2009 Annual School Report
Upper Lansdowne Public School

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

Students
Our school consists of students in Kindergarten through to Year 6, housed in one classroom. Our enrolment rose from 18 at the beginning of 2009 to 24 at the end of the year.

Staff
Our school staff consists of one fulltime teaching principal, one permanent 0.2 teacher (to provide RFF through library classes, and admin time) and one casual 0.4 teacher (employed through PSP funds and administrative release funding). Our support staff includes a 0.5 SAM, a fulltime SLSO (to support our special needs student) and a part time SLSO (funded through PSP funds), to support the literacy program for our early Stage 1 students.

All teaching staff meet the professional requirements for teaching in NSW public schools. Being relatively new to the New South Wales Department of Education, our principal has now achieved the status of professional competence as recognised by the NSW Institute of Teachers.

Significant programs and initiatives
Upper Lansdowne Public School is supported through the Priority Schools Funding Program, which allows us to provide more intensive programming for smaller groups of students at stage appropriate levels.

Our school has focussed on community involvement this year, and successfully completed a mosaics project, which saw all students participate in making stepping stones and a bird bath under the direction of one of our parents. Our gardening program has continued, capably led by another parent and supported through our SLSO.

Student achievement in 2009
School performance on external test measures such as NAPLAN, cannot be accurately presented in this report, due to the low cohort of students participating.

Messages

Principal's message
Upper Lansdowne is a small rural community. The school itself had a significant increase in student enrolment in 2009. Many of our new students are Guardians of the Minister, placed in permanent foster care. There is a strong community connection with the school, especially with the local drama club and craft club. Parents are very supportive, but generally from a distance. This year did see two major projects, organised by parents; a mosaics project, and the ongoing gardening initiative. The P & C Committee invest a great deal of effort into two major fundraising ventures throughout the year, and are open to suggestions on how this money can best support the educational needs of their children. Financial assistance for excursions is one positive example of the support which is provided.

As a Priority Schools Program, our staff is enhanced with an additional teacher one day a week, who engages the children in activities incorporating ICT. The addition of Connected Classroom facilities in the library midway through this year has further promoted our children’s expertise in this area.

Our school has continued to develop a stronger environmental focus, with practices such as recycling, reusing and composting being reinforced. 2009 saw the school winning a rainwater tank through a competition sponsored by Bluescope Steel. Students are becoming more aware of the importance of saving both energy and water, and the responsibility they have to the planet, which will stand them in good stead as they themselves enter the adult world.

This year our school has also benefited from funding through both the National School Pride Program, as well as Building the Education Revolution (BER). Major improvements have included new fencing, an upgrade to our driveway, improved drainage of our grounds and a new telephone system. A new classroom is currently being built, with occupancy expected early in the 2010 school year.

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.

Sheila Capperauld, Principal

P&C and/or School Council message
As 2009 draws to a close I must thank one and all for making this another successful year. We have had some big ticket items that we have helped with, these being:

- Myuna Bay Camp $1261.00
- Bus for Camp $850.00
- Swimming lessons $531.00
- Equipment for school $283.81
- Donation Far West Homes $50.00
- P & C fees $362.30

This all adds up and again thank you all for your help and support.
The amounts above might give you some idea as to how much money is required to ensure that the children don’t miss out; our fundraising ventures are an important component of our committee. Looking forward to one and all showing their support in 2010.

Harry Koppens

Student representative’s message

Some people say that big things come in small packages. Well, they’re right; this school is small, but it acts big. This was a year I will never forget. We had so many things going on that we were busy every day. I enjoyed going to gala days and participating in zone and regional competitions. We got so many new students, but you couldn’t tell because most of us act like we have known each other for years. I also liked the fact that the students were able to prepare things, like the disco, which most of the students enjoyed. Ms Capperauld gave us many opportunities to organise different school events, such as Crazy Hair Day. We had many occasions where people came to our school to teach us things, such as circus skills and mosaics, and we got to participate in swimming lessons. We also entered lots of competitions, and we even won a rainwater tank.

Imogen Gunter Foote & Jordan Brookes

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>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>12</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>12</td>
<td>10</td>
<td>11</td>
<td>9</td>
</tr>
</tbody>
</table>

Management of non-attendance

Our school area is prone to flooding, which accounts for many of the student absences at our school. Absences are closely monitored through timely communication with parents, and are followed up when required, by the principal.
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>CAPPERAULD</td>
<td>2009</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>CAPPERAULD</td>
<td>2009</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>CAPPERAULD</td>
<td>2009</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>CAPPERAULD</td>
<td>2009</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>CAPPERAULD</td>
<td>2009</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>CAPPERAULD</td>
<td>2009</td>
<td>K</td>
<td>3</td>
</tr>
</tbody>
</table>

Structure of classes
Our school maintained one class, K to 6.

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>1.00</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>0.226</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></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</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 (SASS)</td>
<td>0.496</td>
</tr>
<tr>
<td>Total</td>
<td>1.806</td>
</tr>
</tbody>
</table>

The National Education Agreement requires school to report on Indigenous composition of their workforce. Our school does not have any staff of indigenous background.

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

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

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

<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
</tr>
<tr>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Total income</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balance carried forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
</tr>
<tr>
<td>57,476.01</td>
</tr>
</tbody>
</table>
School performance 2009

Achievements

Arts
Our students have had the opportunity to participate in a variety of arts activities. Performance Arts experiences have included: “61 Circus Acts in 60 Minutes”, “Tiddalick the Frog”, and “Nobody Owns the Moon”, all performed by professional troupes. Students also participated in a workshop held onsite, called “Circus Challenge”, and also travelled to another school to watch “Circus in the Mountains”; some of our students also had the opportunity to perform at this venue.

Many of our Stage 2 and 3 students were part of a local radio station’s “Weather Watch” program, and became on-air presenters. As a followup, these students also participated in “Weather for Kids”, a local presentation.

One of our parents provided us with the opportunity to involve our students in a mosaics project; in groups, they designed and completed stepping stones depicting local fauna, using tiles and a variety of tools. A bird bath was also completed, depicting our school logo in the centre. This project was also documented pictorially, with the students having opportunities to photograph the progress of their work. Students then used these photographs to develop a story of the project, using Moviemaker on the computer.

In the area of Visual Arts, our students have eagerly participated in a number of competitions. Recently, all of the students submitted artwork to the International Fund for Animal Welfare, focussing on a theme of protected wildlife (see sample of student work below). Students also submitted artwork to celebrate Harmony Day.

Sport
Students have participated in the following local sporting activities:

- Small Schools Swimming Carnival
- Gyararoo gymnastics (weekly during Term 1)
- Small Schools Hockey Gala Day
- District Cross Country Carnival
- Zone Cross Country Competition
  - 4 students
- Regional Cross Country Competition
  - 1 student
- Sports Gala Day (traditional games)
- Small Schools Athletics Carnival (poorly attended)
- Soccer Gala Day (interested students)
- Basketball Gala Day
- Zone Athletics
  - 4 students
- Regional Athletics
  - 4 students
- Year 6 students participated in Sports Day with Community of Schools
- Rugby League Clinic (15th August)
- Intensive Swimming Program at Manning Aquatic Centre
- AFL clinic

Our students also benefitted from the Premier’s Sporting Challenge Grant, which enabled us to purchase additional sporting equipment to enhance our sport and fitness program.
Environmental

Our school has continued to maintain an environmental focus, which underpins many of our activities, and is reinforced in different curriculum areas. Our students participated in Schools Clean Up Day, focussing on school grounds as well as roadways within the community. With the help of the General Assistant, our students planted a variety of native plants to recognise National Tree Day. Our vegetable garden is slowly expanding, and we are able to use our harvested plants in our cooking activities. Stage Three students have continued to be active in Waterwatch activities, participating at least once a term, and submitting data to the website. A “Waste Watcher” presentation was held at the school for all students, to reinforce recycling. Most of our students participated in a “Save the Bilby” competition, with one student winning a plethora of prizes. Eight students won prizes for participating in the Midcoast Water competition, focussing on the conservation of water. Our major highlight in 2009 was winning a 25000 litre rainwater tank, through the Bluescope Steel “Tank A Day” challenge.

Literacy and Numeracy– NAPLAN Year 3

Only one student participated in both components of the NAPLAN testing.

Literacy – NAPLAN Year 5

Six students participated in the literacy component of the NAPLAN testing.

Numeracy – NAPLAN Year 5

Six students participated in the numeracy component of the NAPLAN testing. 66% of our students achieved Band 6 or higher. All students achieved above the minimum standard.

Progress in literacy and numeracy

Because of the small cohort no valid data could be used to measure progress in either literacy or numeracy.

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

Only one Year 3 student participated in the NAPLAN test. Therefore, results can not be advised in this report. Parents have been advised of their child’s achievements.

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

Reading 100%
Writing 83%
Spelling 83%
Grammar and Punctuation 83%
Numeracy 100%

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)
**Significant programs and initiatives**

**Aboriginal education**

An Aboriginal perspective is reflected, where contextually appropriate, across all Key Learning Areas (KLAs), with the aim of fostering a supportive, prejudice free learning environment. Our students also participated in a Traditional Games Gala Day, which included Aboriginal games, run by Aboriginal Leaders and high school students.

**Multicultural education**

All school personnel ensure that multiculturalism is a fundamental value which permeates the total curriculum.

We aim to develop:

- an understanding and appreciation that Australia has been multicultural in nature throughout its history, both before and after European colonisation;
- an awareness of the contribution which many people of many different cultural backgrounds have made and are making to Australia; and
- inter-cultural understanding, through the consideration of attitudes, beliefs and values related to multiculturalism.

**Students with Disabilities**

Our school continues to strive to develop an inclusive school culture and to meet the learning and social need of students with disabilities.

- Personal learning plans are developed by class teacher through regular meetings with parents and school learning support officer.
- Academic, social and sport/fitness programs are modified to ensure optimum participation by students with disabilities. If required, an alternative program is put into place.
- Regular meetings with outside agencies (such as the Spastic Centre) help support the program of students with disabilities.

**Respect and responsibility**

Our school and community recognise that values education underpins every area of school life at Upper Lansdowne Public School. Values are consistently taught and reinforced across every KLA and in all aspects of participation in external activities.

Students developed respect and responsibility through participation in community events such as Anzac Day, Mothers Day and community based craft programs. Student leadership has been a focus, with a student captain and student leader chosen by their peers. These leaders led class meetings, and responded to ideas and concerns brought up by class members. Responsibilities have included organising sports equipment and sports activities, performing regular tasks such as raising and lowering the flag, welcoming guests and visitors to the school, and thanking guest speakers, performers and hosts, both onsite and at other venues. A student committee also successfully organised a disco. Environmental consciousness was raised through participation in tree planting, involvement in Waterwatch by Stage 3 students, and the maintenance of a garden. Charitable awareness was assisted through the raising of money for the Black Saturday victims, for Cystic Fibrosis through the participation in Crazy Hair Day, as well as donations towards World Vision, in lieu of exchanging Christmas presents.

**Other programs**

**Priority Schools Program (PSP)**

PSP funding and the staffing component was used to employ staff to support students with learning and literacy difficulties and to focus on the engagement of students in literacy activities through technology based learning. Students were also able to work in ability level groupings when second teacher (provided through PSP funding) was on sight, to support guided reading program and to ensure specific curriculum outcomes were addressed for each stage.
Progress on 2009 targets

Target 1

To improve student reading levels so that 80% of students have a minimum standard reached at each grade level.

Our achievements include:

- “Thinking Globally” resource (Rigby Blueprints) successfully integrated literacy skills with HSIE outcomes
- “Making Connections” resource being used with Stage 3 students on a weekly basis to explicitly teach comprehension skills
- Interactive whiteboard resources purchased to incorporate into Stage 1 literacy program
- Jolly Phonics program being delivered to Early Stage 1 and Stage 1 students by teacher/librarian and Student Learning Support Officer (three times a week)
- Home reading diaries being used on a regular basis by 80% of Early Stage 1 and Stage 1 students
- Best Start assessment assisted with programming for kindergarten students
- PM Reading software purchased to support reading and comprehension strategies for Stage 1 and Stage 2 students
- Magazine subscriptions such as “Scientriffic” and “Wacky but True” are encouraging our reluctant readers (Stage 3 boys) to read for enjoyment
- Principal took part in “Literacy on Track” training
- Celebration of Book Week
- NAPLAN results for year 5 – our school average results for reading is slightly higher than national average (writing, spelling and grammar are all approximately one band below national average)
- Overall, our targets have been met with Early Stage 1, Stage 2 and Stage 3 students.

Target 2

For 80% of students to achieve stage outcomes in the area of numeracy in 2009.

Our achievements include:

- Principal attended workshop on K-6 programming in Maths (multi stage approach)
- Resources purchased to support hands on learning opportunities (especially in the area of measurement)
- Students are grouped (K,1 and 3-6) for numeracy lessons three times a week
- Mathletics license purchased, to allow students access to structured maths activities on the computer
- Best Start assessment assisted with programming for kindergarten students
- SLSO employed 2 hours a week to support students experiencing difficulty in maths; use of “Count Me in Too” strategies, as well as activities from DENS (first semester)
- NAPLAN results for year 5 – our school average results for numeracy are equal to the national average

Target 3

To increase the awareness of sustainable environmental practices throughout the school and its community.

Our achievements include:

- School participated in Schools Clean Up Day, focussing on school grounds as well as roadways within the community
- School won a 25000 litre rainwater tank, through the Bluescope Steel “Tank a Day” Challenge
- Students expanding their vegetable garden to include a variety of items
- “Museum in a Box” on display for two weeks, with the theme of Aboriginal Food Technology
- Students planted a variety of native plants to recognise National Tree Day
- Stage 3 students continue to be involved in Waterwatch activities
- 5 students attended “Weather for Kids” program at Bushland Racecourse
- “Waste Watchers” presentation held at school for all students
- One student won prizes for participating in “Save the Bilby” competition
- 8 students won prizes for participating in Midcoast Water competition, focussing on the conservation of water
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 learning and English.

Educational and management practice

Student learning was this year’s focus.

Background

Ensuring the engagement of students is often difficult in a K-6 classroom. I hope to ensure that students at all levels are learning to the best of their ability, and engaging in the learning process. The surveys will provide a snapshot of the learning environment from students’ and parents’ perspectives. Surveys were distributed to all families as well as all students, with a return rate of 88% for the families.

Findings and conclusions

<table>
<thead>
<tr>
<th></th>
<th>Parents %agree</th>
<th>Students %agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom is an interesting place to learn</td>
<td>93</td>
<td>70</td>
</tr>
<tr>
<td>Teachers talk to parents about learning</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Our school has good equipment</td>
<td>100</td>
<td>75</td>
</tr>
<tr>
<td>People other than teachers help students learn</td>
<td>86</td>
<td>75</td>
</tr>
<tr>
<td>The school expects students to do their best</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Students take pride in their learning</td>
<td>93</td>
<td>90</td>
</tr>
<tr>
<td>There is a balance of independent and group learning activities</td>
<td>100</td>
<td>70</td>
</tr>
<tr>
<td>Students try things that are new and different</td>
<td>86</td>
<td>75</td>
</tr>
<tr>
<td>Samples of work over time help students see improvement</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>Teachers are</td>
<td>93</td>
<td>80</td>
</tr>
</tbody>
</table>

Future directions

Our school will need to explore avenues to share information to parents about learning. Curriculum information sessions could be considered, as well as a variety of open days, targeting specific teaching and learning strategies. Parents are encouraged to talk to staff about their child’s progress at any time during the school year, not just during parent/teacher conferences.

The development of student portfolios could be one way to collect samples of student work, to help students see improvement in their skills. This area will also be taken under advisement.

Curriculum

The curriculum area of English was the focus.

Background

The school chose English as the area for evaluation in 2009. A school based survey was utilised to collect information from both parents and students; all parents were surveyed with 88% of surveys returned.

Findings and conclusions:

All parents agreed with the following statements:

- English is an important subject
- My child has been developing new skills in reading this year
- My child has been developing new skills in spelling this year
- Home reading is a valuable part of my child’s learning
- I would like to learn more about how reading/writing/spelling is taught

A small percentage of parents (21%) disagreed with the following statements:

- My child enjoys writing
- I am provided with useful reports about my child’s progress in English

The student survey indicated that 100% of the students thought that they were getting better at reading, and 95% of the students felt they were getting better at writing, and becoming more confident in talking and listening activities. The same percentage of students acknowledge that
they are given extra help in English when they need it, and that they like using computers in English. Of important note is that 33% of the students indicated that they did not enjoy reading in English lessons, and 44% indicated that they did not enjoy writing in writing lessons.

Future directions
One of the targets for 2010 focuses on the improvement of writing skills. Both parents and students indicated that writing was not a subject all enjoyed participating in, therefore we will explore strategies and ideas that not only support the teaching of skills, but that also engage the students, and encourage them to enjoy the writing process.

We will also explore how to improve communication with parents, specifically related to reporting on their child’s progress in English.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

An informal parent survey indicated that the majority of parents were extremely satisfied with the school.

Anecdotal evidence of student satisfaction indicated the students were very positive towards the school’s overall program, especially in the area of technology, and that the school was a safe place and fair within its code of discipline.

Professional learning
Staff members participated in a variety of professional learning activities in 2009, which included the following:

- All staff participated in mandatory Child Protection Training
- All staff participated in Asthma training
- SLSO completed Health Care Certification
- Principal attended Quality Teaching Conference
- Principal attended Best Start Workshop
- SAM engaged in Certificate IV in Government – School Support Services
- Principal attended workshop of K-6 programming for Maths
- Principal attended Teaching Principal’s Program
- Teacher/librarian trained as Anti-Racism Officer
- Teacher participated in “Message in a Bottle” alcohol awareness workshop
- Teacher/librarian attended library conference
- Principal attended Interwrite interactive whiteboard training
- Principal taking part in “Literacy on Track” training
- Principal attended “LEAP” conference
- Principal attended Assistive Technology conference
- All teaching staff attended Connected Classroom training
- SAM attended Information Expo
- Principal and support staff attended “Win Win with ICT” at Moorland PS
- Principal attended “Keeping Them Safe” information session on new child protection model
- Principal attended Women in Educational Leadership Conference – “Leadership with Soul”
- Principal attended Best Start workshop – introduction to new software

School development 2009 – 2011

Targets for 2010

Target 1
To maintain and improve student reading levels so that students will be reading at or above their chronological reading age.

Strategies to achieve this target include:

- Students to work in ability level groupings when second teacher is on sight, to support guided reading program and individual assistance when required
- Review areas of weakness using SMART data and results from NAPLAN, specifically in the area of reading, and develop and implement strategies to address areas of need
- Acquisition and use of multiple copies of reading books to enable strategically planned guided reading opportunities
- Integration of technology (computers and Interactive White Board) strategies into reading initiatives. Purchase of appropriate software (eg PM Reading)
- Continued implementation of the Jolly Phonics and Jolly Grammar program to support sound decoding strategies
Our success will be measured by:

- Waddington Reading test results will indicate minimum improvement of 12 months since previous year’s testing
- At the end of each grade student will have reached the minimum benchmark levels of:
  - K: levels 6-8
  - 1: level 16
  - 2: level 25
  - 3: level 30+

**Target 2**

Students will achieve a level of growth comparable to the state in writing.

**Strategies to achieve this target include:**

- Analyse, compare and plan from NAP writing results and students’ work against syllabus outcomes
- Explicit teaching of text types, using the PM Writing program
- Develop writing rubrics
- Incorporate daily writing activities into program, including integration of writing activities into all curriculum areas

Our success will be measured by:

- Each child is able to produce published writing texts that are at or above their stage standard.
- NAPLAN results will indicate higher growth in this area
- Writing rubrics being used to measure achievement levels of students
- Student writing activities occurring on a daily basis
- Students more engaged in writing activities

**Target 3**

To improve student mathematical knowledge, skills and understanding: students will achieve a level of growth comparable to the state in mathematical knowledge, skills and understanding.

**Strategies to achieve this target include:**

- Review of year 3 & 5 BST data in numeracy, to determine which strands require additional support
- Incorporation of whole number activities FOR SPECIFIC ABILITY GROUP at the beginning of every maths lesson
- Students to work in ability level groupings when second teacher is on site, to support teaching of stage specific skills, and individual assistance when required
- Integration of White Board technology into maths program.
- Staff to incorporate higher level of hands-on learning experiences across all strands of mathematics
- Utilisation of DET publications, Developing Efficient Numeracy Strategies Stage 1 and 2 and Count Me In, to improve student learning outcomes.
- Target support for individual learning needs as determined by regular classroom assessment and monitoring

Our success will be measured by:

- Student work samples and progress records displaying evidence of higher levels of achievement in number sense, confidence and competence in linking number relationships.
- Increased levels of student engagement.
- National Numeracy test results indicate improved growth by students in years 3 & 5.
- Program and scope and sequence reflect above strategies.

**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.

Sheila Capperauld, principal

**School contact information**

Upper Lansdowne Public School
1399 Upper Lansdowne Road
Upper Lansdowne, NSW 2430
Ph: 6556 9163
Fax: 6556 9219
Email: lansdowneu-p.school@det.nsw.edu.au
Web: www.lansdowneu-p.schools.nsw.edu.au
School Code: 2372

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: http://www.schools.nsw.edu.au/asr