Our school at a glance

Students
In 2010 Long Flat Public School had 27 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 2010, 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 students in stage 3 competed in the Australasian Problem Solving Mathematical Olympiads.

Student achievement in 2010

Literacy – NAPLAN Year 3
We had five students complete the NAPLAN during 2010. The National average was band 4 in numeracy. Our school achieved an average of band 4 in numeracy. Our school average was above the National average in numeracy.

Literacy – NAPLAN Year 5
We had four students complete the NAPLAN during 2010. The National average was band 6 in reading, writing, spelling, grammar and punctuation. Our school achieved an average of band 7 in reading, grammar and punctuation. We achieved a band 6 in the other areas. Our school average was above the National average in all aspects of literacy.

Numeracy – NAPLAN Year 3
We had five students complete the NAPLAN during 2010. The National average was band 4 in numeracy. Our school achieved an average of band 4 in numeracy. Our school average was above the National average in numeracy.

Numeracy – NAPLAN Year 5
We had four students complete the NAPLAN during 2010. The National average was a band 6 in numeracy. Our school achieved an average of band 6 in numeracy. Our school average was above the National average in all aspects of numeracy.

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 provided 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 specific 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 National average in numeracy and literacy again 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.

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 end of another year has crept up on us and the Long Flat Public School has again had a successful year. The P & C have been avidly involved in the school community with a number of fund raising events and also through our consistent volunteer work with the school and the students. We have provided several “Special Lunches” for the students where they are given meals that they would not have otherwise had the opportunity to experience. We have, as in past years, raised funds in order to reduce costs for the annual school camp, allowing more children to attend.

Swimming lessons at the pool in Wauchope are an integral part of our students’ curriculum. In order to allow all students to be involved, the P & C has again provided funding for the buses to transport the students to and from the pool for the lessons to be a more affordable option for parents.

This year, as for most schools, has seen a BER construction take place in the school grounds. Our school received funding for a small building and the P & C have been involved in media research into the over-costing of these buildings.

Our students have excelled themselves in all areas and the P & C continue to be proud of our student body and the time and efforts that our teachers give to their students. I would like to take the time to give heartfelt thanks to the P & C members that have donated their time and skills for the benefit of our school. I would also like to gratefully thank the staff and students of Long Flat Public School for another successful year in both academic and sporting areas, and also for their continued involvement in the wider community.

Gemma Porter

P & C President
Student representative’s message

Throughout the year 2010 we have had a lot of great things happening such as tennis comps, cross country, athletics carnival, soccer gala day, swimming lessons and school camp. The school has also been participating in the Anzac Day and Remembrance Day ceremonies and loads more.

The P&C have also done a lot of things for us, like Bunning’s BBQs for Year 6 farewells, suggestions for making our school a safer better school, canteens on Monday and Friday and lots more. The teachers have provided a lot of encouragement towards the students and I know this has had a big impact on my life as well.

Also the Year 6s have had a few transition days to the Wauchope High School, we had our year six farewell dinner recently and I have had a lot of fun and responsibility being school captain.

Kaleb Brown

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>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>16</td>
<td>19</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>97.6</td>
<td>97.5</td>
<td>95.6</td>
<td>96.5</td>
</tr>
<tr>
<td>Region</td>
<td>93.3</td>
<td>92.8</td>
<td>90.1</td>
<td>93.2</td>
</tr>
<tr>
<td>State DET</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Student attendance during 2010 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 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>K</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>3-6</td>
<td>3</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>2</td>
<td>19</td>
</tr>
</tbody>
</table>

During the year, two families moved out of the area. As a result, four students left our school taking the student population from 31 to 27 students.

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>School Administrative &amp; Support Staff</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

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

At present, none of our staff have been identified as having an Indigenous background.
Staff retention
All permanent staff have worked in the school since 2007.

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.

Date of financial summary: 30/11/2010

**Income**

- Balance brought forward: $41,505.54
- Global funds: $70,089.04
- Tied funds: $21,680.56
- School & community sources: $9,012.64
- Interest: $2,732.78
- Trust receipts: $473.50
- Canteen: $0.00
- **Total income:** $145,494.06

**Expenditure**

- Teaching & learning
  - Key learning areas: $17,762.39
  - Excursions: $3,610.77
  - Extracurricular dissections: $6,498.38
- Library: $1,586.70
- Training & development: $2,180.64
- Tied funds: $22,128.86
- Casual relief teachers: $1,503.41
- Administration & office: $11,724.16
- School-operated canteen: $0.00
- Utilities: $7,642.83
- Maintenance: $14,045.83
- Trust accounts: $473.50
- Capital programs: $5,445.45
- **Total expenditure:** $94,602.92
- **Balance carried forward:** $50,891.14

While there is $50,000.00 in remaining funds, this includes outstanding cheques and tied funds that remain unspent.

In addition to this, a considerable amount of these funds have been allocated towards future purchases and asset replacement.

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

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
- Involvement in Small Schools’ Multicultural Public Speaking Competition
- Involvement in the Rotary Public Speaking Competition
- Participation in Premier’s Spelling Bee
- Participation in Premier’s Reading Challenge
- Water Safety with Royal Surf Life Saving
- Sports Gala Days
- School’s Out – Radio Program
- Transition programs for new Kinder students
- Transition for Year 6 students going to Wauchope High School
- Maths Olympiad

Students entered art work in the Wauchope Show. Many students gained awards for 1st, 2nd and 3rd in the various sections of the art show.

Students had an art day at the glasshouse. An artist taught the students how to create fantastic mosaics.

During the year, students participated in a wide range of art and craft activities including ceramics, designing artworks and Aboriginal art.

Our Year 5 and 6 students experienced running the local radio station during the year. They talked on radio, told some jokes and dedicated their chosen songs to family and friends.

All students performed in the annual Christmas Tree celebrations. Students performed a number of outstanding plays and songs for the Long Flat community. This event was enjoyed by the whole community.

Students performed songs, dances, plays, skits, and read stories at many assemblies throughout the year.

Achievements

Arts

- Students performed dances and singing for all the senior citizens who attended the special Senior Citizen’s Day at Long Flat Travellers Rest.

Sport

Our students experienced a wide range of fitness, skills and sporting activities during the year. Some of these included:

- The Small Schools’ Athletics Carnival. This involved all students from K-6. A number of students went on to compete in events at the district carnival.
- The Small Schools’ Cross Country. This involved all students from K-6. A group of students went on to compete in the Zone
Cross Country. A few of our students finished in or near the top 20 out of approximately 70 in each event.

- The Small Schools’ Swimming Carnival. This involved all students from 3-6.

- The swimming scheme. This involved all students from K-6. Students participated in swimming lessons for a period of ten days. Once a week for five weeks, followed by one whole week. Two trained swimming instructors were hired for this activity, in addition to teachers, parents and community volunteers.

- The school participated in a soccer gala day. This involved all students from K-6. Students competed in stage based competitions.

- Numerous visitors came to the school during the year. These people worked with groups of students to improve their skills in a number of sports including soccer, league and Aussie rules.

James Scott represented us in Stage 3. Tayla O’Neill and Owen McKittrick represented us in Stage 2. James Scott went on to compete in the District Public Speaking Competition.

- We participated in the Apex Public Speaking Competition in Wauchope. The same four students competed in this. Their performance was outstanding.

- We participated in the Australian Mathematics Olympiad. This involved all of our Stage 3 students and two of our Stage 2 students. Four students achieved a result in the top 30% of Australia and one student gained a result in the top 20% of Australia.

- We participated in the Premier’s Reading Challenge. More books were purchased again this year to support this program. This was our most outstanding year with over 90% of our students completing this challenge. Two of our students, Owen McKittrick and Maddie McKittrick received a gold certificate for completing the challenge four years in a row.

Competitions

Our students participated in many competitions throughout the year. Some of these included:

- The NSW Premier’s Spelling Bee. Four students represented the school at Port Macquarie Public School. Maddie McKittrick and James Scott represented us in Stage 3. Tayla O’Neill and Owen McKittrick represented us in Stage 2.

- We participated in the Small Schools’ Public Speaking Competition held at Beechwood. Maddie McKittrick and
Camping Program
Our school combined with other small schools to provide quality camping opportunities for the students. This gave our students opportunity to build and maintain quality friendships with students from other schools before they go to high school.

In 2010 we went to Sydney. Students had a wide range of experiences including museums, The Rocks, Opera House, IMAX and Power House Museum.

The camp was enjoyed by approximately 85% of our Year 3-6 students.

Other
Our students also performed and received regular recognition at school assemblies each fortnight.

We acknowledged numerous events throughout the year and held 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 these assessments.

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

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 five students complete the NAPLAN.

Our results in reading were above the state average by 5% and above the state average in grammar and punctuation by 14%. We were also above the state average in writing.

Numeracy – NAPLAN Year 3
In Year 3 we had five students complete the NAPLAN.

Our results in numeracy were above the state average by 5%.

Literacy – NAPLAN Year 5
In Year 5 we had four students complete the NAPLAN.

Our results in reading were above the state average by 16% and above the state average in grammar and punctuation by 11%. We were also above the state average in writing.

Numeracy – NAPLAN Year 5
In Year 5 we had four students complete the NAPLAN.

Our results in numeracy were above the state average by 3%.

Progress in literacy
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.

The graphs provided also demonstrate the value added to students’ progress in relation to a Statistically Similar Group (SSG).
Progress in reading

NAPLAN data from 2010 demonstrates that our students grew by approximately 20% more than the average student growth across the state.

Progress in writing

NAPLAN data from 2010 demonstrates that our students grew by approximately 12% more than the average student growth across the state.

Progress in grammar and punctuation

NAPLAN data from 2010 demonstrates that our students grew by approximately 50% 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.

The graphs provided also demonstrate the value added to student's progress in relation to a Statistically Similar Group (SSG).

NAPLAN data from 2010 demonstrates that our students grew by approximately 36% 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 2010**

<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>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>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>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</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 each year.

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

During the year students were involved in lessons that helped them to further understand Aboriginal culture. Some of these lessons culminated in students expressing their learning through art and writing.

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

In addition to this, all students in Years 3-6 participated in the Multicultural Public Speaking competition. This involved reading and research about other cultures. Every student benefited from research done by others as each student presented his/her speech.

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.
Priority Schools Funding Program

This funding was utilised to employ an additional staff member who helped to implement targeted programs in literacy and numeracy for students in K-6. Some funding was also used to purchase reading materials that specifically focused on targeting reading and writing. This funding was crucial in lifting student outcomes in reading, writing and 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 2010 targets’.

Connected learning

This year an Interactive White Board (IWB) was installed in one of the classrooms. A staff member attended some training in regard to how it works. That staff member has provided some training for other staff.

Now, all members of staff have a basic understanding of how this works.

Most of the staff have made use of the IWB for some of their lessons.

This new learning tool will allow some innovative approaches to teaching students in future years.

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.

Other parents have been involved in helping in the classroom in the area of art and craft.

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 Year 6 students and their parents to attend the Year 6 farewell. They also covered costs for Year 5 students to attend this special event. 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.

Our school supports community functions, such as Senior Citizens Day. This year our students performed dances and sang at the Travellers Rest for an audience of approximately 100 senior citizens.

Progress on 2010 targets

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.

During 2010, whilst focusing on all aspects of improving student writing skills, we also focused on measuring student improvement in three critical areas of writing being:

Cohesion, paragraphing and sentence structure.

Cohesion – The control of multiple threads and relationships over the whole text.

Paragraphing – Segmenting texts into paragraphs or sections.
Sentence Structure – The production of grammatically correct, structurally sound and meaningful sentences.

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 12% above the average growth for NSW schools.

A ranking in writing compared to other schools in our district that placed us in the top 6 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 cohesion, paragraphing and sentence structure.

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

<table>
<thead>
<tr>
<th></th>
<th>Cohesion</th>
<th>Paragraphing</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>2</td>
<td>0.2</td>
<td>2.3</td>
</tr>
<tr>
<td>Post</td>
<td>2.8</td>
<td>0.3</td>
<td>3.5</td>
</tr>
</tbody>
</table>

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

The maximum score for each of these areas is as follows:
Cohesion – 4 marks
Paragraphing – 2 marks
Sentence Structure – 6 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 at least one of these focus areas.

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

These results only show a snapshot of students’ overall progress in writing.

It is also important to note that these results came from samples of writing in Term 1 and Term 3. The students were not told of any marking criteria; therefore the results are a good indication of general improvements in student writing.

Progress on 2010 targets

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.

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 worked 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 had focused 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 reading from Years 3 to 5 was 20% 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>Pre</td>
<td>0</td>
<td>23.3</td>
<td>53.4</td>
</tr>
<tr>
<td>Post</td>
<td>100</td>
<td>84.7</td>
<td>99.4</td>
</tr>
</tbody>
</table>

Students have made significant gains in other areas tested including reading progress and comprehension. In reading, our students have progressed at an average of 8 reading levels or higher for each grade group from Years K to 2.

Progress on 2010 targets

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.*

Numeracy is a highly regarded area in our school. Student lessons in numeracy incorporate use of teacher demonstrations and direct instruction, use of chalkboards, white boards and IWB. 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 the Maths Olympiad. In addition to this, we have subscribed to www.mathletics.com.au.

This year we continued our focus on mathematical word problems and basic number facts. We also had a focus on data and graphs.

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 36% above the average growth for NSW schools.

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

Our students have made continual improvements in their ability to answer mathematical word problems. Students in Stage 2 have moved from an average accuracy rating of 36% to an average result above 80%. Students in Stage 3 have moved from an average accuracy rating of 63% to an average result above 80%. This is a substantial improvement considering the complexity of these mathematical challenges.
Here is a sample of student progress from Stage 2.

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Word Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>5.4</td>
</tr>
<tr>
<td>Post</td>
<td>13.1</td>
</tr>
</tbody>
</table>

In the focus area of data and graphs, the students in Years 3-6 participated in a rigorous pre-test and post-test analysis.

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.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of school culture, reading and parent satisfaction.

**Background**

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

The survey questions for parents were as follows:

1. The school knows about the families and community in which it serves.
2. School leaders have a positive influence on the school culture.
3. The school often praises and rewards individuals who are successful.
4. The students are the school’s main concern.
5. Parents support what is happening at the school.
6. I am proud of my child’s school.
7. The school encourages new students and their families to be involved in school activities.
8. The school appreciates having my child as a student.
9. The school encourages students to achieve their best.
10. The school encourages everyone to learn.
11. The school caters for the learning needs of all students.
12. The school is continually finding ways to improve what it does.
13. When necessary, the school makes important changes to what it does.

**Findings and conclusions**

The following graph provides an overview of the parent responses. Parents rated the responses by choosing either: almost always, usually, sometimes or rarely.

All parents in our school community were surveyed. The number who returned these surveys was approximately 50%.

**Educational and management practice**

**School Culture**

The school seeks to continually improve on its current practice. School culture 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.
Future directions

The staff was very pleased with the parent responses. We will aim to maintain our high standard in this area.

The positive attitude that parents have towards our school is being reflected by good attendance rates; a high standard of student behavior; and high levels of student growth between the two NAPLAN tests in Years 3 and 5.

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 reading.

Background

The school identified a number of focus areas for improvement during 2010. One area for improvement was reading. Whilst we have been pleased with student progress in this area, we continue to strive for even better results. The survey 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. I think it is important to learn reading.
2. I think I am a good reader for my age.
3. I enjoy individual reading in class.
4. I enjoy group reading in class.
5. I enjoy buddy reading or reading with a friend.
6. I like doing English (comprehension) work.
7. I enjoy having the teacher read to me in class, (big books or class novel).
8. I like using computers for reading.
9. I believe I have made good progress with my reading this year.
10. I regularly spend time at home reading.
11. I enjoy having my parents listen to me read.
12. My parents listen to me read.

Findings and conclusions

The following graph provides an overview of the student responses. Students rated the responses by choosing either: almost always, usually, sometimes or rarely.

All parents in our school community were also surveyed using similar questions. The number who returned these surveys was approximately 50%.

All students in our school community were surveyed. The number who returned these surveys was 100%.

A number of answers indicate that there could be some changes to improve some aspects of class reading.

Group reading and comprehension are two areas that require further discussion with students to identify what might make these activities more enjoyable.

Informal discussions with students seems to indicate that more capable readers find it frustrating when they are waiting for slower readers to read their section. Less capable readers have indicated that they don’t like reading in their group because they feel they are not good at reading.
One solution is to encourage more home reading. We have been targeting this through student involvement in the Premier’s Reading Challenge. We had a large number complete the challenge this year. Due to all this extra reading, students are better and more confident readers. This should result in more people enjoying group reading.

**Future directions**
We will continue to involve students in the Premier’s Reading Challenge as this has proven highly motivating for many students.

We will maintain our buddy reading program. This has numerous benefits for both our senior and junior students beyond improved reading skills.

We will aim to make better use of visual literacy through television, videos, internet and magazines. The aim will be to make reading more enjoyable so that students gain skills and confidence in their ability.

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**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.

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**Parent, student, and teacher satisfaction**
In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented in the graph below.

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**Future directions**
The school believes it is effective in dealing with misbehaviors and bullying; however we continue to strive for improvement.

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 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.
- 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 professional development within the district by experts in areas such as accelerated literacy.
- Staff professional development within the district by experts in areas such as physical education.

School development 2009 – 2011

During these years our plan has been 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 2011

During 2011 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 8 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: vocabulary, spelling and punctuation.

Improve staff understanding of the specific criteria being focused on through professional development activities that improve staff consistency of judgment 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 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 8 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: modeled reading; guided reading and shared reading.

Students will receive targeted lessons in reading and comprehension using appropriate reading materials and use of technology.

Parents and community members will be utilised as partners in the classroom to assist with improving students’ vocabulary and reading skills.

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 8 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 focused teaching and learning programs.

Staff will review and incorporate use of Newman’s Error Analysis in their teaching/learning programs.

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

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

The school will purchase a licence for students in years K-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 time concepts indicated through comparisons of pre and post testing.

Students will display significant growth and understanding in multiplication and division 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.

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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: