Our school at a glance

Students
In 2010 student enrolment was 501 with 246 boys and 255 girls. Attendance rates were high. There were 20 classes. Two of these classes were multi-age or composite classes.

Staff
Teaching staff was comprised of five executive, 16 class teachers and four support staff. The school also had three administrative staff and a General Assistant who worked at the school four days a week.

The Indigenous composition of the staff was 7.1%.

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

Significant programs and initiatives
Programs initiated and/or continued in 2010 to enrich the educational environment were:

- Creative and performing arts programs in dance, choir, recorder and band;
- Sport and fitness programs which included PSSA, Learn to Swim, ‘Sports in Schools’, carnivals (swimming, cross country and athletics), rugby league and various clinics;
- Gifted and talented programs in digital animation, maths, English and science;
- ‘My Science’ which is a valued science program facilitated by university and school staff;
- Student Representative Council;
- Public Speaking competition within and outside the school;
- Positive Behaviour for Learning which is a whole school program to promote the core values of respect, responsibility and safety;
- Norta Norta which provided intensive numeracy and literacy instruction for Aboriginal students;
- Learning support for students with identified learning needs; and
- A broad range of excursions which enriched the curriculum.

Student achievement in 2010

NAPLAN Year 3 Literacy
Spelling results equalled those of 2009 for students placed in bands 4-6. Reading, writing and grammar/punctuation results showed an increase in the number of students placed in band 4 and a decrease in the percentage of students placed in band 6 (highest band).

NAPLAN Year 3 Numeracy
Numeracy results showed a decrease in the percentage of students placed in performance bands 4-6.

NAPLAN Year 5 Literacy
Average progress in writing for Year 5 students doubled in the period from 2007 to 2010. Average progress in reading was equivalent to the state average. There was a significant improvement in the number of students placed in the higher performance bands for writing and spelling.

NAPLAN Year 5 Numeracy
There was a thirteen percent increase in the number of students placed in the higher performance bands. Average progress in numeracy continued to increase steadily between 2007 and 2010.

Messages
In the year 2010 we were able to look with pleasure at the benefits derived for children from the BER projects. I was very grateful for the Commonwealth and state government funding that revived and extended our facilities in such valued ways.

With the broad suite of achievements that our students attained in academic areas, sports, public speaking, performing and creative arts, we amply demonstrated our capabilities.

We moved in the direction of our school vision...which is about developing excellence and social responsibility in a caring school.

We remained proud of our continued offerings around a broad curriculum whereby the children
were offered many opportunities for learning. We had intensive literacy and numeracy education programs; the ‘My Science’ program offered outstanding science education; unsurpassed sports and PE programs offered healthy, active involvement for the children and high-level performing and creative arts programs were a continuing feature. The breadth of opportunities amply displayed our core belief in development of the whole child.

This year’s students in Year 5 achieved growth in literacy and numeracy at State average level as measured by NAPLAN.

A number of our students achieved credit and distinction results in international competitions.

We recognised Mrs Sutter, our School Administrative Officer who retired in 2010 for her service and contributions to Samuel Terry Public School. Mrs Sutter had served the school and its community for 18 years.

We said farewell to Mrs Elliott who retired after seven years of dutiful service to Samuel Terry’s students. Mrs Elliott was an active and dedicated contributor to a variety of school programs and always held the view that children’s futures should not be compromised by anything less than the best education possible.

During 2011 we will continue on the journey to realise our school’s vision of developing care, excellence and social responsibility and will be driven by the spirit encapsulated in our school motto ‘GROW WITH PRIDE’. Our overarching goal is to serve the children to the best of our abilities.

The success of Samuel Terry continues to hinge on the collective hard work of our school staff, the support of parents and carers and the commitment of our students to excellence and to the values of respect, responsibility and safety.

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.

Lorraine Hogbin MBA, BA Grad Dip Ed Studies, JP, AIMM

P & C and/or School Council message

Throughout 2010 we faced many challenges and called on both government and community support. I thank the staff at Samuel Terry Public School, who strive to provide our children with amazing opportunities, both in and out of the classroom. May they continue to work towards our school community benefiting both now and in the future.

The P&C encourages ideas and assistance from all families to enable us to devise innovative ideas.

We realise that not all parents are able to attend meetings, but we acknowledge the work of so many parents, grandparents and community members, whether it be in the canteen, in the classroom, on excursions, creating dance outfits, donating, making and selling the amazing gifts for our Mothers’ and Fathers’ day stalls, or at our disco. We thank everyone so very much.

The funds we raised in 2010 were used in various ways from Easter eggs at the hat parade, to the money for the vouchers. We also raised enough money to be able to donate a smartboard, and it goes without saying that this would not have been possible without parental support.

As with every year we lost long serving parents from our P&C and 2010 was no exception. Our great thanks go to Michelle Finch who over the years amongst other things has helped our uniform shop run so smoothly. Michelle’s children left our school 2 years ago and yet Michelle continued to help out. It’s people like Michelle who make our school community what it is today.

We look forward to seeing many become involved to make a very successful 2011.

Vanessa Barnes – P & C President

Student representative’s message

2010 at Samuel Terry was a rewarding and enjoyable year for the students and staff. We are very proud to say that now we have a fantastic COLA for the younger students at our school. We also have our new classrooms and these are the classes that have used these amazing new classrooms – 4T, 1A, 2H and 3G.
Thank you to our wonderful staff members who organized our camps. Year 4 had the chance to go to the YMCA camp which was a very exciting event for them. Year 5 travelled to Bathurst and Hill End with the theme of the gold rush which was a great experience for those children. Year 6 went to Morisset Outdoor Adventure Camp which was challenging and a lot of fun.

Thank you to all the teachers for organising PSSA this year. Thank you to Mrs. Elliott for organising the public speaking and we had a lot of children who got past the school competition and got to district. Thank you to Mrs. Giroud for organising the cross country which was a lot of fun for the students; we’re sure that a lot of students would agree that it was a great year of sporting at Samuel Terry.

On behalf of the Samuel Terry students, we would like to thank the parents of Samuel Terry who support and care for our school. A special thank you to our staff members who have made a great place for the students to come to school every day. Thank you.

Olivia Desmond and Bailey Shepherd – School Captains

School context

Student information

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

Student enrolment profile

Student enrolments increased in 2010.

Applications for non-local enrolments remained high during the year.

Average attendance rates matched those of NSW and Western Sydney Region schools which all showed an overall increase.

Continued parental commitment to the value of education and the school’s student centred learning programs are instrumental in maintaining our high attendance rates.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>KC</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3O</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4G</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KF</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2 KL</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5W</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5E</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6H</td>
<td>6</td>
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</tr>
<tr>
<td>6G</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3/4CM</td>
<td>3</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>3/4CM</td>
<td>4</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>4/5S</td>
<td>5</td>
<td>15</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of classes
Classes were structured to form eighteen single grade classes and two multi-age (composite) classes.
All classes were of mixed ability or parallel classes.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1.64</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.782</td>
</tr>
</tbody>
</table>

Note: The School Counsellor works across three schools and is assigned to Samuel Terry for two days a week.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The Indigenous composition of Samuel Terry’s workforce was 7.1%.

Staff retention
During 2010, two new teachers, Miss Terry and Mr Hart, joined the school’s permanent staff. One School Administrative Officer, Mrs Sutter, retired.
The school continues to enjoy comparatively high levels of staff retention.

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>87%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$723,887.17</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>227,113.27</td>
</tr>
<tr>
<td>Global funds</td>
<td>237,709.21</td>
</tr>
<tr>
<td>Tied funds</td>
<td>80,200.97</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>126,029.78</td>
</tr>
<tr>
<td>Interest</td>
<td>19,007.15</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>33,262.79</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>294,544.12</td>
</tr>
</tbody>
</table>

Professional Learning for teachers is, for the most part, an expenditure item drawn from tied funds.
In total $15, 581 was spent on course fees for training sessions. Funds were expended on the
installation of a whole school communication system and the purchase of a colour photocopier for $13,368.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

Dance

One hundred and forty one students from Years 1-6 were involved in the dance program in 2010. Highlights of the program included performances at the Cranebrook Learning Community Performing Arts Festival, the Nepean Blue Mountains Dance Festival and the Hawkesbury Eisteddfod. At the Eisteddfod, the Year 1 group was placed third and three other groups received highly commended awards.

In August, the Year 5/6 dance group performed at Cranebrook High School’s ‘Rocka Reunion’ at the Evan Theatre.

Chelsea Aros attended the Western Sydney Regional Dance Camp at the Merroo Conference Centre in March. As a result, she was selected as one of only four participants to be part of the Western Sydney Regional Dance Off Troupe and later on to perform at the Opera House and the Seymour Centre. Chelsea’s selection was a well-deserved tribute to her extensive talents and abilities.

Once again, our sincere thanks are extended to Davina Campion, Shona Oades, Kelly Boi and Nicky Wilde who sewed and fitted costumes and assisted with all of the backstage preparation that goes into the children’s spectacular performances.

Choir

In 2010 a choir was started at Samuel Terry Public School. Thirty students were selected to practise singing twice a week. The choir performed at the Presentation Night ceremony. Other performances included the Christmas concert and ‘Carols by the Front Gate’. The choir has entered PULSE 2011.

Recorders

The school’s recorder group performed at the Sydney Opera House in the Festival of Instrumental Music. The children mastered and performed some demanding musical pieces under the direction of Mrs. Giroud and Mrs. Costlow.

Combined Schools Band

A number of our students participated in the Combined Schools Band in 2010. The children attended practices at Cranebrook High School every Tuesday morning alongside students drawn from a number of local schools. The band performed at the Performing Arts Festival and at schools across the area.

Sport

At Samuel Terry Public School sport, fitness and dance programs continued to be an integral part of our school curriculum.

Thanks to the willingness and support of all our staff, we were able to offer our students many opportunities to participate in sport and fitness based activities, particularly in the primary years. These sports included t-ball, rugby league, soccer and netball. For the students who chose not to be involved in these sports, they were still able to develop some of the skills associated with each sport through our ‘house sport’ program.

In addition to this, over 100 students in Years 2-6 were given the opportunity to participate in the ‘Learn To Swim’ program, a program which improves stroke technique and water safety.

All students K-6 participated in a basketball skills development program as well as an AFL clinic. Some students in Years 3 and 4 participated in a district T-ball gala competition. For the first time students K-6 also engaged in a ‘Sports in Schools’ program that saw a group of qualified teachers bringing a new set of equipment each week to focus on developing gross motor skills.

In regard to the swimming carnival, a new record was set by Max Daley in the 9 years 50m freestyle. The swimming champions for 2010 were Max Daley, Savannah Roberts, Vinod Karunasinghe, Bethany Ellison, Lachlan Boi and Riley Deahm. Following on from our school
carnival, 17 children attended the district carnival and a further five (Max Daley, Sam Curtain, Lachlan Boi, Callum Elliott and Corey Riddle) went on to represent Penrith district at the regional carnival. Max Daley went on to represent the region at the state carnival.

The 2010 cross country champions were Max Daley, Rhiannon Waugh, Callum Elliott, Chloe Tanti, Kaleb Fairbrother, Maeda Driver, Bryson Besters and Teneika Tanti. From this carnival, 48 athletes represented our school at the district carnival. Two athletes, Max Daley and Sam Curtain were selected to represent the district team at the regional carnival.

During the athletics carnival, three new records were set by Cameron Lloyd in the 9yrs 100m, Chelsea Aros 11years 200m and Eboni Madden in the 13 years 100m. The age champions for 2010 were Peter Duncan, Chloe Tanti, Kaleb Fairbrother, Chelsea Aros, Blake Lazich and Georgia Thomas. Two athletes, Chelsea Aros and Georgia Thomas were later selected to represent the region at state level.

Our rugby league teams deserve special mention. They played in a number of competitions in 2010 with the most outstanding result achieved by our junior team in the Panther Trophy where they finished as runners-up. These boys also won the Royce Simmons shield and went on to represent the region where again they finished as runners-up. They participated in the local PSSA competition and were undefeated grand finalists. Our senior team represented the school in the Greg Alexander Shield and came third in the winter PSSA competition.

Our students excelled in every area and look forward to 2011.

My Science

What a fabulous time was had by all in ‘My Science’. The children in Stages 1, 2 and 3 investigated gravity, surface tension, volcanoes and tsunamis, just to name a few.

Most rewarding of all was the knowledge the students gained of how scientific investigations are carried out and how to solve ‘real’ science issues.

Some of the reports were used to show other students in the state how to undertake ‘My Science’ projects.

Another successful year of investigating scientifically!

Student Representative Council

The Student Representative Council (SRC) had a quiet year in 2010 which was largely due to fundraising efforts to provide equipment for the school.

The SRC’s main aim was to support Stewart House and the ‘Jeans for Genes’ day. By choosing to support these charities, the children of Samuel Terry displayed empathy with other children and realised that everyone can play a small part in helping children in need.

Public Speaking

Some of our students took on a high profile in public speaking with Ashlii Bandong competing in the regional finals of the Multicultural Public Speaking Competition. Later, Ashlii went on to win the Year 4 division and Micaela Price won the Year 6 division of the Penrith Valley Public Speaking competition.

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

**Literacy – NAPLAN Year 3**

Seventy-four Year 3 students completed the National Assessment Program—Literacy and Numeracy (NAPLAN) tests in 2010.

Reading results show that 60% of our students achieved results in bands 4-6 compared to 56% in like school group and 72% of students across NSW.

Samuel Terry’s mean score for reading was 390.1 compared to a state mean of 422.6.

Areas of strength identified included locating, comparing and connecting information in short texts.

Identified areas for development were:

- Identifying a common point of view in persuasive texts;
- Linking ideas across adjacent paragraphs in persuasive texts; and
- Recognising reader directed questions.

Writing results show that 65% of Samuel Terry students achieved in bands 4-6 compared to 73% of students across the state. Our students are underperforming in writing, with an identified area of development being the writer’s ability to orient, engage and affect the reader.
Seventy one percent of our students achieved skill bands 4-6 in spelling which is comparable with the 70% achieving these bands across the state.

Our mean score of 411.8 was slightly above the score for the region of 410.2 and the mean for boys, 404.4, was just over the state mean of 404.3.

Identifying and correcting errors in common one syllable words was an area of strength while further development is necessary in the spelling of words with two and three syllables.

In grammar and punctuation 69% of our students achieved in bands 4-6 compared to 66% in the region and 73% across the state.

Areas for development are the identification and use of apostrophes, as well as commas, and the identification of demonstrative pronouns.

The significant decline in the scores of Year 3 girls in grammar and punctuation from 2009 represents an area for investigation.

**Numeracy – NAPLAN Year 3**

Seventy three students completed the Numeracy section of the NAPLAN tests. Our school mean score was 379.2 compared to 402.3 for the state.

This year 41% of our students performed in bands 4 – 6 compared to 43% in these bands for similar school groups and 55% in our region. There was a related increase in the percentage of children achieving band 3.

Analysis of data indicates that areas for development include addition with two or three digit numbers, two digit division, problem solving, interpreting timetables and identifying properties of 3D objects.

**Literacy – NAPLAN Year 5**

Sixty eight Year 5 students completed NAPLAN testing in 2010. The school’s Year 5 mean score for overall literacy increased considerably to 481.1 compared to the state mean of 501.5.

In reading, 35% of our students achieved results in bands 6-8 compared to 55% of NSW students.
Areas of reading identified for development were identifying the main idea in a segment of text, making inferences and linking text with diagrams.

In writing, 35% of our students achieved results in bands 6-8 compared to 65% of Year 5 students in NSW.

Analysis of students’ results indicated that in writing a narrative text many students had not developed a shared understanding of the context, did not write a cohesive text and made limited use of complex sentences.

In general, our students used correct punctuation and demonstrated good understanding of paragraphs.
Fifty two percent of our students achieved skill bands 6-8 compared to 63% across the state. A higher percentage of our students were placed in bands 7 and 8 compared to like schools.

Major areas for development remain the identification and correction of spelling errors in text.

In the grammar and punctuation section of NAPLAN tests, 55% of our students achieved results in bands 6-8 compared to 63% across NSW. Notably, the number of students placed in bands 3 and 4 reduced considerably.

Following analysis of results, the correct use of relative pronouns and the apostrophe of contraction were identified for attention.

Our students performed well in the areas of identifying subject/verb agreement and the use of the apostrophe of possession.
Numeracy – NAPLAN Year 5

The NSW mean score for Year 5 numeracy was 499.5 compared with a school mean of 472.8.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>99</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2010, twenty five identified Aboriginal and Torres Strait Islanders (ATSI) students were enrolled at Samuel Terry Public School. All teachers provided educational programs and experiences to all students, covering knowledge of ATSI history, culture and contemporary issues. These experiences were included across the curriculum and where appropriate, an indigenous perspective was included in lessons.

Acknowledgement of country or a welcome to the country of the Dharug people was considered an essential component of every school function.

Once again, Norta Norta funding played an important part in our Aboriginal education. It provided for students of Samuel Terry to participate in small group, intensive literacy and numeracy programs. The Norta Norta program also gave the school an opportunity to foster and renew links with the wider Aboriginal community.
Multicultural education

Students are encouraged to share knowledge of their cultural backgrounds to develop understanding and appreciation of different cultures. They explored and showcased different cultures through activities such as music, drama, dance and HSIE project work.

In 2010, the students experienced an enlightening and enjoyable musical afternoon presented by Shelton Premanthe and members of the Sri Lankan community.

We continue to strive to develop the knowledge, skills, values and attitudes essential to life in our culturally diverse society.

Respect and responsibility

The school’s core values are RESPECT, RESPONSIBILITY and SAFETY. These values were explicitly taught to all students through classroom and whole school programs. Mr Sadler was a regular presenter at assemblies where he focused attention on the application of these values to all aspects of school life and in particular, to the children’s interactions with others.

Regular reviews have confirmed that the values are known to all students. Teachers and other school staff use the values as a reference point when addressing unacceptable behaviour and when recognising students’ achievements.

Connected learning

During 2010, the school’s website was replaced facilitating access to newsletters, P & C, curriculum and other school information.

The release program continued to be focused on technology with students engaged in regular explicit instruction to develop knowledge and skills in the area. The computer lab was fully utilised during school hours for this purpose.

Three additional interactive whiteboards were installed in classrooms. Teachers participated in training programs continuously throughout the year.

Other programs

Learning Support

The Learning Support Team has worked closely with the Reading Recovery Teacher, the School Counsellor and the Support Teacher Learning Assistance together with various Departmental and external specialist personnel to provide support to students and staff.

Children who have been identified as requiring high levels of support in literacy have been provided with additional assistance both in the classroom and in withdrawal groups. Our early intervention policy focuses particularly on Early Stage 1, Stage 1 and Stage 2 children. This has enabled students encountering difficulty mastering literacy skills and strategies to achieve improved outcomes particularly in reading.

Integration funding has been obtained for children with specific disabilities to enable their participation in class and school programs. A team of dedicated School Learning Support Officers works alongside the teaching staff to provide additional individual assistance and to implement individual programs.

Progress on 2010 targets

To improve literacy learning for all students as measured by reduction of the gap between state and school means for overall literacy.

Our achievements include:

- Implementation of an intensive K-6 teaching, learning and assessment program focused on identified aspects of literacy underperformance;
- Continued use of the Best Start literacy assessment to benchmark performance of students as they entered Kindergarten and progressed through their first year of school;
- A one percent increase in the number of Year 5 students achieving bands 6-8 for overall literacy in NAPLAN. Some highlights were, a 24% increase in students achieving in bands 6-8 in writing, especially the boys who improved their results by 47 scale scores compared to 2009 data; a four percent improvement in students achieving in bands 6-8 in spelling with average growth for girls exceeding state average growth;
- A 51% increase in average progress for matched students in writing between 2007 and 2010; and
- Provision of additional opportunities for teachers to engage in collaborative planning and professional learning.

**Target 2**

*To improve numeracy learning of all students as measured by reduction of the gap between state and school means for overall numeracy.*

Our achievements include:

- Implementation of an intensive K-6 teaching, learning and assessment program focused on identified aspects of numeracy underperformance;
- Continued use of the Best Start numeracy assessment to benchmark performance of students as they entered Kindergarten and progressed through their first year of school;
- A 13% improvement in the number of Year 5 students achieving bands 6-8 for overall numeracy in NAPLAN;
- A 16% increase in average progress for matched students in numeracy between 2006 and 2010; and
- Provision of additional opportunities for teachers to engage in collaborative planning and professional learning.

**Target 3**

*To improve student engagement in learning, promote student achievement and further develop Positive Behaviour for Learning (PBL).*

Our achievements include:

- Development of a clear, agreed set of positive expectations based on the core values of RESPECT, RESPONSIBILITY and SAFETY;
- Regular teaching of expected behaviours and social skills K-6;
- Communication of policy developments to all stakeholders;
- Developed and reinforced a framework of practices to support positive behaviour and enhance student engagement in learning;
- Updated student welfare policy in line with PBL developments;
- Developed Positive Behaviour for Learning (PBL) to further strengthen proactive, whole school approaches to student behaviour management; and
- Introduced a data management system to monitor behaviour referrals, identify problem areas and facilitate effective management of aspects of student welfare.

**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 2010 our school carried out evaluations of reading and teaching/learning.

**Educational and management practice**

**Teaching and Learning**

**Background**

A survey of parents and carers provided information across a number of areas. The following is a summary of information provided on aspects of teaching and learning.

**Findings and conclusions**

Parents and carers were asked to rate the school’s support and remediation programs in literacy and numeracy. Results were as follows:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are effective support and remediation programs in literacy and numeracy.</td>
<td>36%</td>
<td>23%</td>
<td>31%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

The focus of comments was on inadequacy of resources available to children experiencing learning difficulties. Participants also commented on the need for increased support for students experiencing difficulty with numeracy.

The school’s success in teaching literacy and numeracy was also explored. Responses are summarised over.
The school is successful in teaching literacy and numeracy.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>28%</td>
<td>33%</td>
<td>14%</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

Comments focussed on the need for more challenge and interest in literacy and numeracy programs, especially for ‘more academic students’.

Finally, the role of teachers was explored. Participants were asked to rate the professional competence of staff and their use of up-to-date teaching methods. Survey responses were as follows:

**Staff are professionally competent.**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>19%</td>
<td>41%</td>
<td>20%</td>
<td>14%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

**Staff use the latest teaching methods to encourage all students to achieve.**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>44%</td>
<td>30%</td>
<td>21%</td>
<td>2%</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
</table>

**Future directions**

We will continue to build capacity to provide support for students with identified learning needs. We will undertake a comprehensive evaluation of support programs and restructure where necessary to optimise the effectiveness of programs.

We will engage teaching staff in additional training programs such as ‘Focus on Reading 3-6’ to improve their professional skills and competence.

In 2011 we plan to provide additional instruction in aspects of literacy and numeracy for all students. Learning will be focused on identified needs derived from assessment data.

**Curriculum**

**Reading**

In 2010 the curriculum area nominated for review was reading.

**Background**

Instruction in reading forms a large component of English teaching in K-6 classrooms. Its importance is clear. The ability to read independently and effectively for meaning is arguably the most important skill any child attains in primary school.

In 2010 we sought to assess how the teaching of reading was supported in the school, strategies used in teaching programs and the effectiveness of planning for reading instruction. To this end, all teaching staff completed a survey. The results were analysed and are presented below.

**Findings and conclusions**

**Area 1: How the teaching of reading is supported in the school**

All of our teachers viewed their colleagues as a good source of professional support in teaching reading. The vast majority (89%) believed that they were encouraged and supported to try new methods in this curriculum area.

Responses to the question regarding ways of providing more effective support fell into two broad categories which were:

- Increased access to resources including Support Teacher Learning Assistance (STLA) time; and
- Improved consistency in planning for teaching K-6.

**Area 2: Planning for reading instruction**

Teachers use a wide variety of strategies in their teaching programs. Our teachers vary their instructional strategies and student groupings to suit the educational needs of students. A variety of text types (factual, graphic and visual) are incorporated into instructional programs.
Area 3: Planning for reading instruction

It was clear that teachers completed the majority of their planning independently but enjoyed the opportunity to plan collaboratively. Our teachers believed that there was scope for improvement in whole school planning and that the organisation and management of resources could be improved.

The results of the survey suggest that most elements of current practice are highly effective. It is noted that results were variable for teachers across the Stages; a result predicted on the basis of the differing nature of reading instruction with the advancing knowledge and skills of students.

Future directions

We plan to:

- Increase the effectiveness of school planning by developing whole school and Stage program frameworks and facilitating more collaborative programming;
- Expand resource availability, in particular class readers, home readers and computer software;
- Access additional training programs for staff; and
- Evaluate the effectiveness of learning support programs with a view to optimising student learning outcomes in reading.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The majority of parents and carers maintained a strongly positive view of the school and its educational and extracurricular programs.

High attendance rates and broad commitment to curricular and extracurricular opportunities confirmed the students’ high-level of satisfaction with their school.

For the most part, teachers expressed very positive views of the school and their roles. They continued to value many aspects of the school’s culture and are committed to achieving improved educational outcomes for the students.

Professional learning

Teacher professional learning covers the broad areas of technology, literacy, numeracy, quality teaching, syllabus implementation, career development and student welfare.

In 2010 staff participated in five school development day and attended a range of individual training courses. Teachers also participated in collaborative planning sessions.

A total of $15,581 was expended on teacher professional learning during 2010.

School development 2009 – 2011

Targets for 2011

Target 1

To improve literacy learning for all students as measured by reduction of the gap between state and school means for overall literacy.

Strategies to achieve this target include:

- Continued use of NAPLAN data analysis to inform teaching and learning;
- Explicit teaching of all elements of literacy;
- Strengthen assessment practices K-6 to monitor student progress in aspects of literacy;
- Continued implementation of an intensive teaching, learning and assessment program focused on identified aspects of literacy underperformance; and
- Provision of ongoing professional learning for teaching staff with emphasis on writing, comprehension and vocabulary development.

Our success will be measured by:

- Continued improvement in the average literacy growth of students from Year 3 to Year 5 based on NAPLAN results;
- A five percent increase in the number of Year 3 students achieving bands 4-6 for overall literacy in NAPLAN;
- A ten percent increase in the number of Year 5 students achieving bands 6-8 for reading in NAPLAN;
• An increased number of K-2 students meeting or exceeding Reading Recovery levels of K – Level 8, Year 1 - Level 18 and Year 2 – Level 26; and

• Teaching staff having increased access to professional learning focused on quality teaching of literacy.

**Target 2**

To improve numeracy learning of all students as measured by reduction of the gap between state and school means for overall numeracy.

Strategies to achieve this target include:

• Continued use of NAPLAN data analysis to inform teaching and learning;

• Explicit teaching of all aspects of numeracy;

• Continued implementation of an intensive teaching, learning and assessment program focused on identified aspects of numeracy underperformance; and

• Provision of ongoing professional learning for teaching staff employing school-based and learning community initiatives.

Our success will be measured by:

• A three percent increase in the average numeracy growth of students from Years 3 to Year 5 based on NAPLAN results;

• A ten percent increase in the number of Year 3 students achieving skill bands 4-6 for numeracy in NAPLAN;

• A further five percent increase in the number of Year 5 students achieving skill bands 6-8 for numeracy in NAPLAN;

• Teaching staff having increased access to professional learning focused on quality teaching of numeracy.

**Target 3**

To improve student engagement in learning, promote student achievement and further develop Positive Behaviour for Learning (PBL).

Strategies to achieve this target include:

• Development of Positive Behaviour for Learning (PBL) to further strengthen proactive, whole school approaches to student behaviour management;

• Further development of a framework of practices to support positive behaviour and enhance student engagement in learning; and

• Update student welfare policy in line with PBL developments and systemic policy change.

Our success will be measured by:

• Development and implementation of a clear, agreed set of positive expectations for all settings (non-classroom and classroom);

• Increased student self-monitoring of behaviour;

• A decrease in behaviour referrals;

• Regular teaching of expected behaviours and social skills K-6; and

• Communication of policy developments to all stakeholders.

**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.

Lorraine Hogbin - Principal
Debra Gavin – Assistant Principal
Vanessa Gray – Assistant Principal
Heather Palmer – Assistant Principal
Cathy Sadler – Teacher
Dale Sadler – Assistant Principal
Vanessa Barnes – Parent / P & C President

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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: