2008 ANNUAL SCHOOL REPORT
TARAGO PUBLIC SCHOOL

NSW PUBLIC SCHOOLS - LEADING THE WAY!

Year six on a Spooky Day!
Our school at a glance

We continue to pride ourselves in delivering an extremely positive educational program across all KLAs giving our charges the opportunity to express themselves in a variety of areas.

This is supported through demonstrated professional attitudes displayed by all staff in the nurturing of excellence and self worth.

We continue to access all available opportunities in furthering staff skills to support individual progression in a meaningful & caring atmosphere.

Significant programs and initiatives

The school continues to place a great deal of emphasis upon Peer Support & Student leadership, giving students the opportunity to experience roles in assisting students & visitors in our school. Students were also involved in a three day camp at Batemans Bay, the focus was on leadership & working as a positive group. Experiences were highlighted by the introduction if indigenous skills in bushcraft.

Physical Education – this is continuing to be a focal point of the school with students being able to broaden experiences through the introduction of new sports.

Crunch & Sip & Live Life Well – Crunch & Sip was introduced to allow students to further good eating habits & Live Life Well has supported morning fitness & sport.

Student achievement in 2008

Literacy – NAPLAN Year 3
Four students sat for the NAPLAN Literacy test in reading, writing, spelling, punctuation & grammar

Numeracy – NAPLAN Year 3
Four students sat for the NAPLAN Numeracy test.

Literacy – NAPLAN Year 5
Five students sat for the NAPLAN Literacy test in reading, writing, spelling, punctuation & grammar

Numeracy – NAPLAN Year 5
Five students sat for the NAPLAN Numeracy test.

Messages

Principal's message

It is with a great deal of pleasure that I present to you the 2008 Annual School Report, in doing so you will find that the report reflects the ongoing development of our students, the continuing involvement & the support of the P & C body and the local community.

We pride ourselves in providing the opportunity for the individual to excel in all areas reflective upon ability; such efforts are continually supported and extended in the pursuit on excellence, enjoyment and satisfaction in goal attainment.

The school also prides itself in taking every opportunity to support the P & C in its endeavours to provide the school with necessary support not readily available through normal channels, the school also supports a wide variety of community based organisations and events to further the opportunity for students to express their abilities as best suited. If I may take again, the opportunity to thank the P & C for the wonderful support throughout the year and congratulate the students on...
their continuing improvement in academic and sporting pursuits.

This report will outline the purpose of the school, the expectations of staff and the direction we wish to follow.

I trust that you take the time to read this report and attend a duly called meeting to discuss what has been stated in greater detail.

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.

Mr Ian Quill, Principal

Tarago P and C Presidents Report 2008

This year has been a year in transition for the P and C with long standing president Rob Brown stepping down and new blood coming in. Thanks to Rob for his assistance in the handover phase allowing for a smooth transition.

I would like to take this opportunity to thank both Rob and Cathy for their tremendous support to the school through the P and C over the many years they have both been involved.

Summary
The P and C in 2008/9 has attempted to consolidate activities through the creation of social activities for the parents and students, externally targeted fundraising activities and the creation of specific projects to improve both the school infrastructure and support to students.

Dog Show Catering and Kiddies Corner
The first activity by the P and C for 2008 occurred at the annual Tarago Show which was held in late January (Australia Day weekend). Once again this was a successful endeavour which boosted funds by $1,400. With the show moving to March from 2009, we expected, and were, able to manage these events with less stress due to more volunteers being available. This activity fulfils our aim be able to gain income from out-of-towners, reducing the load on parents.

Disco
The P and C ran a Disco for the children at the start of the 2008 year with a goal of having an organised event where the kids can get together, in an out of school context. The disco is open to all pre-school and primary children in the district, and allows for a community get together specifically for kids. Thanks to the PCYC for providing their services for our inaugural event which has subsequently become an annual event. Special thanks to Suanne Sneddon who organised the first event and also this year's event. The Disco is primarily aimed as a social activity but it does contribute a small income to the P and C.

Working Bee
A working bee was held early in the year, in order to remediate the grounds around the Cola and tidy up around the school. This was a great success (after a second sowing of grass in the spring), as can now be shown by the ease of access to and from the COLA. Thank you to all who helped.

Green Vouchers – Water Tanks
In late May early June, advice that the Green Vouchers program would be reconfigured, saw a flurry of activity in order to put a proposal to the government before beginning of July. After reviewing what could be done, the P and C with the School decided on making use of the water caught by the COLA, for use as a source for field irrigation, and as a backup to the schools drinkable supply (via the new filter system). This project was successfully completed in early 2009, with the majority of the work completed in 2008. Thanks to Bob McDonald and Kristina Elward for getting all the quotes, and thanks for all the contractors, especially Peter Campbell who agreed to Project Manage the construction, and contributed significant amounts of irrigation equipment for free. The P and C also contributed $500 towards one of the new irrigation lines. All we need now is some more rain.

Auction/Car Boot Sale
Our major new event for the year was the Car Boot Sale & Spring Fair. This replaces the previously successful spring auction which unfortunately has seen increased competition from other similar events. Most of the setting up work was completed by Kristina Elward who has left a legacy of planning and infrastructure to use on future events. The aim was to simplify the selling process, while providing a community and visitor friendly event from which the school can be showcased. The event was hugely successful and the P and C hope it will be an annual event. Once again the aim of involving the community without taxing the school parents, I believe, was successfully achieved.

Contributions to the school
The P and C contributed over $1,300 to the school in direct assistance via books or coach travel to out of school events. Along with the countless hours of volunteer work. This contribution increased by $800 from the previous year. The COLA funds spent were a further $800, compared to $650 the previous year. All up the P and C contributed financially over $2100 toward the school. The P and C also provides Ambulance insurance for all the children.

The coming year will also see further COLA committed funds spent, exactly how this will be done, depends on...
the outcome of the new Federal Govt stimulus package funding.

School speed zone and safety
This issue has been on the P and C agenda for several years. I can advise that there has been some progress, though this was interrupted by the council elections. We are pursuing a number of options, and are responding with both the RTA and the council. To date new signs on Boyd Street and new road painting have been completed on Braidwood Road. It must also be noted, it is not only through traffic that is ignoring the before and after school speed limits.

Presentation day event
As previously stated, the P and C wish to have more social events. This event provided a free sausage sizzle for all attendees and children after the end of year concert and presentations. The aim was for parents to be able to mix and chat together (some for a final time at the school) in a relaxed setting and this was definitely achieved. Thank you to Matt Hockey for his cooking.

Thank you to all who helped
Finally, a big thank you to all who helped over the year. These include regular meeting attendees and volunteers for the events above. Additionally I must thank the outgoing executive who are:
Bob McDonald – Vice President
Cathy Graham – Vice President
Suanne Sneddon - Treasurer
Julianne de Ruyter – Secretary

Good luck to the new committee in 2009.
Mr Paul de Ruyter

Student representative’s message
Our student Representative Council consists of representatives from years 1 to 6, our ongoing goal is to support the school in every way we can.

We have been fortunate in raising money through the “Cans for Kids” initiative, raising over $600 during the year, this money was used in supporting the school in attending a camp in November where we experienced leadership skills.

The Council also has been responsible for acting as big brothers & sisters to the younger children, if they have a problem and don’t really want to talk to a teacher; we act as go-betweens and help them sort it out.

We have continued to keep our school a safe and happy place for us all to get on together, do our best and look forward to making it even better.

I have really enjoyed acting as spokesperson for the school, welcoming and thanking special visitors, I especially enjoyed leading the anti-bullying team as we got to help everyone across the whole school community.

I think it was really important that we, as members of a team showed others how to act in so many different situations, at school, in class, sport and outside school when we were on excursions or camp, it is important that you put the school first so that it is seen in the best possible way!

Stephanie Old, President SRC
(Stephanie was presented with the Principal’s Award for 2008).

Student enrolment profile
The below table represents enrolments in the school as at November 2008 and trends for 2004 to 2008.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>18</td>
<td>20</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>20</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
</tbody>
</table>

Student attendance profile
Our yearly attendance was affected to some extent by continual bouts of illness where students could not attend. There were other instances where students were absent on extended holidays.

There were instances where the STLO was needed to reinforce Departmental guidelines regarding continual attendance at school as regarding the law. This process has had the desired result.
Student attendance

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.9</td>
<td>93.3</td>
<td>92.6</td>
<td>93.6</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.7</td>
<td>93.5</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Class Sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

There is a difference in the May audit to student numbers in November 2008 as some students had left the school.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3-6</td>
<td>6</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>YEAR 3-6</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>YEAR 3-6</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>YEAR 3-6</td>
<td>3</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>YEAR K-2</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>YEAR K-2</td>
<td>K</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>YEAR K-2</td>
<td>2</td>
<td>7</td>
<td>21</td>
</tr>
</tbody>
</table>

Structure of classes

The school structured two classes, Kindergarten to year two and years three to six. As the numbers were fairly balanced, it was the most efficient way to address it.

Staff information

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Part Time</td>
<td>0.168</td>
</tr>
<tr>
<td>Total Teacher Entitlement</td>
<td>2.336</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.190</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>0.886</td>
</tr>
</tbody>
</table>

Staff retention

The school appointed a new teacher librarian in term two.

Other positions remain stable.

Staff attendance

Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was not applicable in this instance as teaching staff falls below 3.4 teachers.

Teacher qualifications

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

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

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Balance brought forward 93 974.02
Global funds 58 750.46
Tied funds 57 628.35
School & community sources 18 197.49
Interest 6 046.37
Trust receipts 3 312.60
Canteen 0.00
Total income 143 935.27

Expenditure
Teaching & learning
Key learning areas 4 035.58
Excursions 4 727.31
Extracurricular dissections 11 870.10
Library 292.56
Training & development 3 259.54
Casual relief teachers 2 315.30
Administration & office 16 668.72
School-operated canteen 0.00
Utilities 7 891.01
Maintenance 5 204.06
Trust accounts 4 513.20
Capital programs 587.12
Total expenditure 126 386.35
Balance carried forward 111 522.94

The school held money in trust from the Mulwaree Collex Trust fund for the completion of the COLA, such funds have now been expended.

Monies were also held in trust from the Green Vouchers Federal Government initiative, partial expenditure has been made in the installation of plumbing, three 93 000 litre tanks, a pump and associated electrical works and plumbing.

The school has continued to use funding for upgrading library books, the addition of a Smartboard in the primary room, assisted where possible in supplementing costs of excursions & provided support for the Rural Fire Service

A full copy of the school’s 2008 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.

The cost of Utilities is of concern, with air conditioning being placed in all major buildings, the cost of electricity usage has skyrocketted, as has the cost of gas for heating without any noticeable incrementable additions to the school budget.

School performance 2008
Achievements

Arts
Students have been given the opportunity to attend and perform in a variety of expressive interests throughout the year.

We have been fortunate to have been included in: -
- The Goulburn Community of Schools annual music festival
- Performing for the CWA at the annual CWA International Day celebrations
- Being involved in the CWA International Day with the focus being Chile
- Performing for parents at the annual presentation afternoon, including artful presentations, full plays, songs and speeches.
- Continued involvement in the Outreach program run by the Goulburn Regional Art Gallery (GRAG), as well as involvement in on site workshops.
- Visiting Canberra to support in school programs in Literacy, Art and Aboriginal Education regarding Possum Magic.

Sport
The continuation of the morning fitness program shows that general fitness continues to improve. Activities are continually changed to extend physical fitness and skill development.

Students have been able to show improvement in the following areas: -
- Participation in the Small Schools Swimming Carnival, being awarded the Shield and having 9 students compete in the Goulburn & District Carnival in several events.
- Higher involvement in the Small Schools Athletics Carnival in Tarago, exceeding previous efforts in competition and receiving the Athletics Shield. 11 students went on to compete in the G & D PSSA Carnival.
- Attending the Small Schools Cross Country Carnival at Windellama with great success, 13 students went on to the District Carnival.
- Involvement in the Small Schools Mini Olympics, held at Tarago, students were involved in a variety of activities reflecting the credo of the Olympic Games, as well as being able to socialise in out of school groups. The day was a huge success in allowing students to further relationships and group skills.
- Taking part in the Special Swimming Scheme to experience and develop swimming skills as well as develop already held abilities across the four major strokes and water safety.
Other School Programs

- Our continued support of the Southern Tablelands Country Women’s Association saw a 100% effort by students, with one student going on to regional level for her efforts.

- Students from the school supported the inaugural Tarago Public School P&C Spring Fair; they were involved in running stalls, assisting in the setting up of the day and generally being guides to the many visitors. The day proved to be a wonderful success that is to be repeated next year.

- As has become a tradition, students attended the Dawn Service on ANZAC Day. The school leaders were involved in the wreath laying ceremony. To date, we had the largest contingent in attendance with 75% of the school population being there.

- 21 students attended the Small Schools Camp at Longbeach, the theme was “Leadership”, many firm bonds were made once again over the three days as students were split into different groups, the ideal was working together to complete set tasks that could only be realised through co-operation & discussion. The activities centred around bush skills weighted towards Koori life.

Academic

The school continues to explore every facet of recording student responses in an outcomes based learning environment. We pride ourselves in having an active and progressive learning team comprised of the Support Teacher Learning Assistance, the Teachers’ Aide and both teachers K – 2 and 3 – 6.

It is through this committee that the school is able to discuss, plan, develop and put in place learning programs generally and for those students who are identified as needing that bit of extra assistance to give them a more positive and meaningful learning experience.

In so doing, we utilise student work samples, general in class based tests, anecdotal references, individual assessment, observation and Australian based standardised tests to assist the collation of information to allow for individual judgement in regard to student progression.

National Assessment Program Literacy and Numeracy (NAPLAN).

In the National Assessment Program, the results across the Years 3 & 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8

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

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

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

Literacy – NAPLAN Year 3

As the cohort was below 10 students, no results are available

Numeracy – NAPLAN Year 3

As the cohort was below 10 students, no results are available

Literacy – NAPLAN Year 5

As the cohort was below 10 students, no results are available

However, the below tables are available for scrutiny

Average progress in reading for matched students

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>LSG</td>
<td>87.4</td>
<td>83.5</td>
<td>88.3</td>
</tr>
<tr>
<td>State</td>
<td>87.6</td>
<td>87.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LSG</td>
<td>51.6</td>
<td>71.3</td>
<td>68.4</td>
</tr>
<tr>
<td>State</td>
<td>69.6</td>
<td>77.5</td>
<td>71.2</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 5

Average progress in numeracy for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>26.4</td>
<td>60.5</td>
<td>121.4</td>
</tr>
</tbody>
</table>
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3 and 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Aboriginal education**

This area is continually addressed through specific Human Society & Its Environment units through integration of that perspective, students utilise Internet skills to broaden understanding as well as the use of Departmental resources in relation to languages. We use every opportunity to introduce & expand student knowledge in this area.

The school had two Aboriginal students enrolled in 2008, as per Departmental guidelines, Individual Learning Programs were put in place to define ongoing educational expertise, although both students were mainstream.

Support was available through Goulburn PS and our school, being a member of the Dare to Lead group, had access to further resources.

The school continues to show respect for those who care for our land and show this acknowledgement at all formal assemblies and the normal running of the school.

**Multicultural education**

The diversification of the Australian population is addressed through continuing studies again through Human Society & its Environment.

School programs attempt to address the varying backgrounds of our own community and the richness of cultures that we have adopted and adapted within our own.

**Respect and responsibility**

The diversification of the Australian population is addressed through continuing studies again through Human Society & Its Environment.

School programs attempt to address the varying backgrounds of our own community and the richness of cultures that we have adopted and adapted within our own.

2008 saw the release of the Core Values for Government Schools. These were adopted as the core school rules.

The acceptance of these core rules is reflected in the singing of the National Anthem every Monday morning along with the raising of the Australian flag, the ongoing organisation of a school representative council where democratic processes are treasured and that individual respect for others is paramount.

**Other programs**

**Peer Support**

This area continues to be on going within the school, years 5 and 6 have led the groups from kindergarten to year 4. The aim of the program is to instil trust within peers, to realise that students have someone to talk to without necessarily having to approach an adult with a problem and having this problem dealt with in a fair manner within the school. In doing so, personal skills are enhanced, negotiation becomes a reality and support is always at hand.

The program has proven to be quite positive with more positive bonds being made across the school; it also reflects a different attitude from students towards teachers in that there is an understanding of role models available within the school environment.
Live Life Well

A cluster of small schools applied to be part of the Live Life Well @ School program. It is a joint initiative between the Department of Education and Training and NSW Health. Live Life Well is aimed at reducing childhood obesity and encouraging a physically active lifestyle.

One staff member attended professional learning workshops. The Personal Development, Health, Physical Education (PD/H/PE) program has been reviewed and modified to incorporate fundamental movement skills and ‘Crunch & Sip’.

Fundamental movement skills are the building blocks for successful participation in games and sports. They include skills such as the static balance, sprint run, leap, catching and over arm throw. ‘Crunch & Sip’ encourages students to drink water and to eat fruit and vegetables to aid good health and to assist concentration throughout the day.

During 2008 the school has encouraged students to bring fruit and vegetables each day of the week.

Outcomes achieved through the Live Life Well program include:

- increased awareness of healthy food choices resulting in dietary change;
- increased student engagement and confidence in sports;
- development of student leadership;
- tolerance and ‘fair go’ in physical activities
- increased body awareness and fundamental movement proficiency.

Progress on 2008 targets

Target 1

All students across Kindergarten to year 6 will expand understanding of Working Mathematically

Current practises were explored and it was found that not enough emphasis was being placed upon the use of formal mathematical terminology across all stages.

It was decided that at all times, such formalised terminology would be employed to allow for consistency as students moved from stage to stage.

Our achievements include:

- Agreement that proper and correct terminology is to be used continually
- Mathematical terminology is consistent across all stages taking into account developmental areas
- The proposed model trialled was one of simplicity, keeping to the accepted language of mathematics
- Expectations were modified to support a step by step understanding of acceptable mathematical jargon to suit stage development.
- Students responded in a positive fashion through displaying greater understanding of mathematical terms and their meaning and application.

Target 2

All year three and five students will have achieved the state average or higher in literacy and numeracy including 75% in 2007 and 80% in 2008

Our achievements include:

- NAPLAN results state that the majority of students in years 3 and 5 did return assessment figures above 75% and higher.
- The inclusion of Education Learning Plans (ELPs), has assisted individuals to more easily understand what is needed and has given them more support and greater confidence.
- The use of the STLA and teachers aide to support individual students has proven to be most positive in results provided.
- Students have demonstrated greater understanding and confidence to be individual learners
- Writing has improved yet there is more room for further input in this area, it will be addressed again in 2009.

Target 3

Rebuild and expand Personal Development, Health and Physical Exercise within the school.

Our achievements include:

- Following examination of school practise in the above area, it was found that greater emphasis needed to be applied to the areas of personal development and health. The area of physical Exercise is more than adequately catered for.
- A questionnaire was supplied to the school community early in 2008, the results appear below.
• All resources have been identified and assembled where feasible, in the teacher resource centre of the school.

• All staff has been involved in Live Life Well, either through immediate participation or through school inservice, this also includes Crunch and Sip.

• Restructuring of the HPDPE school policy is underway and is reflecting positive expectational development from stage to stage and also allows for individual differences in ability and development.

• To date, finding a standardised gauge that is relevant to students K – 6 has been difficult, further exploration is needed.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Planning & Personal Development, Health and Physical Education...

**Educational and management practice**

**Planning**

**Background**

As 2008 was the final year of the three year plan, it was decided to concentrate on the 2009 -2011 plan.

This was seen as a positive in supporting the two new principals in the Goulburn Community of Small schools as the cluster has had an 80% turnover in twelve months.

Commonalities across the five schools were identified and addressed, allowing for recognition of the uniqueness of each school in specific areas where appropriate.

**Findings and conclusions**

• The 2009 – 2011 plan has been completed
• The focus areas during this time period will be Literacy, Numeracy and the Quality Teaching Framework (QTF), which will also reflect teacher quality.
• The above areas fall in line with regional and state plans.
• The school plan will reflect the introduction of Best Start in 2009.
• To support the planning practice, the further inclusion of QTF will support improvement of student outcomes and teacher strategies.

**Future directions**

• Implementation of the school plan with cross reference to developments and directions in the other four schools.
• Continue to support the new principals in their roles.
• The implementation of a K – 6 planning and programming strategy to support a more functional continuum in all key learning areas.

**Curriculum**

It was decided in 2008 to finalise the evaluation of Personal Development, Health and Physical Education. The area is so wide that some areas still had to be addressed, as well as the introduction of new programs to support and expand this key learning area. Our reflections follow: -

**Findings and Conclusions**

**Background**

• The inclusion of the “Live Life Well: program heightened student awareness in regard to healthy eating practices and the knowledge of choice to support this. The “Crunch and Sip” element assisted students to enter the school day with an additional hit of a healthy food intake, assisting concentration.
• Daily morning fitness continues to be an integral part of student development within the school.

**Findings and conclusions**

• Students were able to relate healthy eating practises and regular exercise with improved individual health.
• Further expansion of the morning fitness program to include team activities will assist peer development and relationships.
• The inclusion of the Premiers’ Sporting Challenge will extend students in their gross and fine motor skills.
• The continuation of allowing students as many external experiences as possible to enhance individual fitness and an awareness of the personal skills necessary to be involved in team activities.
Future directions

- Staff to be further involved in professional learning activities, to include the other four schools so that there is a "like" experience across the small schools cluster.
- Students to be further encouraged to try their best in all physical activities to improve individual fitness.
- Continuing involvement in all small schools sports days, PSSA events and where possible, regional and state representation.

Parent and student satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The responses of both the parent and student bodies were quite positive in the direction of the school, continuing parental involvement in the school is a necessity of small school life. Parents are continually encouraged to visit the school and enjoy our positive learning situations, if parents have queries; they are continually supported to discuss such queries immediately.

Parents identified students as the focal point of the school and that their learning and well being is paramount.

Also, the opportunities of excursions to support and promote student outcomes was positive, although some parents felt the school could do more to extend experiences.

Parents and students identified the school as having a positive attitude to student welfare, although there were some concerns regarding bullying and harassment, this will be a focus in 2009 in that the school will re visit the school behaviour policy and with the support of the community, students and staff, update it to a more positive and practical document for all.

Student reflections upon the school stated that it was a safe and happy place to be, most were delighted with the programs available, some would like many more excursions!

Students felt that the school provided good resources, especially in the Information Technology area, some felt more sporting equipment would be beneficial.

Professional learning

Our allocation of funds for this area was $2 635.00 to cater for both permanent teachers, the SAM, GA and STLA.

The school spent $ 3 259.54, the extra being applied to a time management course (Covey) and the Best Start preparatory courses for Miss Livesey, Mrs Watson attended several courses to update her skills in the changing format of the DET administration, an OH&S update for Mr Taylor and a district STLA meeting for Mrs Lyttle.

There was also the Live Life Well experience for Miss Livesey, this was to some extent funded by the DET.

I attended one linking conference, the Queanbeyan Primary Principals Conference and the Illawarra and South East Region Principals Conference.

School development 2009 – 2011

Our school plan is structured to be a guide for the above period yet is continually addressed and reworked to suit changes within the school and the stated targets so that they remain a positive guide for student learning and outcomes and that the strategies put in place are realistic and relevant.

Targets for 2009

Target 1

80% of students achieve stage outcomes in Literacy – increased levels of Literacy achievements

Strategies to achieve this target include:

- Continuing in school and standardised testing procedures
- Implementation of Best Start and improved diagnostic assessment in kindergarten
- Evaluation of teaching programs
- Training and development

Our success will be measured by:

- An increased proportion of students meeting or exceeding Literacy standards.
- Entry to school data and ongoing assessments through Best Start.
- The Literacy continuum K – 6 used as part of the school planning process.

Target 2

80% of students achieve stage outcomes in Numeracy – increased levels of Numeracy achievements

Strategies to achieve this target include:

- Whole school planning and assessments
- Implementation of Best Start
- Evaluation of teaching programs
- Training and development
Our success will be measured by:

- An increased proportion of students meeting or exceeding Numeracy standards.
- Entry to school data and ongoing assessments through Best Start.

Target 3

**Strengthen teacher capacity to improve student learning outcomes.**

Strategies to achieve this target include:

- Quality teaching practices used for each student with particular attention to personalised learning.
- Strengthen implementation of the NSW Quality Teaching model
- Build teacher capability to provide high quality learning opportunities for all students.
- Use whole school planning processes to align student learning and teacher learning.

Our success will be measured by:

- Evidence that the Quality Teaching model is being applied.
- Increased parental engagement in supporting their child’s learning
- Improved teacher learning as a key strategy in all school plans to improve student learning and outcomes.
- Increased teacher and school leader participation in programs that build capability and school improvement.

**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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**School contact information**

Tarago Public School