and experiences;
- Continue to utilise a writing portfolio of published work with samples presented at school assemblies and published in the school newsletter;
- Introduction of a formal grammar text for grades 1 through to 6;
- Provide professional learning for staff on the Seven Steps to Writing Program and implement the seven elements into classroom teaching and learning programs; and
- Utilise available technology and software to increase students’ interest in writing.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. For those parents who registered mid range on our Satisfaction Survey only one did not choose to comment, this being the lowest score of 6. All comments were very encouraging and valid in helping us to improve our school.

The mid range responses are presented below:

- It’s a very good school – Teachers go out of their way to look after the students;
- Would like to see greater opportunity to see bookwork;
- Good to have extra-curricular activities such as choir and cricket and interaction with local high school;
- Information regarding events and activities has been good;
- More emphasis on main core subjects to improve basic skills as there are too many extra-curricular activities; and
- Small schools provide more individualised attention for children.

The responses that registered highly were in the top two scores:

- Fantastic, enthusiastic, friendly staff who have a great way of relating to the kids;
- Caring and nurturing small school environment with whole school involvement in activities;
- We have been involved with many schools in both public, private and international as we have four children of varying ages and have travelled extensively. I have found Central Mangrove to be the best primary school we have been to. We like the sense of community and that the whole school support and know everyone who is in the school;
- My child is very happy to go to school every morning and continually asks is it time to go?
- Children get to experience a wide range of activities including technology that they would not receive in a large school;
- Peer support and smaller class sizes help to teach the importance of team work and respect for self and others;
- Good community spirit - strong work ethic – strong support network for children and parents; and
- I feel my children are flourishing in the school environment at Central Mangrove. They are being taught to learn well in an encouraging and positive way. As importantly, they have fun and generally enjoy their days while being guided in appropriate and responsible behaviour.
The teachers and administrative staff could not think of a better work environment thanks to the outstanding support from parents and the responsible learning and behaviour attitude of our students. We are certainly privileged to work at this school.

Professional learning

Professional learning was aligned to the school management plan. School, regional and state priorities were considered and all staff was involved.

Staff participated in:

- NAPLAN Persuasive Writing Certificate;
- Kids Matter – First national mental health promotion, prevention and early intervention specific to primary schools;
- Explicit Teaching of Comprehension in Guided Reading Yrs 2-6;
- Visible Learning – study of impact of effect sizes and the value of effective feedback;
- Building professional capacity of school gifted and talented students coordinator;
- Keep Them Safe – A shared approach to wellbeing and Interagency Workshops;
- Best Start training;
- CPR Training;
- Child Protection Awareness training
- Clever Climate – Solar energy studies;
- Environmental Forum at Rumbulara Centre;
- ASCIA anaphylaxis e-training;
- The PDHPE Network workshops;
- New Maintenance and Cleaning Contracts

Expenditure for professional learning - $6305

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

Outcome for 2012–2014

Literacy

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

Outcome for 2012–2014

2012 Targets to achieve this outcome include:

- 100% of students achieve expected stage outcomes in literacy;
- Students in Early Stage 1 and Stage 1 will meet or exceed the Regional Reading Targets;
  - 75% of Kindergarten students will achieve Reading Recovery Level 6
  - 75% of Year 1 students will achieve Reading Recovery Level 16
  - 75% of Year 2 students will achieve Reading Recovery Level 26
- Year 3: Reading average results- 100% at and above minimum standard; 47% at proficiency level;
- Year 3: Writing average results- 100% at and above minimum standard; 50% at proficiency level;
- Year 5: Reading average results- 100% at and above minimum standard; 25% at proficiency level; and
- Year 5: Writing average results- 100% at and above minimum standard; 10% at proficiency level; and
- Year 5: The percentage of students achieving expected growth in NAPLAN numeracy will equal or exceed the percentage of HCC and state DET student.

Strategies to achieve these targets include:

- Teachers organise teaching and learning programs applying the Quality Teaching Framework (QTF), DEC curriculum delivery and assessments of student performance;
- All teachers designate a daily non interrupted writing time, organise explicit teaching sessions relevant to text types and related grammar tasks, produce Student Writing Portfolios;
- Implementing and monitoring programs to improve student achievement and review current practice in all aspects of literacy, especially reading comprehension;
• Implement reading program using guided comprehension strategies that focus on literal, inferential and critical skills;
• Continue to implement whole school spelling program that encourages students to increase their weekly spelling results;
• Introduce a whole school spelling competition;
• Continue to implement a comprehensive teacher professional learning program in writing strategies with an emphasis on persuasive texts; and
• NAPLAN data used to inform class program for students.

School priority 2

Outcome for 2012–2014

Numeracy

Increase the percentage of students in higher bands in numeracy.

2012 Targets to achieve this outcome include:

• 100% of students achieve expected stage outcomes in numeracy;
• Students in Early Stage 1 and Stage 1 will meet or exceed SENA Numeracy Targets:
  o 75% of Kindergarten students will achieve Early Arithmetic Strategies "Figurative" Level SENA 1
  o 75% of Year 1 students will achieve Early Arithmetic Strategies "Counting On" Level SENA 1
  o 75% of Year 2 students will achieve Early Arithmetic Strategies "Facile" Level SENA 2
• Year 3: 100% at and above minimum standard; 38% at proficiency level
• Year 5: 100% at and above minimum standard; 25% at proficiency level
• Year 5: The percentage of students achieving expected growth in NAPLAN numeracy will equal or exceed the percentage of HCC and state DET student.

Strategies to achieve these targets include:

• Teachers organise teaching and learning programs applying the Quality Teaching Framework (QTF), DEC curriculum delivery and assessments of student performance;
• Implementing and monitoring programs to improve student achievement, including those students requiring support and capable independent workers;
• Continue implementing a teacher professional learning program in using relevant website resources to implement effectively;
• Implement 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.

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 Teacher
Skye Stilgoe Teacher
Neil Matthew Teacher
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Lyn Hughes Teacher
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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: