Samuel Terry Public School
Annual School Report
Our school at a glance

Students

Our school enrolment at the end of 2011 was 486 students of which 238 were boys and 248 were girls. Attendance rates were high. There were 19 classes, three of which were multi-age or composite classes.

Staff

Our school had a Principal, four teaching Assistant Principals, 15 classroom teachers and four support teachers. In addition, we had a School Counsellor two days a week. Our administrative staff was comprised of a School Administrative Manager, School Administrative Officers, a General Assistant and a number of part-time School Learning Support Officers.

All teaching staff met the professional requirement for teaching in NSW public schools.

Significant programs and initiatives

Programs initiated and/or continued in 2011 to support learning across the curriculum were:

- Creative and performing arts programs in dance, choir, recorder and band;
- Sport and fitness programs which included PSSA, Learn to Swim, carnivals (swimming, cross country and athletics), AFL and various clinics;
- Gifted and talented programs in English and maths;
- Student Representative Council;
- Public speaking and oral reading competitions 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 providing intensive numeracy and literacy instruction for Aboriginal students;
- Learning support for students with identified learning needs; and
- A broad range of excursions and incursions to enrich the curriculum.

Student achievement in 2011

In 2011, the majority of our students achieved Reading Recovery benchmarks at the expected levels. Between 96% and 100% of Year 3 and Year 5 students achieved at or above the minimum standard in both literacy and numeracy in NAPLAN tests. Average growth in both literacy and numeracy exceeded the average for Penrith Valley schools.

Messages

Principal’s message

Firstly, I give the students my warmest congratulations on their efforts throughout 2011. They repeatedly showed dedication, perseverance, and the ability to take feedback on their work and use it to improve.

Our teachers, who are superb professionals, worked very hard to do the best they could for each student and they held themselves to the highest professional standards.

We at the school provided students with many opportunities to shine over the course of 2011 and we will continue to do so in 2012. It will remain the students’ job to hold themselves to the highest standards in taking up those opportunities.

We offered students a balanced curriculum with an enduring focus on the provision of learning programs that met mandated curriculum requirements and were tailored to the individual.

As a result of the children’s, their teachers’ and families’ efforts, the school remained academically strong in all areas. NAPLAN Test
results in Year 3 and Year 5 attested to the quality of literacy and numeracy teaching and learning.

Best Start assessment for Kindergarten students continued to assist teachers and parents to develop a comprehensive view of the children’s literacy and numeracy status on school entry.

The role of technology in teaching and learning was expanded with the installation of additional interactive whiteboards in classrooms and provision of additional computers.

Incorporating technology into teaching and learning to add both dimension and relevance will continue to be a focus well into the future.

There were many opportunities for the children to develop their leadership skills - through an active Student Representative Council, leadership roles in sport and library, school captaincy and prefect roles and for all students, through their daily adherence to our values of SAFETY, RESPONSIBILITY and RESPECT during interactions with others at school.

Music and dance continued to enrich the lives of our students. Apart from the weekly class programs, students experienced some unique opportunities.

Our dance groups, under the direction of Miss Ford, performed at the Cranebrook Learning Community Performing Arts Festival, the Nepean/Blue Mountains Dance Festival and the Hawkesbury Eisteddfod and were rewarded with well-deserved acclaim and a share of prizes.

The recorder group, trained by Mrs Giroud, performed at the Festival of Instrumental Music at the Opera House and at the fete.

The choir, under the direction of Miss Terry and Mrs Knight, performed at the Performing Arts Festival and a number of school events. Some of our students are active participants in the combined school band at Cranebrook High School.

Many students excelled on the sporting field and these are detailed later in this report.

Provision of all of these opportunities hinged on the generosity and abounding skills of the teachers who were the inspiration and driving force behind them. I acknowledge their work and thank them for sharing their time and skills so liberally.

This year we embarked on the provision of additional academic support for our more gifted students. Regular small group tuition ensured that the gaps indentified in their literacy and numeracy knowledge received attention.

Our confident and engaging public speakers participated in the Multicultural and Penrith Valley public speaking and oral reading competitions with very commendable results.

Readers participated in the Premier’s Reading Challenge.

Parents and friends continued to provide support for our school in many and varied ways.

One notable contribution was initiated by Mr Ashley Rostron who led a project and working bee to upgrade the front gardens of our school in preparation for 25th anniversary celebrations.

2011 was a particularly busy year for our community with the progressively increasing demands of preparing for our 25th Anniversary fete. The support of our school community was instrumental in making this event such a resounding success. Mrs Katie Parkes’ role in leading and managing so many aspects of fete organisation could not be understated.

Our P & C continued to provide valuable resources in 2011 with a donation of maths resources, $6000 to purchase new home readers, audio visual equipment and a contribution to cover installation of a power supply to the COLA.

We aimed to maintain Samuel Terry’s status as a positive learning community that builds on quality relationships and develops inquiring minds. We aimed for our learners to feel valued and safe, ready to explore opportunities with
confidence. We sought to provide better pathways for all of the children.

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.

L.M. Hogbin  MBA, BA, Grad Dip Ed Studies, AIMM, JP
Principal

P & C and/or School Council message

On behalf of Samuel Terry P & C, I would like to thank everyone for their support. To the teachers and staff who strive to provide our children with amazing opportunities, both in and out of the classroom. We look forward to working with the staff again in 2012 to help our school community benefit from a stronger and brighter future with public education.

We acknowledge the work of so many parents, grandparents and community members, whether it is in the classroom, on excursions or helping behind the scenes with the hundreds of jobs that you did. We thank you all so very much.

The effort put into fundraising events was enormous and with the fete being the major fundraising event we managed to raise over $23,000. $17,000 of this will be put toward our wish list which includes a weatherproof notice board and a large COLA for the upper playground. An amount of $12,337 was put to good use through a donation of home readers, number boards, Easter eggs, calculators, a television and sound system for the audio-visual room, book vouchers and connection of electricity to the large COLA in the lower playground.

This year we celebrated the 25th anniversary of the official opening of our school. Our fete was such a successful day and would not have run as smoothly without the help of so many people. I would especially like to thank Mrs. Katie Parkes for her ‘can do’ attitude and wonderful organisational skills.

I would also like to thank a very special lady who along with our school has celebrated a 25th anniversary of working at Samuel Terry. Mrs. Beathe, for outstanding service to the P & C Association and to Samuel Terry Public School, we thank you.

We look forward to seeing many members of our community becoming involved to help make 2012 a very successful year.

Mrs. Vanessa Barnes
President – Samuel Terry Public School P & C Association

Student representative’s message

We believe the highlight of the year was the 25th anniversary fete which was very successful and a lot of fun. Thank you to the teachers, students, parents and community members who worked so hard to make it a success.

Our front gardens were beautifully transformed with the generous donation of time and plants from our lovely parents and students. Our Year 6 students also worked extremely hard to transform the courtyard gardens.

Other events were the Year 6 fun day which was great; talent quest; our sporting carnivals; PSSA; choir; recorder group; public speaking; school camps; Premier’s reading challenge and the many other activities we as students had the opportunity to participate in. All this made possible by the teachers and staff of Samuel Terry. We are pretty lucky.

We were also fortunate to have a great canteen with lots of great food. Mrs Beathe and all the other volunteers did a fantastic job.

We now have Smartboards in all Year 3-6 rooms for students and staff to benefit from. What a fabulous new and exciting way to learn. Our K-2 students enjoyed the fantastic new COLAs.

On behalf of our vice captains and prefects, we would like to thank our parents for supporting us throughout 2011 and helping all of us to be great school leaders. It was an honour to have been given this extremely wonderful opportunity.

We would also like to thank the teachers and other staff members for making Samuel Terry a wonderful and fantastic school for the community.

Chelsea Price and Jordan Thompson
School Captains 2011
School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>Male</td>
<td>264</td>
<td>251</td>
<td>240</td>
<td>246</td>
<td>236</td>
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<tr>
<td>Female</td>
<td>232</td>
<td>227</td>
<td>231</td>
<td>255</td>
<td>245</td>
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</table>

Student attendance profile

Attendance rates dropped marginally during 2011. With further assistance from the Home School Liaison Officer (HSLO) we plan implement strategies to address attendance issues in 2012.

Management of non-attendance

Class rolls are marked every day and are regularly checked by an Assistant Principal and the Home School Liaison Officer (HSLO). Unexplained absences, both full and partial, are followed up with a letter to parents/carers. Students with high rates of absenteeism are referred to the HSLO. Students with high rates of part day absences are closely monitored and followed up with written and verbal correspondence to parents/carers.

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

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 Monday 21 March 2011.
Structure of classes

Our classes were structured in accordance with the allocation of teaching staff determined by the NSW Department of Education and Communities.

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>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16.598</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.582</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>28.510</strong></td>
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</tbody>
</table>

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

Indigenous staff comprised eight percent of Samuel Terry Public School teaching staff.

Staff retention

Schools are dynamic organisations subject to constant change. Teaching staff changes over time and we had some teachers leave us in 2011 – Mrs Sadler, Mrs Kopp, Mrs Keogh, Mrs Costlow, Mrs McCarthy. All of these teachers contributed to Samuel Terry in their time with us and we hope that they left richer for the experience of being part of our school.

Mrs Lennon, our School Administrative Manager retired from her position after many years of dedicated service to the children and the community of Samuel Terry.

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>
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Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</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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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>92403.03</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>103939.16</td>
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<tr>
<td>Interest</td>
<td>14233.50</td>
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<tr>
<td>Trust receipts</td>
<td>59081.30</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>798656.58</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>31370.59</td>
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<tr>
<td>Excursions</td>
<td>43723.55</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>35578.86</td>
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<tr>
<td>Library</td>
<td>10696.55</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2909.32</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>86678.46</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>61334.98</td>
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<tr>
<td>Maintenance</td>
<td>15457.88</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>45798.22</td>
</tr>
<tr>
<td>Capital programs</td>
<td>54258.68</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>535663.18</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>262993.40</strong></td>
</tr>
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</table>

Trust funds included an amount of $14,917 held for the P & C as proceeds of the 25th Anniversary Fete.

There was a significant increase in expenditure on electricity as a result of the increased cost of supply.

Capital equipment purchased included a colour photocopier, lawn mower and three Smartboards. Major ground improvements undertaken included the construction of concrete steps to the COLA and turfing of the top playground.

A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts

Operation Art 2011

Four students K-6 were selected to submit artwork for Operation Art 2011. All students received certificates for their efforts and one student was selected to have her artwork included in the teacher’s resource CD.

Music

All students from Kindergarten to Year 6 participated in the ‘Music- Count Us In’ program. This involved learning a song written by high school students and performing it on the same day and at the same time as other participating students across Australia. Students participated proudly and with enthusiasm.

Musica Viva

Students K-6 attended a performance by ‘Sousaphonics’. The performance was well received and the classes were able to complete both lead-up and follow-up activities to reinforce the musical concepts taught at the performance.

Recorder Group

In 2011, fifteen children from Years 3-6 participated in a school recorder group. This group performed at school functions such as open day, our fete and our annual presentation night. These children also represented the school at the Festival of Instrumental Music which was held at Sydney Opera House.

During 2011 over 140 children were involved in dance. These children, drawn from Years 1-6, were grouped accordingly and five items were prepared for performances.

The Cranebrook Learning Community Performing Arts Festival held in August was the first opportunity for the performances to be showcased. The dancers performed over both nights of the Festival and were met with great acclaim.

Late in August all items were once again entered into the Hawkesbury Eisteddfod. The dancers so proudly represented the school and were rewarded with five trophies.

The season rounded off with performances at the Joan Sutherland Centre, Penrith for the Nepean/Blue Mountains Dance Festival. An amazing standard was achieved by the children and the compliments flowed.

Many hours of rehearsal by dedicated and talented children combined with the unconditional support of a group of wonderful helpers culminated in the stunning display of excellence by the dancers of Samuel Terry Public School throughout 2011.

Sport

At Samuel Terry Public School sport, fitness and dance programs played an integral part in our school curriculum. From as early as Kindergarten, right through to Year 6, all students were engaged in a variety of physical activities that improved their mental, physical and social well-being.

Thanks to the willingness and support of 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 softball, t-ball, rugby league, soccer, cricket, kanga cricket and the ‘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, to improve stroke technique and water safety. All students K-6 participated in a basketball skills development program as well as a cricket clinic. Over 100 students in Years 3 to 6 participated in a district soccer competition.
Our Rugby League teams deserve a special mention. In 2011 over 65 boys had the opportunity to represent the school in a number of competitions. Our senior boys played in the Greg Alexander Shield and were the Penrith district champions. Our Years 3 and 4 boys played in the Royce Simmons Shield and were grand finalists. A total of 40 boys played in the Panther Trophy. Our best result was from the under 9 boys who were undefeated. This team then progressed to the All Schools State Challenge where again they finished the day undefeated and were declared the 2011 state champions.

Our annual swimming, cross country and athletics carnivals were exciting days for the children, especially as the focus of each day is on maximum participation.

The 2011 swimming champions were: Samuel Curtain, Savannah Roberts, Callum Elliott, Chloe Tanti, Kaleb Fairbrother and Bethany Ellison.

Following on from our school carnival 19 children represented Samuel Terry at the district carnival. Samuel Curtain then went on to represent Penrith district at the regional carnival.

The 2011 cross country champions were Blake Ginn, Samuel Curtain, Callum Elliott, James Makis, Alicia Curtain, Rhiannon Waugh, Chloe Tanti and Maeda Driver. From this carnival 48 athletes represented our school at the district carnival. Two athletes, Rhiannon Waugh and Samuel Curtain were selected to participate in the Penrith district team at the regional carnival.

Our school athletics age champions for 2011 were Cameron Lloyd, Rhiannon Waugh, Billy Donnelly, Chloe Tanti, Kaleb Fairbrother and Breanna Brown. From this carnival 22 athletes then competed at the district carnival. Three athletes represented the district team at the regional carnival.

SPORTS BOY OF THE YEAR 2011

The recipient of the 2011 sports boy award was Samuel Curtain who competed in the school swimming, cross country and athletic carnivals. He was the school swimming and cross country champion for his age group.

In swimming he set a new school record for 50m backstroke. He also made a valuable contribution to the PSSA cricket and rugby league teams.

SPORTS GIRL OF THE YEAR 2011

The recipient of the 2011 sports girl of the year was Chloe Tanti who was the school swimming, cross country and athletics champion for her age group. She represented the school at the district swimming, cross country and athletic carnivals. At the district athletics carnival she competed in five events and then went on to represent Penrith district and the region.

The sporting achievements at Samuel Terry in 2011 were outstanding.

Public Speaking

Some talented students competed in the finals of the Penrith Valley Public Speaking Competition. They were:

Year 6 – Jordan Thompson and Emily Gastaldi
Year 5 – Mitchell Price and Ashlii Bandong
Year 4 – Cody Gobourg
Year 3 – Alicia Curtain

Mitchell Price went on to be placed first in the finals of Year 5 division of the competition. He had previously participated in a Penrith City Council meeting where he had presented a magnificent speech to councillors.

Learning Support Team

The Learning Support Team meets fortnightly as a forum for referral and to enable consultation regarding the academic or social needs of particular children. Internal and external specialist services were accessed to provide expert advice and direct specific programming to improve students’ learning outcomes.

Children with disabilities were integrated into mainstream classrooms and received assistance from School Learning Support Officers to help them complete modified or individual programs and achieve identified goals. Our early intervention policy ensured the early years were targeted and the Learning Assistance Program enabled extra support to be provided to children with identified learning difficulties to help these children achieve improved outcomes.

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)

**Literacy – NAPLAN Year 3**

Literacy assessment covers aspects of reading, writing, spelling, grammar and punctuation.

Fifty seven Year 3 students sat the NAPLAN tests in literacy.

Areas of strength were locating information directly stated in a text and linking information across sections of a text.

Identified areas for development were interpreting instructions and metaphors; making generalisations and interpreting text.
Year 3 girls improved 49 scale scores as compared to the 2010 grammar and punctuation data.

The mean score for girls in grammar and punctuation was 449.3 compared to 443.7 for the state and 435.1 for the region. The mean score for boys was significantly below both state and regional means.

**Numeracy – NAPLAN Year 3**

The numeracy test covers aspects of number, patterns & algebra, measurement & data, space and geometry.

In 2011, 57 Year 3 students sat the NAPLAN numeracy test.

Ninety seven percent of our students performed at or above the minimum standard (Bands 2-6) compared with the regional target of 93.6%.

**Literacy – NAPLAN Year 5**

A total of 74 students completed the NAPLAN literacy tests in 2011.

Thirty percent of our students achieved Bands 7 & 8 in reading which represents a five percent increase compared to 2010 results.

Areas of strength included interpreting instructions and a character’s actions/words.
Year 5 students were proficient at identifying conjunctions & the correct form of adverbs and capitalisation of proper nouns.

Numeracy – NAPLAN Year 5

Ninety six percent of our students performed at or above the minimum standard in numeracy compared to the regional target of 91.7%.

Further work is required on multi-step problems and patterns & algebra.
Year 5 girls were 25 scale scores above state average growth in reading test results.

Progress in literacy

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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.5</td>
</tr>
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</table>

Significant programs and initiatives

Aboriginal education

In 2011, Samuel Terry catered for our Indigenous students in a variety of ways. Students across the school were provided with educational programs and experiences covering knowledge of ATSI (Aboriginal and Torres Strait Islander) history, culture and contemporary issues. As appropriate, Indigenous perspectives were included in lessons across the curriculum.

All teachers devised and implemented personalised learning programs aimed at improving the literacy and numeracy learning outcomes for all Indigenous students. These ongoing programs are regularly updated and provide teachers with a valuable tool to target specific learning needs.
Our weekly assemblies continued to acknowledge the Dharug people in the welcome to country introduction. This is considered an essential part of each assembly at the school.

The Norta Norta funding provided small group, intensive literacy and numeracy programs aimed at improving the educational attainments of all Aboriginal students.

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is a student welfare program that encompasses the whole school. It aims to explicitly and effectively teach the students not only the school values and rules but also why they are important to their wellbeing. The teaching of these values is an organised and tailored system of strategies that support learning and social outcomes for students whilst promoting positive behaviour. At Samuel Terry Public School our core values are safety, responsibility and respect.

The data provided by PBL reveals that during 2011, 92% of our students either did not receive a behaviour referral or received only one referral. Six percent of students were referred between two and five times and only two percent of our students were referred six or more times for unacceptable behaviour. These figures reveal a very healthy culture of behaviour and learning at Samuel Terry.

During 2011, all staff members were directly involved in this whole school, evolving program. In 2012, the Positive Behaviour for Learning team will receive further training that will, in turn, be developed into school routines and procedures in consultation with all staff.

Multicultural education

Samuel Terry Public School has maintained a focus on multicultural education by providing programs and perspectives which develop the knowledge, skills and attitudes required for living and learning in today’s culturally diverse society. We endeavour to develop pride in and respect for the many cultures that make up the diversity of Australia.

Our school does not have an English as a Second Language (ESL) teacher.

Technology

During 2011 all students participated in weekly technology lessons following a structured and stimulating program to increase their skills, confidence and overall technical ability.

Teachers were provided with several training sessions throughout the year to support their understanding and use of technology in the classroom.

We purchased another interactive whiteboard. This will mean that all students in Stage 2 and Stage 3 will have access to this technology in their own classroom from the commencement of 2012.

We began setting up a wireless network in the staffroom and library. Several staff members have been trained in basic maintenance of the school ICT system to keep it running as smoothly as possible.

During 2012 we will be focussing on maintaining student skill level. We will continue training and support for staff members. We will be extending our wireless network and look to resourcing Stage 1 with interactive whiteboards.

Progress on 2011 targets

Target 1

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:

- Continued use of NAPLAN data to inform teaching and learning with the implementation of an intensive K-6 teaching, learning and assessment program focused on identified aspects of literacy underperformance;
- Provision of an ongoing professional learning program ‘Focus on Reading 3-6’ for teaching staff with emphasis on comprehension and vocabulary development;
- Explicit teaching of all elements of literacy;
- Average reading growth of students from Year 3 to Year 5 based on NAPLAN results was 86.0 which was 13.8 points higher than average growth for all NSW students;
● Average growth in spelling between Years 3 and 5 was 0.5 points higher than for all NSW students;

● A five percent increase in the number of Year 3 students at or above the minimum standard for reading in NAPLAN testing;

● A seven percent increase in the number of Year 5 students achieving at or above the minimum standard for reading in NAPLAN; and

● 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.

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:

● Continued use of NAPLAN data to inform teaching and learning with implementation of an intensive teaching, learning and assessment program focused on identified aspects of numeracy underperformance;

● Explicit teaching of all aspects of numeracy;

● Provision of ongoing professional learning for teaching staff employing school-based and learning community initiatives;

● Average numeracy growth of students from Years 3 to Year 5 based on NAPLAN results was 92.3 compared to a NSW average of 94.3;

● The percentage of Year 3 students achieving at or above the minimum standard for numeracy in NAPLAN remained steady at 97% which compared favourably with the Regional target of 91.7%; and

● A two percent increase in the number of Year 5 students achieving at or above the minimum standard for numeracy in NAPLAN which was four percent above the regional target.

Our achievements include:

● Further development of Positive Behaviour for Learning (PBL) to strengthen proactive, whole school approaches to student behaviour management;

● Continual review and development of the school’s framework of practices to support positive behaviour and enhance student engagement in learning;

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

● Increased student self-monitoring of behaviour;

● A decrease in behaviour referrals. Ninety two percent of students had 0-1 referrals for unacceptable behaviour in 2011, six percent had between 2 and 5 referrals and two percent had 6 or more referrals;

● Implementation of a K-6 teaching program covering instruction based on core values and rules; and

● Communication of program developments to all stakeholders.

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 communication and mathematics.
Educational and management practice

Communication

Background

Open, responsive communication is vital to an effective school. Communication conveys information, encourages effort, modifies attitudes and stimulates thinking.

School staff nominated this area for review in 2011.

Findings and conclusions

Twenty one teachers completed a survey which explored the effectiveness of communication channels and procedures utilised within the school.

Results suggested that most of the information teachers received on a daily basis came from colleagues and school publications. This information is thought to be reliable and consistent.

While 86% of teachers felt comfortable sharing ideas with supervisors and colleagues, a significant group (33%) did not believe that the lines of communication were ‘open’ to the executive staff.

Approximately 80% of teachers believed that communication and stage meetings were both informative and worthwhile.

A significant group (38%) indicated that there were ‘gatekeepers’ operating who hindered the flow of information in the school.

Parent representatives suggested the following enhancements to communication:

- Installation of a noticeboard in the courtyard;
- Adoption of a system where notes are distributed to parents/carers on a designated day each week;
- Placement of copies of all notes on the school website;
- Notification of the distribution of an excursion or other note in the newsletter; and
- Retention of medical notes on file so that they are completed only once a year. Permission notes should allow for amendments to medical forms as required.

Future directions

Means of opening channels of communication to executive will be explored and developed.

As gatekeeping is the process through which information is filtered for dissemination, it is important to investigate how this is affecting communication within the school. The aim will be to reduce any negative effects and promote the known positive effects of channeling information into subunits of school organisation. Gatekeepers are often an effective linking mechanism in their role as facilitators of effective communication with colleagues.

Communication procedures will be adjusted to implement changes proposed by parent representatives where practicable.

Our aim will be to further improve internal and external communication.

Curriculum

Mathematics

Background

In accordance with the planned cycle of curriculum review, mathematics was the area of focus in 2011.

Students, staff and parents/carers contributed to the review. Discussions and extensive analysis of data were undertaken.

Findings and conclusions

Teaching staff were surveyed with regard to the continued use of textbooks and the availability of resource materials to support teaching and learning. It was subsequently determined that Stage 2 classes would not use textbooks in 2012 and that additional resource materials would be purchased.

Parents/carers agreed with the use of textbooks for mathematics citing the following. Textbooks

- Give parents/carers an indication of topics covered in the class teaching program;
- Indicate areas of difficulty for their child/children; and
- Provide a valued resource and a reference to return to as required.

The following graphs represent the average mathematics results for all students in Years 1-6.
These results were reported to parents and carers in December 2011.

Mathematics teaching and learning is structured around five strands which are:

- Number;
- Space and Geometry;
- Measurement;
- Patterns & Algebra; and
- Data

Analysis of data suggests that more students achieve at or above the minimum standard in space & geometry and data. A greater percentage of students achieve results below the minimum standard in number and measurement.

Future directions

In light of the findings of this review, mathematics textbooks will continue to be used in Stage 3 classes, additional teaching resources will be purchased and emphasis will be given to teaching number and measurement concepts K-6.

K-2 staff will participate in an intensive year long training program ‘Targeted Early Numeracy’ (TEN) which is focused on short, frequent repetition of number activities to build counting and place value concepts which are fundamental to all mathematics learning.

Professional learning

Teachers participated in professional learning experiences throughout 2011 in a number of areas. These were:

- Boys education;
- Persuasive text writing;
- Focus on Reading 3-6;
- Autism in mainstream settings;
- Workplace relations and functions;
- Resuscitation training;
- Interactive whiteboard training;
- Road safety education; and
Best Start training.
The average expenditure per staff member on professional learning was $491.
Staff participated in five professional learning days held in terms 1-4.

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
Improved literacy learning for all students as measured by reduction of the gap between state and school means for literacy.
2012 Targets to achieve this outcome include:
- A five percent increase in the number of Year 3 students achieving proficiency standard (bands 5 & 6) in reading, spelling, grammar and punctuation (NAPLAN tests);
- A four percent increase in the number of Year 5 students achieving proficiency standard (bands 7 & 8) in reading, spelling, grammar and punctuation in NAPLAN tests;
- Continued improvement in the average literacy growth of students from Year 3 to Year 5 based on NAPLAN results;
- Increased staff participation in and access to professional learning focused on quality teaching of literacy; and
- An increased number of students K-2 achieving proficiency standards in reading and writing.

Strategies to achieve these targets include:
- School-based performance data is used to formulate teaching and learning programs targeting areas of underperformance;
- Implement evidence-based group teaching of students based on performance data;
- Facilitate sharing of quality teaching practice in literacy across the curriculum; and

School priority 2
Outcome for 2012–2014
Improved numeracy learning for all students as measured by reduction of the gap between state and school means for numeracy.
2012 Targets to achieve this outcome include:
- A five percent increase in the number of Year 3 students achieving proficiency standard (bands 5 & 6) for numeracy in NAPLAN tests;
- A five percent increase in the number of Year 5 students achieving proficiency standard (bands 7 & 8) in numeracy in NAPLAN tests;
- Continued improvement (two percent) in the average numeracy growth of students from Year 3 to Year 5 based on NAPLAN results;
- Increased staff participation in and access to professional learning focused on quality teaching of numeracy; and
- An increased number of students K-2 achieving proficiency standards in numeracy.

Strategies to achieve these targets include:
- School-based performance data is used to formulate teaching and learning programs targeting areas of underperformance;
- Implement evidence-based group teaching of students based on performance data;
- Facilitate sharing of quality teaching practice in numeracy across the curriculum; and
- Implement professional learning programs, including TEN, that result in improved numeracy outcomes for all students.

School priority 3
Outcome for 2012–2014
Improved student engagement in learning, promotion of student achievement and classroom implementation of Positive Behaviour for Learning (PBL).
2012 Targets to achieve this outcome include:
- Development and implementation of a commonly agreed set of positive expectations for classroom settings;
- A decrease in behaviour referrals;
- Deliver planned instruction on positive expectations in a structured and timely manner K-6; and
- Effective communication of policy to all stakeholders.

Strategies to achieve these targets include:
- Commence classroom implementation of PBL while further strengthening whole school approaches to student behaviour management;
- Regular analysis of data; and
- Implementation of ongoing recommendations from the PBL team

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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Teaching staff of Samuel Terry Public School
Samuel Terry Public School P & C Association
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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: