2008 Annual School Report
Long Flat Public School

NSW Public Schools - Leading the way

LONG FLAT PUBLIC SCHOOL
Achieving Our Personal Best
Our school at a glance

Students
In 2008 Long Flat Public School had 35 students enrolled from Kinder to Year Six.

Staff
We have two full-time teaching staff and one part-time teacher.

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

Significant programs and initiatives
Our school is supported by the department’s Priority Schools Funding Program (PSFP). During 2008, this funding enabled us to employ a casual teacher for an additional day and a half each week. This allowed us to target student needs in literacy and numeracy.

Our school participated in the Numeracy In Middle Schools (NIMS) project.

Our students in stage 3 competed in the Australasian Problem Solving Mathematical Olympiads.

Our school won a subscription to the Mathletics Website after competing in a World Maths Day competition. Access to this valuable web site was given to each student in Year 3 – 6 throughout the year. It proved a valuable tool for enhancing student motivation and self paced learning.

Student achievement in 2008

Literacy – NAPLAN Year 3
We had seven students complete the NAPLAN during 2008. National average was band 4 in reading, writing, spelling, grammar and punctuation. Our school achieved an average of band 4 in all of those areas, except in reading where we achieved a band 5.

Numeracy – NAPLAN Year 3
We had seven students complete the NAPLAN during 2008. National average was band 4 in numeracy. Our school achieved an average of band 3 in numeracy.

Literacy – NAPLAN Year 5
We had five students complete the NAPLAN during 2008. National average was a low band 6 in reading, writing, spelling, grammar and punctuation. Our school achieved an average of band 6 in all of those areas, except in spelling where we achieved a high band 5.

Numeracy – NAPLAN Year 5
We had five students complete the NAPLAN during 2008. National average was band 5 in numeracy. Our school achieved an average of band 6 in numeracy.

Messages

Principal’s message
Long Flat Public School is a small rural school approximately 30km west of Wauchope.

We have taken every opportunity to involve our students in a wide range of curricula and extra curricula activities throughout the year. This has resulted in our students having opportunities to participate in competitions of a sporting and academic nature that rival most other schools in our district.

We continued a strong emphasis on improving our teaching of the basics. We had a major focus on mathematics. This has proven successful as determined by our rigorous school based assessment and is evident by the fact that our average performance for Year 5 students in the NAPLAN was well above state average in numeracy.

We have a very active P & C committee and a supportive community. They have been instrumental in assisting the school to improve educational opportunities for all students. They undertook many responsibilities throughout the year and have been successful in delivering such products as the ’75 Years Cookbook’ and the end of year ‘Personalised Student Calendars’.

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.

Paul Mason
P&C and/or School Council message

This year of 2008 has again been a successful year for the school, students and staff.

The P & C have again been actively fundraising, undertaking Bunning’s Barbecues, Mothers and Fathers Day Stalls, Easter and Christmas Raffles and hosting the annual Christmas Tree/School Concert. The P & C have also conducted a hugely successful Trivia Night and given that 2008 marked the 75th Anniversary of the opening of Long Flat Public School, conducted fundraising events associated with this event, those being a cookbook and a bush dance along with helping the staff with a Family Fun Day held at the school.

Our school canteen is, as always, managed by the P & C and relies completely on the volunteer efforts of our members. Through our fundraising efforts we have been able to contribute bus fares for the students to their annual swim safe lessons in Wauchope. We have also funded tennis lessons for the students during Terms 2 & 3. Our P & C funds are used to purchase trophies for the final assembly awards for each stage and also mementoes for the Year 6 students to take with them as souvenirs of their times at Long Flat Public School.

This year we have also contributed funds to the annual school camp to cut the expense to parents and caregivers and to allow the whole senior class to attend.

The P & C cannot operate without the great help of our many volunteers, and 2008 has seen a strong contingent of members willing to give up their time for the benefit of the students and Long Flat Public School.

Gemma Porter

Student representative’s message

During the year of 2008, we did a lot of fun activities. Some of them included visits to the river, swimming lessons, going to camp, visiting other small schools, sports carnivals, cross-country running, soccer gala day and the soccer knockout.

In term four, the whole school went to Wauchope pool, and learnt how to swim better and improve our skills.

Almost everyone from grades three to six went on camp to Myuna Bay for one week.

We visited the other small schools a couple of times during the year for special occasions.

The whole school competed in sports carnivals and cross-country running against the other small schools. Some of us even made it to the next level.

Kim Tout

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></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17</td>
<td>12</td>
<td>19</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>22</td>
<td>16</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>
Our attendance rate during 2008 was very pleasing. Most students had less than 10 days absent during the year. Only one student had more than 20 days off during the year.

### 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.

<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>3456</td>
<td>4</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>3456</td>
<td>3</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>3456</td>
<td>6</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>3456</td>
<td>5</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>K12</td>
<td>K</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>K12</td>
<td>2</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>K12</td>
<td>1</td>
<td>5</td>
<td>18</td>
</tr>
</tbody>
</table>

We gained a few students during the year. We ended the year with 35 students. There were 17 in the Senior Class and 18 in the Junior Class.

### Structure of classes

Our current student numbers allow us to have two classes. We have kept students from K-2 in one group and Years 3-6 in the other class.

### Staff information

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

All teaching staff meet the professional requirements for teaching in New South Wales public schools.

### Staff establishment

In addition to the teaching positions indicated in the following table, the school attracts PSFP support. This allows the school to employ an additional casual teacher approximately one and a half days per week to support student needs in literacy and numeracy as determined by the school and its community.

<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></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2.184</td>
</tr>
</tbody>
</table>
Staff retention

The current principal and the other full time staff member both started working at Long Flat during 2007. The main casual staff member, who does release from face to face, STLA and PSFP, has been working at the school for over ten years.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was N/A; however based on school data the attendance rate was approximately 98%.

Staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days. The attendance rate is reported as N/A if the school has less than 3.4 staff members.

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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>132,685.37</td>
</tr>
<tr>
<td>Global funds</td>
<td>43,767.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>24,404.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11,799.62</td>
</tr>
<tr>
<td>Interest</td>
<td>7,092.99</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>817.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>220,566.54</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 11,998.98  |
| Excursions                 | 4,909.16   |
| Extracurricular dissections| 7,067.17   |
| Library                    | 1,282.79   |
| Training & development     | 606.48     |
| Tied funds                 | 129,103.83 |
| Casual relief teachers     | 1,648.65   |
| Administration & office    | 10,147.93  |
| School-operated canteen    | 0.00       |
| Utilities                  | 5,878.98   |
| Maintenance                | 4,208.24   |
| Trust accounts             | 817.00     |
| Capital programs           | 0.00       |
| **Total expenditure**      | 177,669.21 |
| **Balance carried forward**| 42,897.33  |

The balance brought forward consisted of almost $100,000 that was a Federal Government Grant for the construction of a covered sports court.

A significant amount was spent on improving resources for teaching and learning programs. We spent significantly more than we received for this area. This was due to the school’s desire to improve the quality of teaching and learning programs within the school.

A considerable amount of expenditure this year went towards maintenance programs that significantly improved the school grounds.

At the end of the year, the school finds itself in the best financial position it has been in for many years, despite the considerable spending that occurred on school resources and improving the grounds.

A considerable amount of training and development occurred throughout the year. Most of this was funded from tied funds. An example of this was the school’s involvement in the Numeracy in Middle Schools (NIMS) project which
involved one staff member in eight professional development days with teachers from other local schools.

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.

School performance 2008
The school has been involved in a large number of significant programs and extra curricula activities during the year. As a result, the students have experienced a variety of excursions and have received visitors to the school as part of these projects. Some of these experiences included:

- Caring for Animals with Hastings Council
- Health Day (Year 6) with community health
- Questacon
- Excursion to the Wauchope Show
- Maths Enrichment Day at Comboyne
- Bicycle Education and Road Safety Day
- Healthy Teeth talk and presentation sponsored by Wauchope Lion’s Club.
- Life Education Visit

Achievements
Arts
On most occasions, activities involving the arts included all students K-6. These are fantastic opportunities for the students as they learn to share and perform with students from a wide range of ages and ability levels. Some of our highlights this year included:

- Students entered art work in the Wauchope Show. Students gained many awards for 1st, 2nd and 3rd in the various sections of the art show.
- During the year, students were involved in a wide range of art and craft activities. Students designed boomerangs, created pottery and developed skills in macramé.
- All students performed in the Annual Christmas Tree celebrations at the local hall. Students performed a number of plays and songs for the Long Flat community. This was well received by the audience.
- Students performed songs, dances, plays and/or skits at special assemblies throughout the year. These were attended by parents and community members.

Sport
The students experienced a comprehensive range of fitness, skills and sporting activities during the year. These included:

- The Small Schools’ Athletics Carnival involved all students K-6. We competed successfully in many events. A team represented the school in the relay at Coffs Harbour. The team consisted of James Scott, Ross Wehlburg, Kim Tout and Rebecca Lloyd.
- The Small Schools’ Cross-Country where many students competed successfully. A number of our students went on to compete at the Lower North Coast Cross-Country including; Kim Tout, Rebecca Lloyd, Amy Andrews, Jali Heath, Ross Wehlburg, James Scott.
• The Small Schools’ Swimming Carnival where all students in Years 3-6 competed. The school also participated in a swimming scheme for two weeks during Term 4. All students K-6 were involved in this program. Two qualified instructors were employed in addition to two staff and numerous parent volunteers. This enabled each group to be relatively small; therefore students received individualised instruction.

• All students were coached in tennis during Term 2 by a qualified tennis coach. All students have regular access to the tennis court each day.

• The students in Years 3-6 participated in a State Soccer Knock-out.

• Several visitors came to the school during the year. These people worked with groups of students to help improve their skills in particular areas. Some of our guest presenters covered sports such as soccer and league.

Competitions
Our students participated in the following competitions during the year.

- We entered the NSW Premiers Spelling Bee. Three students represented the school at Port Macquarie Public School. Kim Tout and Amy Andrews represented us in Stage 3. Maddie McKittrick represented us in Stage 3. These students performed well on the day.

- We participated in the Small Schools’ Multicultural Public Speaking competition held at Beechwood. In Stage 2, we were represented by Maddie McKittrick and Bradley Hollis. In Stage 3 we were represented by Zoe Murphy and Amy Andrews. All students performed at a pleasing standard.

- We participated in the Australian Mathematics Olympiad with other local small schools. All of our Stage 3 students were involved in this challenge.

- We entered a variety of art and craft items in the Wauchope Show. Students won numerous prizes for 1st, 2nd and 3rd for their artwork.

- Students were encouraged to be involved in the Premier’s Reading Challenge. A significant amount of funding was used to purchase books on the Premier’s list. We had a whole school focus on encouraging reading and participation in this program. We set a target of 50% to complete this challenge during 2008. We were very pleased with our achievement rate of 72%.

Camping Program
Our school combines with other small schools to provide quality camping opportunities for the students. This gives the students in each of the small schools the opportunity to build and maintain quality friendships with students from other schools. These friendships are sustained through regular contact at various sporting events and social events throughout the year.

This year we went to Myuna Bay Sport and Recreation Camp where our students were able to participate in a wide range of sporting and leisure activities.

This camp was enjoyed by thirteen out of fifteen of our Year 3-6 students.
Other
Our students also perform and receive regular recognition at school assemblies several times each term.
We acknowledge numerous events throughout the year and hold special assemblies for important events such as:
• Anzac Day and Remembrance Day

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 the assessments.
Year 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)
Our school only had seven students in Year 3 and five students in Year 5 this year. As a result of this small cohort we are only able to publish limited data on their results.
The school is provided with data that compares our achievements with state averages and Like School Group (LSG) averages. The LSG data is particularly relevant as this compares our school with similar schools to ours.
NAPLAN stands for the National Assessment Program in Literacy and Numeracy.

Literacy – NAPLAN Year 3
In Year 3 we had seven students complete the NAPLAN.
Our results in reading were greater than 10% higher than the LSG average. This was a significant strength. We were also slightly above the LSG average in writing, spelling, grammar and punctuation.

Numeracy – NAPLAN Year 3
In Year 3 we had seven students complete the NAPLAN.
Our results in numeracy were slightly below the LSG average.

Literacy – NAPLAN Year 5
In Year 5 we had five students complete the NAPLAN.
Our results in reading, writing, spelling, grammar and punctuation were all above the LSG average. We demonstrated particular strengths in reading, grammar and punctuation.

Numeracy – NAPLAN Year 5
In Year 5 we had five students complete the NAPLAN.
Our results in numeracy were greater than 10% higher than the LSG average. This was a significant strength.

Progress in reading
The average progress students make from Years 3 to 5 is one method of identifying the level of success a school is having with students between these years.
It also demonstrates the value added to student’s progress in relation to LSG and state average improvements.
NAPLAN data from 2008 demonstrates that our students grew by approximately 40% more than the average student growth across the state.
Progress in numeracy

The average progress students make from years 3 to 5 is one method of identifying the level of success a school is having with students between these years.

It also demonstrates the value added to student’s progress in relation to LSG and state average improvements.

NAPLAN data from 2008 demonstrates that our students grew by approximately 10% more than the average student growth across the state.

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 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86</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>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>80</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>80</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal history and culture is integral to our learning during the year.

Significant local events were publicised in the school newsletter during the year. Students and parents were encouraged to become involved in these events such as NAIDOC week.

During the year our students studied Aboriginal art. Students participated in activities involving creating Aboriginal art, culminating in each student (3-6) painting a design on a boomerang. These were later put on display in the foyer area.

Multicultural education

Multicultural education was integral to students’ learning throughout the year, particularly in HSIE and CAPA.

All students in Years 3-6 participated in the Multicultural Public Speaking competition. This involved reading and research about multiculturalism and what it might mean to different cultural groups in Australian society. All students presented their speeches to the class and some at a whole school assembly in addition to presenting these to other schools in the public speaking competition.

Respect and responsibility

Students at our school gain a deeper understanding of respect and responsibility through our teaching programs that incorporate personal development; our student welfare programs that teach students about equality, multiculturalism and being a responsible citizen; and through our involvement with the community.

The school, through the efforts of staff, P & C Association and community members, ran a 75 Year Celebration and reunion for Long Flat Public School. This involved special activities and fun games during a Saturday, followed by a traditional dance in the evening. Many students participated
in these events with their parents, relatives and family friends. During the day activities, various talks were given by past students and teachers. Students were given the opportunity to meet and listen to those from previous generations. This was an invaluable experience for all those who participated in this special celebration.

During the year, all students participated in the celebration of special days such as Anzac Day. We acknowledged NAIDOC week and students were encouraged to participate in the celebrations being held in Port Macquarie.

We had times during the year where students worked with parents and community members such as in canteen and when preparing the hall for our Christmas Tree Celebrations.

Priority Schools Funding Program

This funding was utilised to employ an additional staff member who implemented targeted programs in literacy and numeracy for students in K-6. Some funding was also used to purchase reading materials that specifically focus on targeting reading and encouraged students to become involved in the Premier’s Reading Challenge. This funding was crucial in lifting student outcomes in reading levels and in mathematics. In maths, we focused on quality teaching and specifically focused on raising student understanding and performance in fractions and decimals along with targeting literacy based questions across a wide range of strands in mathematics.

Further details about the successful contribution of PSFP to our teaching and learning programs can be found in the section about ‘Progress on 2008 targets’.

Community Involvement

There is a good level of community participation within the school. A core group of parents regularly work with students in the classroom. Much of this involves helping students with reading.

The Parents and Citizens’ Committee is very active. Regular monthly meetings are held and a reasonable number of parents consistently participate in group decision making. The P & C is quite active in raising funds to support school programs. Without their commitment and support our swimming program would be too costly for most students to participate.

The P & C was very active in organising the 75 Years celebrations and related activities such as the publishing of a 75 Years Cookbook and commemorative materials.

The P & C coordinates other special events such as Mothers Day and Fathers Day stalls. They have coordinated barbecues at Bunnings to help with fundraising.

A significant number of parents and community members attend school assemblies and other special events each term.

Many parents and community members have assisted to improve the school grounds during the year. Others have helped out in the library to improve the systems in place there.

During the year our students performed songs as part of senior citizens week in the grounds of the local park. This was well attended by senior citizens in our local community and other high profile personalities.

Two of the first students from 1933, Lyal Flanagan and Annie Hollis at our 75 Year Celebrations planting a tree.
Progress on 2008 targets

Target 1

*Students in K-6 will demonstrate a minimum improvement of 10% in number skills (achieving an average score of 80%) by the end of 2008*

We continue to focus on basic number concepts as these are vital areas of the mathematics syllabus. Skills developed in these areas are often required in the other strands of mathematics further highlighting their importance.

During the year, staff was involved in the Count Me in Too project and a Numeracy in Middle Schools project. Some of the data gathered from these focus areas has been included here.

Our achievements include:

School based assessment in basic addition, subtraction, multiplication and division (at appropriate stage based levels) indicates that our students are attaining results above an average of 80% in these areas.

Students in Years K-2 participated in pre and post SENA 2 tests. This test identifies student strengths and needs in basic number concepts. Results obtained by comparing the two tests demonstrate that students have made significant gains in these areas.

Students in Stage 3 participated in pre and post NIMS tests. These tests are made up from various sections of past Year 7 test papers. The test contains fifteen pages, with four questions on each page. Each page is dedicated to a separate sub strand (or area) of the mathematics syllabus. In number skills the five pages were:

- Whole Number
- Addition and Subtraction
- Multiplication and Division
- Fractions and Decimals
- Chance

The average student improvement in number skills was 14%. Every students in Stage 3 who participated in both tests made improvements overall.

Some aspects of these results were disappointing. There was little to no improvement shown with the questions involving the four operations. Student performance in decimals and fractions (an area that we were specifically targeting during the year) showed negative growth.

It should be noted however, this test involves written word problems and not typical algorithms. On careful analysis, it was noted that students did the fractions and decimals page early in the first test, whereas it was the second last page in the post test.

One particular question was commonly answered correctly in the pre test, yet most got it wrong in the post test. Students had to convert 7/10 from a fraction into a decimal. Many students incorrectly answered 7 instead of 0.7.

The following graphs show students performance in all areas of the test.
It was pleasing to note that overall, the average student improvement was greater than 25% across all areas of the mathematics curriculum.

**Target 2**

*All students in Years 3-6 will move from an average of less than 40% to greater than 80% in stage appropriate decimals and fractions by the end of 2008.*

To assist our school in achieving this target we made good use of PSFP for providing additional teaching days and purchasing resources to help improve the effectiveness of teaching and learning.

School based data and previous BST results indicated students had a lack of understanding in this area.

Staff developed a thorough program to improve each student’s knowledge and skills with fractions and decimals. Students worked in small stage based groups focusing on quality teaching of an explicit nature.

All students in Years 3-6 were targeted as the need was widespread. Students requiring additional support were also provided for.

Our achievements include:

- After thorough pre-testing, we learnt that our student’s understanding was much lower than originally thought. This further reinforced the need to focus on this area. We had planned to focus on patterns and algebra too; however the needs were so great in this area that we decided to have a major focus on that area in 2009.

We were able to achieve an average student result of 80% or higher in each of the following areas that we focused on for both Stage 2 and 3 students.

- Converting decimals to fractions and vice versa;
- Understanding equivalent fractions, percentages and decimals;
- Multiplying whole numbers by fractions;
- Finding a percentage of a whole number.

The careful testing of students indicated the difficulty they have with concepts involving fractions and decimals.

One additional achievement beyond fantastic students progress in this area was a teaching resource developed by staff that will be of great use in future years.

**Target 3**

*Students will have an average improvement of 50% by the end of 2008 when doing (stage appropriate) word problems in mathematics.*

This target was essentially a literacy target. Student performance in various tests indicated that they were making errors due to reading and comprehension factors more frequently than they were making calculation errors.

As a result, staff were involved in training and development activities that reinforced strategies that can be used to diagnose student error patterns and better assist students in their learning.

Newman’s Analysis was the tool used to identify how and why students were making errors. Students were made aware of this through explicit teaching and ongoing work in this area.

This area was focused on for much of the year. Students completed pre and post tests.

Our achievements include:

- Students are now aware of Newman’s Analysis in regard to the point at which they are making errors. As a result they now focus more carefully with written word problems to avoid common errors.
- Staff have gained greater expertise in identifying where students are making their errors. As a result, staff are able to provide a greater level of feedback to the students and are more effective when helping students in this area.

Overall, the average number of questions students initially got correct was only 3.6 out of 15. After much work in this area, students averaged 7.7 out of 15.

This is the combined results of all students in Stage 2 and Stage 3. It was noted that the Stage 3 results were considerably higher than those in Stage 2. Students in Stage 2 made significant progress; however there is much more room for improvement with word problems.

Our target of improving by an average of 50% was achieved. These results indicate that student improvement was greater than 100%.

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### Fractions and Decimals

<table>
<thead>
<tr>
<th></th>
<th>PRE</th>
<th>POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convert</td>
<td>16</td>
<td>17.3</td>
</tr>
<tr>
<td>Equivalent</td>
<td>3.9</td>
<td>19.2</td>
</tr>
<tr>
<td>Mul WN</td>
<td>2.6</td>
<td>17.3</td>
</tr>
<tr>
<td>% of WN</td>
<td>3.8</td>
<td>17.5</td>
</tr>
</tbody>
</table>

**PRE**

**POST**
### Target 4

**Students in K-2 will demonstrate a minimum improvement of 20% with sight words (achieving an average score of 80%) or higher by the end of 2008.**

In the early years, there are many words that students need to recognise as sight words to assist them develop fluency in reading.

Our school developed 100 sight words for each grade from K-2. These are based on commonly used words in books read by students in these years.

All students were assessed at the beginning and end of the year. During the year, these lists of words were available for students to learn. We also focused on these during our buddy reading program.

Our achievements include:

The vast majority of students improved by far more than 20%; however some students who received high marks or full marks in the initial test were unable to improve by a figure of 20%.

The average score for each grade was as follows:

<table>
<thead>
<tr>
<th></th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Increase in words correct</th>
<th>Average improvement as a %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>73</td>
<td>94</td>
<td>21</td>
<td>29%</td>
</tr>
<tr>
<td>Year 1</td>
<td>38</td>
<td>80</td>
<td>42</td>
<td>114%</td>
</tr>
<tr>
<td>Kinder</td>
<td>3</td>
<td>68</td>
<td>65</td>
<td>2600%</td>
</tr>
</tbody>
</table>

Our results demonstrate that Year 1 and 2 achieved our target of 80% of words correct by the end of the year. Kinder students did not reach this target; however it is clearly evident that these students made the largest gains during the year based on pre-test and post-test data.

### Target 5

**75% of students in K-3 will increase in reading levels by 10 levels by the end of 2008.**

**The average increase in reading levels (K-3) will be 6 levels or more by the end of 2008.**

Our school recognises the importance of reading in society. One of our commitments during this year, through the use of PSFP was to provide additional teacher time and resources to improve students’ reading skills.

This year, all students from K-6 were encouraged to participate in the Premier’s Reading Challenge. A significant number of books were purchased to support this program. At the conclusion of this challenge, 72% of our whole school population managed to complete it. We were aiming for 50%.

This focus, combined with our ongoing targeted reading programs and parental involvement resulted in pleasing student gains.

Our achievements include:

Students in K-3 were assessed for reading early and late in the year. We had 75% of students increase by 10 levels by the end of the year. This figure did not include students in these grades who have moved beyond reading level 30.

The average increase in reading levels was as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>9.2 levels</td>
</tr>
<tr>
<td>Year 1</td>
<td>12.2 levels</td>
</tr>
<tr>
<td>Year 2</td>
<td>10 levels</td>
</tr>
</tbody>
</table>
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 school planning, teaching of mathematics and school satisfaction.

All students and parents were surveyed towards the end of the year in the three areas evaluated.

Educational and management practice

School Planning

The school seeks to continually improve on its current practise. School planning has been identified as an important aspect of school management. This area impacts on school priorities, budgeting, training and development, and general school organisation.

Background

The school surveyed parents and students to determine their views in order to establish what aspects of school planning are working well and which ones could be improved.

The survey questions for parents were as follows:

1. The school has involved staff, students and parents in decisions relating to its published statement of school purpose.
2. The published statement of school purpose reflects the needs of students.
3. The schools activities match its statement of school purpose.
4. The annual school report identifies the reasons for school targets.
5. The main purpose of school targets is to improve student learning outcomes.
6. School planning documents are developed with the support of staff, students and parents.
7. The school implements a comprehensive management plan.
8. The school’s planning processes are responsive to emerging needs.
9. We are told what the school is buying and why.

Findings and conclusions

The following graph provides an overview of the parent responses. Parents rated the responses by agreeing with any of the following four choices being: almost always, usually, sometimes or rarely.

The survey responses were quite positive. Most parents responded with always or usually for all but one question.

All students in the school completed a similar survey about school planning. There were a number of areas that students rated significantly lower than their parents.

Approximately 20% of students indicated sometimes or rarely for each of the following questions:

- When I look at what we are doing at school, the statement of school purpose makes sense.
- The annual school report identifies the reasons for school targets.

About 30% of students indicated sometimes or rarely for question 9 which stated, 'We are told what the school is buying and why.'

It was noted that all of these responses came from infants students.
Future directions
Students could be made more aware of the annual school report and given reasons as to why we have specific targets.
Staff could remind students of newly purchased resources and how these items will be used within the school.

Curriculum
The school seeks to continually improve on its current level of achievement. One curriculum area is identified for review each year. The area reviewed this year was mathematics.

Background
The school had a number of targets during 2008 that specifically focused on aspects of teaching and learning in mathematics. Whilst our results were extremely pleasing, we also like to gain feedback from our parents and students regarding the teaching of mathematics.
The school surveyed parents and students to determine their views in order to establish what aspects of mathematics are working well and which ones could be improved.
The survey questions for students were as follows:

1. It is important to learn mathematics.
2. I enjoy maths lessons.
3. I like to work with other students in maths.
4. I like text book maths work.
5. I like hands-on maths work.
6. I like to use computers in maths.
7. I am getting better at Number.
8. I am getting better at Space & Measurement.
9. I am getting better at working mathematically and problem solving.
10. My teacher tells me how I am progressing in mathematics.
11. I am given extra help when I need it.

Findings and conclusions
The following graph provides an overview of the student responses. The students rated each question with either strongly agree, agree, disagree or strongly disagree.

The student survey has raised a number of issues. It is noted that 34% of students either sometimes or rarely enjoy mathematics.
A significant number of students (54%) have said that they don’t really like working with other students when doing mathematics.
There were 40% of students who selected sometimes or rarely when responding to question 10.
A significant number of students (46%) feel they are only given extra help sometimes or rarely.
Parents returned a similar survey about mathematics. Parents agreed with most questions scoring above 90% in all but two questions. Two questions stood out.
- The school has kept me well informed about the teaching of mathematics. We had 15% of parents indicate sometimes or rarely for this.
- I am confident to assist my child with mathematics at home. We had 21% of parents indicate sometimes or rarely for this.

Youngest student (Ellie McKittrick) cutting the 75 Year Celebration Cake with 1933 student, Lyal Flanagan.
Future directions

We need to discuss some of these findings with students and ask them to share their thoughts. We need to learn why so many students do not like mathematics. We need to find out why students do not like working with peers during maths lessons.

To encourage students to enjoy mathematics we could incorporate greater use of mathematical games across the school. All classes could make better use of fun learning activities such as those available in Count Me In Too and Counting On resources.

These survey results will be shared with staff to make everyone aware that students would like to be given feedback on a more regular basis and to make staff aware that many students feel that they need greater support when doing mathematics.

The school could help improve parent confidence by running a workshop to help parents understand how they can better assist their children at home when learning mathematics.

Parent, student, and teacher satisfaction

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

Parents and students were asked to respond with either; agree, not sure or disagree.

Parent Survey
1. The school knows the community it serves.
2. School leaders have a positive influence on the school culture.
3. The students are the school’s main concern.
4. Parents support what is happening at the school.
5. The school appreciates having my child as a student.
6. The school encourages everyone to learn.
7. The school often praises or rewards individuals who are successful.
8. My child/children like to go to school every day.
9. The teachers are fair to my child/children.
10. The teachers take an interest in helping my child/children with their work.
11. I am proud of my child/children’s school.
12. The school discipline policy is successful.
13. Bullying is not tolerated at school.

Student Survey
1. I want to get good results at school.
2. I can get good results at school.
3. My teachers expect high standards from me.
4. The work I do really challenges me.
5. The school appreciates having me as a student.
6. I enjoy coming to school.
7. The school often praises or rewards my success.
8. I find learning is a lot of fun.
9. My teachers are fair to me.
10. My teachers take an interest in helping me with my work.
11. I am proud of my school.
12. The school discipline policy is successful.
13. Bullying is not tolerated at school.

Professional learning

Considerable professional learning was undertaken by staff throughout the year. This included, but was not limited to:

- Principal Network Meetings and Primary Principal Association Meeting Minutes.
- Regular Small Schools’ Meetings.
- PSP professional development activities.
• Numeracy in Middle Schools (NIMS) professional development activities throughout the year.
• STLA professional development meetings.
• Training and development in Counting Me in Too.
• Staff training, revision, development and ongoing practice in using Newman’s Error Analysis.

School development 2009 – 2011

During these years we plan to focus on literacy and numeracy. Our targets indicate these focus areas.

Our targets are developed through a combination of methods that include gathering student performance data and identifying school trends and student needs. This data includes teacher knowledge and class based assessments as well as information from external student assessments.

Student needs and draft targets are discussed with staff and parent groups before deciding on specific future targets.

Targets for 2009

Target 1

The average student growth in writing will be above district and National average in NAPLAN. We will be in the top 12 in our district.

Strategies to achieve this target include:

Students will complete diagnostic spelling activities and be placed on individualised ability based levels.

Studying different samples of writing and explicitly identifying with students the various marking criteria used to assess student writing. We will focus student understanding and skills in the specific areas of: audience, text structure, ideas, character and setting.

Improve staff understanding of the specific criteria being focused on through professional development activities that improve staff consistency of judgement and ability with criterion marking.

Our success will be measured by:

Students will achieve an average performance of 80% or higher with individualised spelling.

Students’ writing skills and performance will improve so that each student moves along a minimum of one point in each of the criterion being targeted.

Staff understanding of each criterion being targeted in writing is understood by staff and explicitly taught to students resulting in improved student performance in each area.

Target 2

The average student growth in reading will be above district and National average in NAPLAN. We will be in the top 12 in our district.

Strategies to achieve this target include:

School based sight word lists (K-2) will be used as a basis for developing student sight words.

Staff will expose students to a range of reading experiences in their classroom such as: modelled reading; guided reading and shared reading.

Students will receive targeted lessons in reading and comprehension using appropriate reading materials and use of technology.
Our success will be measured by:
Students will demonstrate an average result of 80% or higher with grade based sight words.
Students will demonstrate an average growth rate of 8 reading recovery levels within a twelve month period.
Staff will demonstrate quality teaching through direct instruction and appropriate use of technology to assist students with reading and comprehension skills.

Target 3
The average student growth in numeracy will be above district and National average in NAPLAN. We will be in the top 12 in our district.

Strategies to achieve this target include:
Teachers will include use of mental strategies as a regular component of their teaching strategies.
PSP funding will support breaking students into stage groups for specific focussed teaching and learning programs.
Staff will review and incorporate use of Newman’s Error Analysis in their teaching/learning programs.

Our success will be measured by:
Student motivation, and confidence increasing with skills in basic number facts reaching an average accuracy rate above 80%.
Students will display significant growth and understanding in number patterns and algebra indicated through comparisons of pre and post testing.
Students will demonstrate increased understanding and skills in working mathematically indicated through comparisons of pre and post testing.

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.

Gemma Porter, Parents and Citizens’ Association
Wayne Lloyd, Parents and Citizens’ Association
Kim Tout, Student Representative
Christine Pearce, Staff
Rodney Dobson, Staff
Sharon Gill, Staff
Paul Mason, Principal

School contact information
Long Flat Public School
5077 Oxley Highway, Long Flat 2446
Ph: 6587 4255
Fax: 6587 4334
Email: longflat-p.school@det.nsw.edu.au
Web: www.longflat-p.schools.nsw.edu.au
School Code: 2423

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:

A few ex-students enjoying our 75 year reunion and celebrations.