2009 Annual School Report
Long Flat Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
In 2009 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 2009, 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 established partnerships with other local schools during 2009. The group of schools in and around Wauchope have adopted the name “Bago Community of Schools” (BCOS). We endeavour to improve the opportunities for all students in this group.
Our students in stage 3 competed in the Australasian Problem Solving Mathematical Olympiads.

Student achievement in 2009

Literacy – NAPLAN Year 3
We had seven students complete the NAPLAN during 2009. The National average was band 4 in reading, writing, spelling, grammar and punctuation. Our school achieved an average of band 5 in all of those areas.

Numeracy – NAPLAN Year 3
We had seven students complete the NAPLAN during 2009. The National average was around the middle of band 4 in numeracy. Our school achieved an average of high band 4 in numeracy.

Literacy – NAPLAN Year 5
We had two students complete the NAPLAN during 2009. The National average was a low band 6 in reading, writing, spelling, grammar and punctuation. Our school achieved an average similar to this; however this was not provided on the student reports due to the small number who did the test in our school this year.

Numeracy – NAPLAN Year 5
We had two students complete the NAPLAN during 2009. The National average was a low band 5 in numeracy. Our school achieved an average of band 7 in numeracy; however this data was not provided on the student reports due to the small number who did the test in our school this year.

Messages

Principal's message
Long Flat Public School is a small rural school approximately 30km west of Wauchope.
We are proud that we try 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 school camps, academic competitions in areas of mathematics, literacy and public speaking. We provide opportunities for students 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 writing and targeted aspects of mathematics this year. This has proven successful as determined by our rigorous school based assessment and is evident by the fact that our average growth for Year 5 students in the NAPLAN was well above state average in numeracy and literacy this year.
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. In addition to running the canteen two days per week, the P & C coordinates many special events during the year such as Mother’s Day and Father’s Day stalls, free healthy lunch days and the Bunning’s Barbecue just to name a few.
The P & C contributed funds during the year for a range of purposes including the swimming scheme that every child was involved in and the Year 6 farewell. Contributions from the P & C
have also enabled the school to provide items of school clothing at very inexpensive rates.

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

The P & C would like to congratulate all the staff and students for their success throughout 2009. As the end of this year approaches, all the people involved in Long Flat Public School are increasingly busy, with end of year projects. The P & C are also looking forward to the end of another busy and successful year.

2009 has seen the P & C implement new uniform items into our school and also fund these items to make them affordable for all parents. During the year, we had the usual fundraising that all P & C committees take pride in conducting. This year has as usual seen us participate in two Bunning’s Barbecues. The proceeds of each of these were directed towards two separate events for the year. The first was to reduce the costs involved in the annual Small Schools’ Camp, which this year saw the students visit Dubbo. The second has been the Year Six Farewell dinner that took place in the last week of term 4. Each of these events is held in high regard by both the P & C and the students and are both equally deserving of funding.

Again in 2009, the P & C has conducted Mothers and Fathers Stalls and an Easter Raffle and also a raffle to be drawn at the Annual Christmas Tree. All of these fundraisers have been successful. We will also provide a barbecue at the end of year event in order to increase our fundraising efforts for the year. As always, the proceeds of our fundraising is used to provide buses for the children to swimming in Wauchope, reducing the cost of uniforms, providing trophies and awards for Year Six and the end of year Assembly.

Along with the regular canteen provided for the children, this year we have also incorporated into our services two types of lunches for the children. The first is a healthy lunch which is free to all students and the second is a special lunch which is available at a small cost. These lunches provide the students with an opportunity to try new and different foods that they may not have experienced. All lunches were well accepted by the children, with the majority of the student body participating.

In closing, I would like to take this opportunity to gratefully thank all of the committee of the P & C and its members, along with the staff and students of Long Flat Public School for the excellent way in which the year has been completed. A big thank you must especially be given to the tireless efforts of all the volunteers that we have involved with our school, without whose time we would not be able to offer so many opportunities and experiences to our students.

Gemma Porter

School Council Representative

Student representative's message

During this year, 2009 I have had a fabulous time. We have had a few fund-raisers like crazy hair day, character day and the year 6 students had a car wash and we all got wet. We also had a Bunning’s BBQ to raise funds for the year 6 farewell.

The year 6 students got to go to the high school to experience what we have to do there. We also got to go to the local radio station. At the station we talked about what we have done so far in the year. It was also great going out with our classmates to have pizza.

The school went to the swimming pool in Wauchope during the year for swimming lessons and on the last day we got to go on the slide.

Every year the school is involved in Anzac day and Remembrance Day activities. The students
have learnt to understand the significance of these special days.

The school went to the small schools gala day it was really fun.

I have had a lot of fun being school captain and being at Long Flat Public School.

Rebecca Lloyd

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>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>19</td>
<td>16</td>
<td>19</td>
<td>22</td>
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<tr>
<td>Female</td>
<td>22</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>12</td>
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</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>School</td>
<td>96.0</td>
<td>97.6</td>
<td>97.5</td>
<td>95.6</td>
</tr>
<tr>
<td>Region</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</td>
<td>90.1</td>
</tr>
<tr>
<td>State</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Student attendance rates

Student attendance during 2009 was quite good. Research shows that regular attendance at school is important in achieving consistent improvement. The school reminds parents and students that attendance at school is extremely important.

Management of non-attendance

All students who are absent are expected to bring notes explaining their absence. Most families consistently provide these so that each child’s absence is accounted for.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>3-6</td>
<td>3</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>3-6</td>
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<td>20</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>3</td>
<td>14</td>
</tr>
</tbody>
</table>

When the class size audit was conducted we had 34 students in the school. We had 35 students throughout most of the year. There were 20 students in the Senior Class (Years 3-6) and 14 students 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.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Enter a statement describing the Indigenous composition of the school workforce. Principals are strongly advised to refer to the Support Document for further information.

At present, none of our staff have been identified as having an Indigenous background.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools. Enter text here

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

Date of financial summary: 30/11/2009

<table>
<thead>
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<th>Income</th>
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<tr>
<td>Balance brought forward</td>
<td>42,897.33</td>
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<tr>
<td>Global funds</td>
<td>48,921.04</td>
</tr>
<tr>
<td>Tied funds</td>
<td>26,822.34</td>
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<tr>
<td>School &amp; community sources</td>
<td>9,312.06</td>
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<tr>
<td>Interest</td>
<td>1,955.60</td>
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<tr>
<td>Trust receipts</td>
<td>913.00</td>
</tr>
<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>130,821.37</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>8,116.83</td>
</tr>
<tr>
<td>Excursions</td>
<td>4,312.94</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>6,192.31</td>
</tr>
<tr>
<td>Library</td>
<td>1,252.48</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>886.37</td>
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<tr>
<td>Tied funds</td>
<td>26,984.60</td>
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<td>Casual relief teachers</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>5,491.78</td>
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<tr>
<td>Maintenance</td>
<td>18,400.34</td>
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<tr>
<td>Trust accounts</td>
<td>913.00</td>
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<tr>
<td>Capital programs</td>
<td>5,128.50</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>89,315.83</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>41,505.54</strong></td>
</tr>
</tbody>
</table>

While there is $41,000.00 in funds remaining, almost $5000 of this is tied funds or invoices paid that are to be banked by other providers. Out of the remainder, $27,000.00 is targeted towards asset replacement or providing additional assets, leaving a budget of approximately $10,000.00.

During the year, a considerable amount was spent on purchasing resources for various Key Learning Areas (KLAs) to improve teaching and learning programs in these areas.

A full copy of the school’s 2009 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 2009

The school participated in a wide range of significant programs and extra curricula activities during the year.

Some of these experiences and opportunities for students included:

- Life Education Van and follow up activities
- Safety around animals with PMH Council
- Community Health Day (Year 6)
- Involvement in Public Speaking Competition
- Participation in Premier’s Spelling Bee
- Participation in Premier’s Reading Challenge
- Indonesia in the Bush with other schools
- Science Fair at school – student experiments
- Water Safety with Royal Surf Life Saving
- Sports Gala Days
- School’s Out – Radio Program
- Aboriginal Education with Uncle Bill
- Transition programs for new Kinder and Year 6 students going to Wauchope High School
- Maths Olympiad

Achievements

Arts

- Students performed art, dance and drama for a combined schools performance known as “Indonesia in the Bush”.
- 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 including ceramics, designed artworks and string art.  

- 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. Two students (Rebecca Lloyd and Terri Burns) went on to compete in events at the district carnival.
- The Small Schools’ Cross-Country was cancelled this year due to bad weather; however we had a group of students who participated in the District Cross Country.
- 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.
- A group of students in Years 4-6 participated in a touch football gala day. This was a new sport for our students who managed to play with great enthusiasm and effort.
- All students in K-6 participated in a soccer gala day. The students performed very well on the day and general behaviour and sportsmanship was of a high standard.
- 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. Zoe Murphy represented us in Stage 3. Maddie McKittrick and Tayla O’Neill represented us in Stage 2. 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 Tayla O’Neill. In Stage 3 we were represented by Zoe Murphy and Rebecca Lloyd. All students performed at a pleasing standard. Zoe Murphy won the competition in Stage 3. She went on to compete in the Port Macquarie District Competition. She also won this and then went to compete at the Regional Public Speaking Competition.
- We participated in the Australian Mathematics Olympiad with other local small schools. All of our Stage 3 students were involved in this challenge and some of our Stage 2 students were given an opportunity to be involved too.
- 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 75% to complete this challenge during 2009. All of our students were involved in the Premier’s Reading Challenge. We were very pleased with our completion rate of 76%.
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 Dubbo. Students had a wide range of experiences including sleeping at the zoo and visiting Dubbo gaol.

This camp was enjoyed by approximately 70% of our Year 3-6 students.

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

In Year 3 we had seven students complete the NAPLAN.

Our results in reading were above the state average in reading by approximately 9% and above the state average in writing by approximately 4%.

Numeracy – NAPLAN Year 3

In Year 3 we had seven students complete the NAPLAN.

Our results in numeracy were above the state average by approximately 4%.

Literacy – NAPLAN Year 5

In Year 5 we had two students complete the NAPLAN.

Our results in reading and writing were both above the Region average but were fairly close to both the Region and State averages.

Other

Our students also perform and receive regular recognition at school assemblies each fortnight.

We acknowledge numerous events throughout the year and hold special assemblies for important events such as:

- Anzac Day and Remembrance Day
Numeracy – NAPLAN Year 5

In Year 5 we had two students complete the NAPLAN.

Our results in numeracy were well above the Region average by approximately 18%. We were above the state average by approximately 12%.

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 (Like school groups) and state average improvements.

NAPLAN data from 2009 demonstrates that our students grew by approximately 32% more than the average student growth across the state.

Progress in writing

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 2009 demonstrates that our students grew by approximately 25% 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 2009**

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

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

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

**Significant programs and initiatives**

**Aboriginal education**

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 we had a visit from an Aboriginal Elder known as Uncle Bill. He taught all students a great deal about Aboriginal history and Aboriginal culture. He also educated students about the Aboriginal history in the Hastings.

**Multicultural education**

Multicultural education was integral to students’ learning throughout the year, particularly in Human Society and Its Environment (HSIE) and Creative & Practical Arts (CAPA).

Our school was involved in a project known as 'Indonesia in the Bush'. As part of this combined schools project, our students created various artworks, craft, dance and performed from an Indonesian perspective. This culminated in a fantastic performance at Byabarra School with our school involved. Students’ artwork was displayed at Blue Poles.

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.

Zoe Murphy won the Small School’s Public Speaking competition and went on to compete at the District Public Speaking competition. She also won in this event and then went on to participate in the competition at regional level. This was the second time Zoe had made it to the regional finals.

**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.

During the year, all students participated in the celebration of special days such as Anzac Day. Parents and community members also come along and participate on these days. 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.
Students value the contribution that many parents make to our school such as when they help in programs like reading, art and during our swimming scheme where we have many parents involved.

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. We also purchased resources to focus on writing as this was another target area. This funding was crucial in lifting student outcomes in reading levels, writing and in mathematics. In maths, we worked on quality teaching and specifically focused on raising student understanding and performance in word problems, number patterns and algebra.

Further details about the successful contribution of PSFP to our teaching and learning programs can be found in the section about ‘Progress on 2009 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 coordinates other special events such as Mothers Day and Fathers Day stalls. They have coordinated barbecues at Bunnings to help with fundraising.

This year, parents raised enough funds to pay for all parents and students to attend the Year 6 farewell. This was a tremendous effort.

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.

Progress on 2009 targets

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.

Writing is an important skill during schooling and throughout life. The ability to express oneself in writing tends to complement an individual’s ability to express oneself verbally and vice versa.

We have set very high expectations in this area and have been aiming to meet these expectations through carefully structured lessons that focus on important aspects of each child’s writing.
During 2009, whilst focusing on all aspects of improving student writing skills, we also focussed on measuring student improvement in four critical areas of writing being:

**Audience** – The writer’s capacity to orient, engage and affect the reader.

**Text structure** – The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.

**Ideas** – The creation, selection and crafting of ideas for a narrative.

**Character/Setting** – The portrayal and development of character; and the development of a sense of place, time and atmosphere.

Our achievements include:

Gaining a result that was well in excess of the average improvement of both our district and state. In fact, our growth in writing from Years 3 to 5 was 25% above the average growth for NSW schools.

A ranking in writing compared to other schools in our district that placed us in the top 5 schools within our district.

Students in Years 3 – 6 carried out writing tasks early in Term 1 and again later in the year. These writing tasks were carefully marked against set criteria in the areas of audience, text, ideas and setting.

The table below indicates the average scores achieved by students in each of these areas.

<table>
<thead>
<tr>
<th></th>
<th>Audience</th>
<th>Text</th>
<th>Ideas</th>
<th>Char/Setting</th>
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<tbody>
<tr>
<td><strong>Pre</strong></td>
<td>2.3</td>
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<td>2.2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Post</strong></td>
<td>3.7</td>
<td>2.8</td>
<td>3.7</td>
<td>3</td>
</tr>
</tbody>
</table>

The differences between pre and post tests is extremely significant and pleasing.

The maximum score for each of these areas is as follows:

**Audience** – 6 marks; **Text** – 4 marks; **Ideas** – 5 marks; **Character/Setting** – 4 marks.

The marking criteria used was the same as that used by those marking students in the NAPLAN tests.

Whilst not all students gained an improved result in every area; all students did make gains in two or more of these focus areas.

The following graph demonstrates the improvements made by our students in the targeted areas.

This school based data provides further evidence of our student’s improvements and helps to demonstrate how our students have achieved above average improvements in writing.

**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.*

The school has developed its own set of sight words that students from K-2 work on each year. Student recognition of commonly used words is an important aspect of developing fluent readers.

The K-2 class works on sound programs and students regularly read in class and with parent and community helpers. Students who are not reading at the expected level are provided with additional support through our PSFP and STLA programs.

Students in Years 3-6 have focussed learning on reading for meaning and understanding. As a result, these students participate in regular comprehension activities using various texts, classroom discussion and educational programs such as Behind the New (BTN).

Our achievements include:

Gaining a result that was well in excess of the average improvement of both our district and state. In fact, our growth in writing from Years 3 to 5 was 32% above the average growth for NSW schools.

A ranking in reading compared to other schools in our district that placed us in the top 5 schools.

Students in K-2 have a set of 100 sight words for each grade. Students are pre tested on these early in the year and post tested later in the year.

The results from this program were as follows.

<table>
<thead>
<tr>
<th></th>
<th>Kinder</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre</strong></td>
<td>0</td>
<td>53.5</td>
<td>71.4</td>
</tr>
<tr>
<td><strong>Post</strong></td>
<td>47.3</td>
<td>79.2</td>
<td>93</td>
</tr>
</tbody>
</table>
Students have made significant gains in other areas tested including reading progress and comprehension. In reading, our students are progressed at an average of 8 reading levels or higher for each grade group from Years K – 2.

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.

Numeracy is a highly regarded area in our school. Student lessons in literacy incorporate use of teacher demonstrations and direct instruction, use of chalkboards, white boards and data projectors. Resources used include hands on materials, group work and a range of computer programs. We also extend students by providing opportunities for engagement in more challenging work such as in the Maths Olympiad.

This year we continued our focus on Mathematical Word Problems and basic Number Facts. We also had a focus on Number Patterns and Algebra.

Our achievements include:

Gaining a result that was well in excess of the average improvement of both our district and state. In fact, our growth in numeracy from Years 3 to 5 was 30% above the average growth for NSW schools.

Our ranking in numeracy compared to other schools in our district that placed us in the top 5 schools.

Our students have made continual improvements in their ability to answer mathematical word problems. Students in Years 3-6 have moved from an average accuracy rating of 45% to an average result of 63%. This is a substantial improvement considering the complexity of these mathematical challenges.

In the focus area of Number Patterns and Algebra, the students in Years 3-6 participated in a rigorous pre-test and post-test analysis covering aspects such as: number patterns, $x + n = y$, $x - n = y$, $5z + 6 = 21$, written algebra problems, and simple algebra equations. Whilst the word ‘simple’ is used to describe the algebra students learnt to do, the actual questions extended all students beyond the normal level for each grade level.

The results students achieved in this area were outstanding. They demonstrate that a well sequenced program with direct instruction and regular positive reinforcement can have significant impact on student engagement and learning.

In the following charts and graphs, Stage 2 students learnt the same concepts as Stage 3 students; however the level of difficulty for Stage 3 students was greater.

Algebra 1 involved doing number patterns such as 3, 6, 9, 12, __, __ for Stage 2 students whilst for Stage 3 it involved patterns such as 1, 2, 5, 10, 13, 26, 29, __, __.

Algebra 2 involved doing questions such as $x + n = y$ or $x - n = y$.

Algebra 3 involved doing word problems involving algebra.

Algebra 4 involved doing more challenging algebra such as $5z + 6 = 21$.

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Alg 1</th>
<th>Alg 2</th>
<th>Alg 3</th>
<th>Alg 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>14.3</td>
<td>4.6</td>
<td>7.3</td>
<td>6.5</td>
</tr>
<tr>
<td>Post</td>
<td>18.6</td>
<td>19.1</td>
<td>18.7</td>
<td>18.1</td>
</tr>
</tbody>
</table>
Algebra 1 results are not shown on the table or graph for Stage 3 students. This is because students in this group have been doing number problems and patterns of this nature since Year 3. As a result, they all scored either 19 or 20 out of 20 in the pre-test.

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 2009 our school carried out evaluations of school leadership, student writing and school satisfaction.

Educational and management practice

School Leadership

The school seeks to continually improve on its current practise. School leadership has been identified as an important aspect of school management. This area impacts on school priorities, budgeting, training and development, student and staff welfare, teaching and learning programs and general school climate and organisation.

Background

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

The survey questions for parents were as follows:

1. The school leaders get the best from staff and students.
2. The school leaders value the contributions of individuals and groups.
3. School leaders accept responsibility for the quality of student learning outcomes.
4. The school ensures that everyone at the school is treated fairly.
5. Our school leaders introduce changes that are good for the students.
6. The school is always looking for ways to improve what it does.
7. The school involves all groups within the school community in deciding what it is aiming to achieve. (staff, students, parents)
8. Staff, parents and students are encouraged to take leadership roles at the school.
9. School leaders inspire and motivate learners.
10. School leaders discuss ways to improve my child’s learning.
11. School leaders are open to new ideas.

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.

It must be noted that only a relatively small number returned these surveys this year. The surveys returned represented approximately 50% of our parents.
The survey responses were generally positive; however there were some who responded with sometimes for a number of questions.

**Future directions**

The school is looking to improve communication with parents when a bullying incident occurs at school. This will ensure that parents know issues are being dealt with.

Staff will be making an improved effort to involve all parents in discussions about their child’s learning. A large number of parents do attend special functions and parent/teacher interviews. The school will aim to increase this so that there is greater opportunity to discuss student learning with their parents.

**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 writing.

**Background**

The school identified a number of focus areas for improvement during 2009. In particular, there was a strong focus on improving student writing. Whilst we are pleased with the results we have been obtaining, we wanted feedback from our students and parents in regard to aspects of teaching writing. The surveys provided the school with information that helps us to understand what might be working well and where we might be able to make future improvements.

The survey questions for students were as follows:

1. My teacher tells me why I am doing writing tasks.
2. I enjoy story/creative writing lessons.
3. My story writing has improved this year.
4. My spelling has improved this year.
5. My handwriting has improved this year.
6. My typing skills on the computer have improved this year.
7. Writing is an important subject.
8. I like writing at home.
9. I can write different text types.
10. My teacher helps me improve my writing.

**Findings and conclusions**

The following graph provides an overview of the student responses. The students rated each question with either; almost always, usually, sometimes, rarely.

The students were very positive towards questions three to seven. The results indicate that a fair number of students do not like writing at home and a significant number are not confident at writing a variety of text types such as reports, recounts, arguments and other forms of writing.

The results also show that students feel the teacher does not always tell them why they are doing a writing task and a considerable number of students do not particularly enjoy story/creative writing.

The parents’ surveys had a different set of questions. The responses were quite positive; however there were three questions where the school could make improvements.

These were:

1. The school has kept me well informed about the teaching of writing.
2. I am provided with useful reports about my child’s progress in writing.
3. I am satisfied with the frequency of reporting in writing.

**Future directions**

In the future, teachers could be more explicit in helping students to better understand why they are doing a particular writing task. We are also aiming towards helping students understand how to improve specific elements of their writing such as audience, sentence structure, ideas, character, setting, paragraphing, punctuation and other important elements that help students to become better writers.

Focusing on some different text types for a period of time would also be worthwhile in assisting students to improve their confidence in writing these texts.

In regard to parent surveys, the school could improve by providing more information with greater detail about student’s progress in writing. Greater emphasis on student strengths and needs in writing would help parents to better understand how their children are progressing in this area.

The school will also give each child the opportunity of collating their writing into booklets so these can be taken home and shared with parents.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents 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 Long Flat Public 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.

**Future directions**

The school believes it is effective in dealing with misbehaviours and bullying; however the survey results indicate that not all parents agree with this.

To improve further, the school is implementing changes in regard to bullying incidents that will
result in a note going home to parents when a child is bullied at school. The note will inform both parents of the bully and the victim that an incident occurred at school that was not acceptable and that the school has acted on this incident.

Staff will discuss these findings during staff development meetings. Strategies to implement in teaching/learning programs will include ways of challenging students more in their learning as some students indicated they do not get challenged enough 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.
- PSFP professional development activities, including school based activities that focused on developing improved writing skills in students and marking students’ writing consistently based on the new marking criteria.
- STLA professional development meetings.
- Staff training, revision, development and ongoing practice in using Newman’s Error Analysis.
- Learning about the Resilience Doughnut that helped staff to better understand how we might develop resilience in our students.

**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 2010**

During 2010 our main targets will focus on further improvements in reading, writing and mathematics.

**Target 1**

*The average student growth in writing will be above district and National average in NAPLAN. We will be in the top 10 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: cohesion, paragraphing and sentence structure.**

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 10 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.

A staff member will participate in professional development about accelerated learning and share these strategies with other staff during school based professional development activities.

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 10 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.

Teaching programs will continue to focus on developing student skills with word problems in mathematics.

The staff will develop a focused teaching program for students in the area of data and graphs as this is a focus area that requires greater improvement.

The school will purchase a licence for students in years 3-6 to use the online mathematics program called Mathletics. This will be incorporated into regular lessons as one strategy to improve students’ mental calculations.

The school will participate in the Maths Olympiads so that all students who are capable of doing these questions in Years 4-6 have the opportunity to be extended and challenged.

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 data and graphs 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 with word problems.
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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Christine Pearce, Staff
Rodney Dobson, Staff
Sharon Gill, Staff
Paul Mason, Principal

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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:
