Our school at a glance

Students

In 2008, the students at Comboyne Public School continued to enjoy the caring and dedicated teachers working in partnership with families to support learning. The students were motivated and happy at school and increasingly able to understand and take responsibility for their own learning.

Staff

Staffing remained consistent in 2008 with no staff changes. The school had two permanent classroom teachers, Mrs Pat Mumford and Mrs Marion Ricketts. Mrs Ricketts was also the principal. The release-from-face-to-face teacher Mr Tony Mondy taught the K/1/2 class, while Mrs Ricketts released Mrs Mumford for her release-from-face-to-face entitlement. Mrs Mary Nelson was our support teacher of learning assistance (STLA) for half a day per week. Mrs Marion Parker was employed under the new title of School Learning Support Officer (SLSO). Mrs Joanne McKenzie worked for five mornings per week in Term 1 to support Kindergarten students. Mrs Penny Cork continued as the school administration manager. Mr Greg McMillan continued as our computer coordinator.

Our staff enjoyed a cohesive working relationship and operated as an effective team to support student learning and welfare and to administer the school. Our learning team also included staff from other Hastings small schools. In 2008 our learning network was expanded by the formation of the Upper Hastings community of Schools which as well as the small schools in the 2UP group, also involves Wauchope Public School and Wauchope High School. The transition to high school program was improved as a result.

In 2008 we spent a large part of the Investing in Our Schools funding on improving the technology resources in the school.

The staff appreciated the positive relationships amongst the whole school community.

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

Student achievement in 2008

The cohort for both Years 3 and 5 was too small to enable a summary statement about achievement of identified areas of need in the National Assessment Plan Literacy and Numeracy (NAPLAN).

A small group of students participated in the International Competitions and Assessments for Schools. In English and science one student received a credit; in mathematics two students received credits and one student received a high distinction; and in computer studies one student received a high distinction.

Messages

Principal's message

We celebrated another year full of successes that we have achieved as the result of hard work and team effort.

Our staff, parents, students, and our community are truly a fortunate group of people to be involved in our school. We are the people who appreciate each other and what we do for other and who will continue to build on our appreciation for each other.

The results our students and staff achieved were the culmination of high expectations to reach for the best and the belief that we are worthy of our best.

One of our most joyous celebrations of our best this year was the performance of The Greato Potato. Community involvement began with the school evaluation committee placing a renewed focus on performance arts. It grew to the production of the play and culminated in the enjoyment so many people had in our children portraying our community. We are building on this team achievement in 2009 with several projects involving many people in Comboyne.

I enjoy the satisfaction that we have successfully achieved what we set out to do in 2008 and that so many good things are in place to make 2009 at Comboyne Public School an even more enjoyable and engaging place to Grow, Share, Learn and Care.

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.

Mrs Marion Ricketts

P&C and/or School Council message

2009 was a very busy year for the Comboyne P&C Association.

Our activities included raffles, stalls for Mothers’ and Fathers’ Day, the Maths enrichment day, the Greato Potato Play and the annual Comboyne Garden Walk. The P&C continued to oversee the operation of the school canteen, organised working bees to help beautify the school's
environment and was very active in assisting the school with evaluation and organisation processes.

The earnings generated from fundraising were used to purchase soft fall for the children’s playground, art smocks and contributed towards the cost of bus hire for excursions and sporting events and funded the purchase of books for the school library and the end of year presentation night.

The school canteen operated for one day per week on the principle of providing healthy food at a reasonable cost to the students as the main focus of the P&C.

The P&C Association created a new garden to beautify the paved entry feature at the school, incorporating commemorative pavers detailing the names of past and present students and staff to celebrate 100 years of public education in Comboyne.

Some P&C members formed a key evaluation sub-committee with school staff throughout the year to evaluate the performance and to assess the future direction of the school. All of these experiences were very productive and further enhanced the relationship between the school and the P&C Association.

Special thanks must go to all of the P&C members, office bearers, the canteen supervisor, volunteers and school staff for helping to make 2009 such a fruitful year.

Mrs Arlene Swan

Student representative’s message

Over the year the Student Representative Council (SRC) planned, organised and helped many fundraising events.

On the 20th of March we had a green day and raised $47 for Lisa Siek, our World Vision Sponsor Child. On the fourth of June we did the Helicopter High Jinx event and raised $297.20 for the Westpac Rescue Helicopter. Then on the 3rd of August we held the Bowls Fun day and raised $3 269.10, which we used to buy 8 sets of kids lawn bowls and to pay a local carpenter to make and supply the wooden boxes to put the bowls in. We also participated in Cash for Cans and raised a total of $2 983.40, which was used to purchase a gym mat and wedge, soft land mat, kicking tee, tennis cart. We are now raising money to go towards buying a changeable sign for school. We also hold Mufti Days at the end of each term.

The SRC also contributed to other projects that developed our values about the school. We all wrote letters to Andrew Stoner asking for a new Australian flag and an Aboriginal flag. We were successful and got the two new flags. We still have the chooks that different students feed and collect eggs from in the afternoon. We are still reducing food waste by feeding our chooks food scraps. We are also growing a vegetable garden.

At recess and lunch we rode push bikes, played soccer and participated in many other sports and games. When it was wet and miserable outside we played puck hockey and soccer on our special indoor tables we purchased with money we had raised.

We enjoyed learning a lot of different things in the classroom. We have purchased new technology and learned how to use it. We learned how to make clay animations. Switched On was one of our topics, where we learned all about circuits and other things about electricity. We learned about the cretaceous era in Australia in Our Ancient Land. We studied the history of potato farming in Comboyne and created our own play about them with help from our drama tutor.

Daniel McMillan

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>Year</th>
<th>Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>30</td>
</tr>
<tr>
<td>2005</td>
<td>30</td>
</tr>
<tr>
<td>2006</td>
<td>30</td>
</tr>
<tr>
<td>2007</td>
<td>30</td>
</tr>
<tr>
<td>2008</td>
<td>30</td>
</tr>
</tbody>
</table>

Student attendance profile

Our school improved attendance from below to above region and state rates.
Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 3-6</td>
<td>3</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>YR 3-6</td>
<td>4</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>YR 3-6</td>
<td>5</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>YR 3-6</td>
<td>6</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>YR K-2</td>
<td>K</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>YR K-2</td>
<td>2</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>YR K-2</td>
<td>1</td>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

Structure of classes
Comboyne Public School has one class of Early Stage 1 and Stage 1 students and one class of Stage 2 and 3 students.

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.084</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Total</td>
<td>2.268</td>
</tr>
</tbody>
</table>

Staff retention
Our staffing remained unchanged throughout the year.

Staff attendance
Staff members have access to leave entitlements such as long service and sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was not applicable as the school has less than 3.4 staff members.

Teacher qualifications
All teaching staff members 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>50</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>126 246.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>46 201.75</td>
</tr>
<tr>
<td>Tied funds</td>
<td>44 572.39</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>16 862.74</td>
</tr>
<tr>
<td>Interest</td>
<td>7 130.24</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 458.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>242 471.54</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13 049.89</td>
</tr>
<tr>
<td>Excursions</td>
<td>2 690.73</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>10 610.82</td>
</tr>
<tr>
<td>Library</td>
<td>3 749.54</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 636.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>100 357.05</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1 584.83</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>15 750.93</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5 368.18</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3 457.43</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 617.40</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>162 873.67</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>79 597.87</td>
</tr>
</tbody>
</table>
In 2008 the school finances remained healthy with reviews of the budget each term and finance available for unexpected costs.

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts

We improved our music program as a result of the school evaluation in 2007, but with not as much success with community involvement with the whole school band as planned. The ‘Music Express’ program was implemented successfully. The pre-school participated in music in Terms 3 and 4 as part of our transition to school program.

In visual arts we prepared masks for the Spring Fair as a major project as well as our annual involvement in preparing an exhibition for the Comboyne Show. We made use of a professional development CD from Curriculum Corporation to improve student outcomes in visual arts.

Drama was integrated with more Key Learning Areas in classroom programs as well as a drama teacher employed to work with students and staff to write produce and perform a major production in Term 3.

Dance performances the students had created were performed as part of the drama production and for the end of year presentation.

Community Projects

The school continued its involvement with the Spring Fair. In 2007 we displayed work the students had completed and participated in the parade displaying animal masks we had created.

The school participated in the ANZAC day march and some students spoke in the commemoration ceremony.

School equipment was loaned to several community organisations and individuals.

Sport

Active After School Sports was well supported in 2008 with the majority of students participating in gymnastics and lawn bowls in Term 1, tai kwon do and tee ball in Term 2, gymnastics and Australian Football League (AFL) in Term 3 and swimming and table tennis in Term 4. We received additional funding to supplement the cost of transporting the students to Kendall for swimming.

Small schools combined sports continued in 2008 with swimming, athletics and cross-country carnivals. Comboyne participated by Byabarra, Huntingdon, Long Flat, Heron’s Creek and Rolland’s Plains Public Schools. Distance Education students also participated in these carnivals.

The school bike-riding program continued with students developing confidence, strength, stamina and skill riding bikes in the playground at lunchtimes. The school bike day road ride was very successful with students increased confidence and stamina.

Quality teaching in PE and sport was continued with an emphasis on more student involvement in creating their own directions and challenges.

Swimming skills continued to improve as a result of holding swimming for sport in Term 4 as well as a two week course in intensive swimming instruction.

Academic

In NAPLAN, the performance of students in Year 3 is reported in skill bands ranging from Band 1 to Band 6. The performance of students in Year 5 is reported in skill bands ranging from Band 3 to Band 8.

Low student numbers prevent reporting in skill bands as student confidentiality would be compromised.

A general analysis of literacy results showed an improvement in grammar and punctuation which was a weakness in 2007. Our Year 3 students were above state average in 34% of the grammar and punctuation questions. Our Year 5 students were above state average in 48% of the grammar and punctuation questions.

In numeracy, our results were very inconsistent with the only clear trend to be a weakness with fractions and questions involving place value. The major problem was a lack of skill in interpreting questions and recording answers correctly. This will be addressed with a Mathematical Literacy in problem Solving project in 2009.

NAPLAN

Due to issues about protection of student privacy in the context of a small school, any data collected from NAPLAN results for Literacy and Numeracy is not available.
Significant programs and initiatives

Respect and responsibility

Our school discipline policy incorporating the five fair rules had a strong focus on respect and responsibility for ourselves and for each other. Each term the students studied an aspect of Habits of Mind more closely. In 2008 we focussed on, ‘Managing Impulsivity’, ‘Persistence’, ‘Taking Responsible Risks’, and ‘Responding With Wonderment and Awe’.

Other programs

The school continued its public speaking program with a large percentage of families attending to listen to Kindergarten to Year 6 students presenting their speeches on school speech night in Term 3. The evening was supported by APEX. Individual students also participated in the small schools multi-cultural speech contest.

New computers, printers, digital cameras, interactive whiteboards, DVD players, televisions, a scanner and photocopier were purchased and installed as a result of our successful application for funding through the ‘Investing In Our Schools program’.

Six students from Years 4 to 6 participated in an excursion to the Sport and Recreation camp at Myuna Bay in Term 4. The Hastings small schools are now a combined group for major excursions. The outdoor education program was extended to include an overnight school camp at a local property. We participated in the Bug Watch program as part of the camp.

The small schools network established a program aimed at increasing student outcomes in receptive and expressive language of maths for problem solving. It also established a committee to address the needs of the gifted and talented in small schools.

As part of the above program, the school planned and hosted a maths enrichment day for Hastings small schools. We received funding through the Southern networks professional learning group.

A network of schools including Comboyne, Byabarra, Huntingdon, Long Flat, Rollands Plains, Wauchope Public Schools and Wauchope High School have formed the Bago Community of Schools network to work together more closely as a professional learning group. High school transition has been enhanced as a result. More effective professional relationships are being established.

We were successful in being included in the North Coast Credit Union and Port Macquarie Hastings ‘Seeding Our Future’ program. This enabled us to re-establish our school vegetable garden. Many members of the community were involved in assisting the students learn about growing vegetables for sustainable living and student enterprise. The program compliments our Chook farm which almost broke even this year.

Our transition to Kindergarten program was extended this year to include the four year old children joining Early Stage One and Stage One for music for forty-five minutes a week in Terms 3 and 4. The remainder of the pre-school children use the school sports and play equipment during music. The pre-school take advantage of our library facilities to borrow books and read stories.

Our most significant program was in the 2007 key learning area focus of drama with the employment of a drama teacher for two terms culminating in the performance of “The Greato Potato’. The play received an overwhelming amount of positive feedback from the community.

Progress on 2008 targets

Target 1

Increase the number of Early Stage 1 students achieving all mathematics outcomes to 100% by the end of the academic year.

Our achievements included:

- Early diagnosis of levels of learning skills using the Best Start assessments. Resources to support the program were not introduced to schools in time to be effective.
- All Early Stage 1 students were assessed using the Nelson Numeracy Assessment kit. Early in Term 4 students were reassessed to identify areas of learning still need to be addressed by the end of the year. The Nelson kit was adapted and now includes all syllabus indicators for more effective identification.
- All Early Stage 1 teaching and learning resources have been assessed and found wanting. A more comprehensive program using a combination of Count Me In and Best Start resources will be implemented in 2009.
- By early Term 4 there were just a few areas of need to be addressed with more intensive work with larger numbers and money. By the end of Term 4 all ES1 students had achieved all outcomes.

Target 2

Increase the number of students in the top two bands in the National Assessment Program in language conventions by mid year in 2009.

Our achievements included:
• In spelling Year 3 student results showed above or at the state average in 12 out of 25 questions. Year 5 student results above or at the state average showed 10 out of 25 questions.

• In spelling, Year 3 students are expected to achieve a score between the bottom of Band 3 and the top of Band 5. The school average was just below half-way through Band 4.

• In spelling, Year 5 students are expected to achieve a score between the top of Band 4 and the bottom of Band 7. The school average was near the bottom of Band 5.

• In grammar and punctuation, Year 3 student results showed above or at the state average in 15 out of 25 questions. Year 5 student results showed above or at the state average in 14 out of 25 questions. 6 questions were answered correctly by all Year 5 students.

• In grammar and punctuation, Year 3 students are expected to achieve a score between the bottom of Band 3 and half-way through Band 5. The school average was around half-way through Band 4.

• In grammar and punctuation, Year 5 students are expected to achieve a score between the top of Band 4 and half-way through Band 7. The school average was towards the top of Band 5.

• Observations show an increased variety of texts and sustained quality teaching methods being used in classrooms.

• The percentage of students receiving lucky dip rewards for correct punctuation in the Early Stage 1 and Stage 1 class has increased from 20% in Term 3 to % in Term 4.

• The percentage of students receiving lucky dip rewards for correct punctuation in the Stage 2 and Stage 3 class has increased from 45% in Term 3 to % in Term 4.

• Student work samples at the end of each term showed increased use of correct spelling and punctuation in draft and published form.

Target 3

Increase student participation in the school environmental plan with each student involved in at least one new initiative in 2008.

Our achievements included:

• Student engagement in the school vegetable gardens increased a minimal amount as the funding and organisation for growing vegetables did not tie in together to produce many vegetables at the planned time.

• Accounting for student enterprises showed a small loss on the sale of eggs.

School Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of equity, school culture and writing.

Educational and management practice

School Culture

Background

The culture of the school has changed over the past two years, mainly as a result of our work as a school community in student welfare, but also as a result of improved teaching and learning in the classroom and greater involvement of the Comboyne community in programs.

A student, parent and staff survey about school culture was conducted. There were 32 responses. Each respondent represents approximately three percentage points. There was a clear positive response to all questions. Nobody responded with ‘rarely’. ‘Don’t know’ responses were insignificant and are not included in the findings.

Findings and conclusions

• 81% indicated that the school always knows about and responds to the community it serves and 16% indicated it sometimes does.

• 88% indicated that the principal always had a positive influence on the school and 12% indicated she sometimes does.

• 88% indicated that the school always praises and rewards individuals who are successful and 12% indicated it sometimes does.

• 94% indicated that meeting student needs is always the school priority and 6% indicated it sometimes is.

• 59% indicated that the work of the school is always supported by the whole school community and 47% indicated it sometimes is.

• 75% indicated they were always proud of their school and 25% indicated they sometimes were.

• 94% indicated the school always encouraged and supported new students and their families and 6% indicated it sometimes did.
85% indicated that the school always appreciates its students and 3% indicated it sometimes did.

97% indicated the school always encourages students to do their best and 3% indicated it sometimes does.

100% indicated the school always encourages students to learn.

82% indicated the school always catered for different learning needs and 12% indicated it sometimes does.

91% indicated the school continually finds ways to improve what it does 9% indicated it sometimes does.

78% indicated the school always makes important changes to what it does when necessary and 22% indicated it sometimes does.

The school has been working on the Literacy On Track project for the past two years with a focus on improving writing.

A survey was conducted to look at the effectiveness of the results of the work we have carried out in the classroom. The survey was accompanied by samples of student work over two terms. There were 32 responses. Each respondent represents approximately three percentage points.

Findings and conclusions

91% indicated there was an improved over-all quality of writing, 6% disagreed and 3% didn’t know.

91% indicated there was an improved use of technical and/or descriptive language, 3% disagreed and 6% didn’t know.

97% indicated there was an improved accuracy in spelling and 3% didn’t know.

75% indicated there was an improved knowledge and practice of punctuation, 19% disagreed and 6% didn’t know.

81% indicated there was an improved use of compound and/or complex sentencing, 6% disagreed and 12% didn’t know.

78% indicated there was an improved understanding and use of paragraphing, 6% disagreed and 16% didn’t know.

85% indicated there was an improved understanding of the way writing is structured, 36% disagreed and 12% didn’t know.

88% indicated students had a meaningful understanding of the central idea and 12% didn’t know.

88% indicated students had a recognition that knowledge is open to question, 3% disagreed and 9% didn’t know.

88% indicated students had an ability to organise, analyse and evaluate information or ideas, 6% disagreed and 6% didn’t know.

94% indicated students had an ability to use language that is connected to the topic meaningful understanding of the central idea and 6% didn’t know.

81% indicated students had conversations about their writing and 19% didn’t know.

94% indicated students had been provided with explicit criteria and 6% didn’t know.

88% indicated students were engaged in the task and expectations were high and 12% didn’t know.

Future directions

Continue to seek and utilise expertise and involvement from a wider section of the community.

Encourage P&C to be involved in lobbying for more support for teaching principals so they can achieve better consistency for students who have a principal as a classroom teacher.

Restructure staffing so that funding allocation cover one classroom teacher for three days to be in charge of the Kindergarten and Stage 1 class.

Curriculum

Literacy – Writing

Background
• 94% indicated students had strong positive support in the classroom and 6% didn’t know.
• 94% indicated students were able to regulate their behaviour, 3% disagreed and 3% didn’t know.
• 88% indicated students had some choice about how the task was done, 3% disagreed and 9% didn’t know.
• 91% indicated students built on background knowledge and 9% didn’t know.
• 91% indicated there were links between topics and 9% didn’t know.
• 91% indicated students were included and valued in all aspects of the learning and 9% didn’t know.
• 94% indicated the tasks applied to real life contexts 6% didn’t know.
• 94% indicated there was an element of storytelling in the process of learning to enrich understanding 3% disagreed and 3% didn’t know.

There is overwhelming agreement that writing has improved with the major concern continuing to be knowledge and practice of punctuation.

Future directions
• A more focussed assessment practice based around the NAPLAN writing criteria.
• Planning units of work from analysis of strengths and weaknesses revealed by assessment tasks.
• Continuing the reward system for independently punctuating written work.
• Research resources for explicit teaching of editing skills using the interactive whiteboard.

Other evaluations

Equity

Background
The school has many programs in place to ensure needs are addressed so that students and staff have equity.

A formal discussion involving the teaching staff was conducted. The discussion addressed ten areas of equity, how those areas are currently addressed and what could be done to improve.

Findings and conclusions
• Geographic isolation is addressed through Active After School Sports, subsidised travel to local events, opportunities to participate in sporting and cultural events in the Hastings district, participation in locally organized events and initiatives, visits from experts in various fields and shared participation with other small schools.
• Gifted and talented students are provided with opportunities to extend themselves in mathematics through University of NSW international assessment in mathematics, Maths Olympiad, enrichment days and the newly formed small schools mathematics enrichment group. Students showing sporting talent have the opportunity to compete in PSSA team sports with other small schools. Individual tuition was provided by a parent to extend students musically in Term 2 and will be extended to Term 4. Students were provided with the opportunity to discover talent in drama over Terms 2 and 3. Students showing talent in literacy and mathematics are accelerated beyond their grade and curriculum is differentiated to address talent in the classroom.
• Students identified with a disability are provided with social and academic support from the TAS in the classroom and playground.
• Economic disadvantage is addressed through our policy of no student missing out through inability or unwillingness of a family to meet costs. This support is met through global funding of student welfare in the form of a tied grant.
• Learning disadvantage is addressed through individual learning programs both in the classroom and where extra support is needed at home. The Support Teacher of Learning Assistance (STLA) spends a half day per week designing and supporting learning programs for five students per term identified at learning support meetings. Part of every staff meeting is dedicated to discussion about learning needs in the classroom and sharing of knowledge of how best to support that need. Students are grouped in the classroom for aspects of literacy and maths according to their learning needs.
• Boys education in terms of learning disadvantage was addressed as above. Elements of competition were developed as a part of learning. As a result of P&C discussion, a boys education forum for parents and teachers with an expert speaker was organized which resulted in improved understanding of gender issues for boys. Boys were encouraged to bring toys that develop their interests to play with at lunch time including bike riding.
• Multi-cultural education was addressed through the Multi-cultural public speaking contest and through an Aboriginal visual arts unit in Term 4.

• Teachers agreed professional development needs were adequately and equitably met with opportunities for all staff to participate in training for personal and school needs. Funding was provided for all expressions of interest to attend workshops and conferences.

• Staff Welfare is equitable with open communication, support for each other on a professional and personal level in evidence, staff lunches on school development days, and a staff get together with all who work at the school invited.

• Student welfare was equitable with the five fair rules in strong practice, individual behaviour programs strongly supported by parents, equitable awards systems, and the caring and nurturing culture of the whole school community.

The school general has a culture of equity with a few areas needing improvement.

Future directions

• Talent in sports will be better addressed by forming a school team in a PSSA sport in 2009 to address the sporting talents of many younger students. Tennis will be further developed as a school sport.

• Learning disadvantage will be better addressed with a stronger, better planned follow up for home programs.

• An Aboriginal and multi-cultural perspective needs to be planned in each topic of work in a far more comprehensive manner. Investigation of more quality resources will be undertaken prior to curriculum planning days. Teachers will engage in Aboriginal cultural education professional development.

• Professional development in quality teaching and leadership for part time teachers will be provided to a greater extent.

• Staff social occasions will be organised once a term. A staff social committee will be formed.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

• 100% agreed teachers helped students get good results.

• 85% agreed high standards were expected from students, 12% disagreed and 3% didn’t know. Comments indicated that the wording was confusing and next year should read ‘high personal expectations’.

• 85% agreed the work students did was challenging and 15% didn’t know.

• 97% appreciated the students and 3% disagreed.

• 97% appreciated the staff and 3% disagreed.

• 100% appreciated the parents.

• 100% agreed the school praises and rewards students.

• 88% agreed the parents and community members are involved in education at school 3% disagreed and 9% didn’t know.

• 91% agreed the learning programs were enjoyable and 9% didn’t know.

• 94% agreed the principal had a positive influence in the school 3% disagreed and 3% didn’t know.

• 94% agreed the Five Fair Rules policy treats everyone fairly and 3% didn’t know. This shows a 34% increase since 2007 and 54% increase in agreement since 2006.

• 94% agreed bullying is not tolerated and 6% didn’t know.

Professional learning

The majority of the professional learning budget was spent on developing literacy and quality teaching. Classroom teachers engaged in two planning and development days per term so that the Literacy On Track initiative could continue and become more deeply embedded in classroom teaching and assessment practices. Two classroom teachers also participated in the Criterion Based Writing workshop to learn about how student writing was marked for NAPLAN and how we could improve our assessment and teaching practices with this knowledge.

Another day to release teachers from class for developing quality teaching practices and resources was implemented each term. This was also extended to include our part time teacher.

The principal attended Primary Principal Association meetings and North Coast network conferences each term.

The principal engaged in Student Based Student Reporting training and Smartdata training to
enhance understanding of the DET tools available to assist assessment and reporting.

The principal engaged in training to implement Best Start to diagnose what knowledge and skills Kindergarten students bring to school so learning can begin sooner and at a more accurate starting point. Later in the year our part-time teacher engaged in further training to implement the Best Start learning resources. This means Best Start will be ready for full implementation in 2009.

The principal engaged in Occupational Health and Safety (OH&S) mandatory four day training course so risks could be identified and addressed in a more formal manner. As a result student safety on the playground equipment was improved and more efficient safety checking systems were established.

The School Learning Support Officer (SLSO) and classroom teacher engaged in non violent crisis intervention training.

The Senior Administration Manager (SAM) engaged in Enrolment and Registration Number (ERN) training.

The principal, classroom teacher and SAM updated their Senior First Aid certificate.

School development 2009 – 2011

The school has three priority areas to develop over the next three years. They are:

Develop receptive and expressive fluency in the language of mathematics problem solving.

Move all students to higher bands in reading and writing in NAPLAN.

Engage the school and wider community in becoming an environmentally progressive, self-sustaining school.

Targets for 2009

To achieve these long term goals we aim to accomplish the following short term targets for 2009.

Target 1

Move student results above state average in 3D, whole numbers and fractions and decimals by 2009 NAPLAN.

Strategies to achieve this target include:

- Analysis and practice using SmartData strategies of all NAPLAN questions with which any students had difficulty.
- Engaging in explicit intensive teaching of fractions and decimals as problem solving questions with Stage 2 outcomes in Stage 1 and Stage 1 outcomes in Early Stage 1 being taught.
- Placing an emphasis on ‘place value’ and its metalinguage as a regular feature of lessons across Stages 1, 2, and 3.
- Developing a more comprehensive quality teaching format and resources needed for planning for open ended questions and problem solving strategies.
- Developing a network project to develop common knowledge and resources in Newman’s analysis tool, and other tools to develop teacher and student skills in reasoning strategies.
- Setting up wiki sites to communicate resources, ideas, successes and problems. Engage in professional development to ensure all teachers are competent with using wiki sites.

Our success will be measured by:

- NAPLAN results for 2009 showing questions involving 3D, whole numbers, fractions and decimals at a minimum of 10% below state average.
- All Year 2 students achieving Stage 1 outcomes by the end of 2009.
- Student maths recording journals showing 50% increased comprehension and expression ability from beginning Term 1 to end Term 3.
- Level of communication on wiki site between most teachers in the network indicates classroom practice is improved.

Target 2

Increase 2008 Year 3 students’ achievement by at least two bands in reading and writing by 2010.

Strategies to achieve this target include:

- Engage parents and the community in children’s’ reading with Grandparents are Grand reading initiative to connect older people in the community with reading in the school. Initiating a Story Time project with books that students take home to encourage parents to read regularly to their children and discuss the connection of ideas written in the stories.
- Use interactive whiteboard resources for interpretive comprehension. Develop a quality teaching format for planning lessons in
connecting ideas in reading. Engage in ICT professional development in teaching reading

- Develop a whole school reading program
- Reorganise staffing so STLA is more connected to classroom learning.
- Develop a whole school explicit teaching narrative writing program using the criterion marking manual and SmartData teaching strategies resource to plan units of work. Use criterion marking as a monitoring device and diagnostic tool for narrative writing assessment tasks each term.
- Inform and engage parents using work samples with quality criteria annotations at P&C meetings and hold a special day to engage parents and students in writing quality narratives.
- Plan and implement increased use of technology in teaching reading and writing for student engagement in classrooms.

Our success will be measured by:
- Discussion at a P&C meeting at the end of Term 3 expresses parent satisfaction and an increased level of engagement with reading and writing with their children.
- Teachers expressing satisfaction and achievement for whole school narrative writing lessons. Narrative writing assessment results showing increased skills of at least one band over most criteria for all students.
- The majority of Year 5 students achieving Band 6 or above in reading and writing by 2010.
- The majority of Year 3 students achieving Band 5 by 2010.
- A community reading support group established and the community centre liaison providing positive feedback.

Target 3

Increase whole school and community engagement in developing a school culture of environmental sustainability by end of Semester Two 2009.

Strategies to achieve this target include:
- Establish an environmental management committee involving students, parents, staff and community members.
- Organise the whole school to work together on creating a permaculture garden and new lunch area and student outdoor learning area project with SRC, P&C and community support. Include a new games court in the plan.
- Extend the school garden project to include students creating meals for real life purposes using the produce they have grown and organising students and staff to work with the canteen committee to create canteen meals and produce for sale.
- Apply for funding for the school energy needs to be supplied by photo-voltaic cells to feed back into the national grid through the National Solar Schools Program.

Our success will be measured by:
- Maps and photographic displays of school environment at the beginning of every term showing progress of projects initiated in the School Environmental Management Plan.
- Canteen menu showing a 50% increase in foods produced by student enterprise projects by the end of Term 4.
- Photovoltaic cells installed on the school roof by the end of 2009 and electricity bills showing a 50% relative reduction in over 2010.

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 school planning committee has determined targets for the school’s future development.

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