2008 Annual School Report
Upper Lansdowne Public School

NSW Public Schools – Leading the way
Principal's message

Upper Lansdowne is a small rural community. The school itself had 17 students enrolled in 2008, who were housed in one classroom. The school has been managed by two relieving principals in the last three years: the appointment of a permanent principal beginning in 2008 has provided a stability which has been needed in the school. 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. The P & C Committee invest a great deal of effort to 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 an interactive whiteboard to the classroom at the beginning of this year has further promoted our children's expertise in this area. Recently, our school has begun to develop a stronger environmental focus, with practices such as recycling, reusing and composting being introduced and reinforced. We have developed a draft School Environmental Management Plan, which maps out the direction which we would like to travel. A garden is being established, with the support of our General Assistant, parents and community members. 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.

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

P&C and/or School Council message

It has been a great year. Thank you to all the volunteers who helped throughout the year, either in the classroom or fundraising. Thank you everyone for a big effort for the play nights; the money raised has again put the P & C bank in good shape for the beginning of year 2009. This money helps to subsidise many outings and equipment needed to enhance our children's growth. Some of the larger subsidies were for the end of year excursion and other equipment to meet the children's educational needs.

This year we welcomed Sheila Capperauld as our new principal and hope that she has enjoyed her new school as much as we enjoy having her here. We must also welcome Henk deWright, who also started this year – cooking will never be the same again, thanks, Henk. Thank you to all the staff for a job well done, as without them it just would not work to achieve the high standards we have. Thank you one and all for making this another great year.

Harry Koppens, P & C President

Student representative's message

This has been a great year! Things have changed since last year. We have a new principal and a new Learning Support Officer. We also have new lessons, including Waterwatch and gardening. We have done lots of different activities with our Learning Support Officer, including cooking (soup every Wednesday during the winter), and painting a beautiful mural of the rainforest. We have even better plans for next year, including lots of gardening and more cooking (hopefully through the Stephanie Alexander Kitchen/Garden grant).

Kristiane Laucht, Year 6, School Leader
**School context**

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

**Student enrolment profile**

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>14</td>
<td>12</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>14</td>
<td>12</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

**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>CAPPERAULD</td>
<td>4</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>CAPPERAULD</td>
<td>5</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>CAPPERAULD</td>
<td>3</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>CAPPERAULD</td>
<td>2</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>CAPPERAULD</td>
<td>K</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>CAPPERAULD</td>
<td>6</td>
<td>3</td>
<td>17</td>
</tr>
</tbody>
</table>

**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>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.000</td>
</tr>
<tr>
<td>Primary Part-time Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1.31</td>
</tr>
</tbody>
</table>

**Staff retention**
A new principal was appointed at the beginning of 2008, to replace a Relieving principal. Both the permanent and casual teachers have remained at the school.

**Staff attendance**
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was not applicable, as the school employed less than 3.4 teachers.

**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>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>73,494.32</td>
</tr>
<tr>
<td>Global funds</td>
<td>39,576.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>23,008.01</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>3,225.93</td>
</tr>
<tr>
<td>Interest</td>
<td>4,674.80</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3,656.13</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>74,141.42</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 4,694.87
- Excursions: 251.00
- Extracurricular dissections: 2,528.89

Library: 1,302.38
Training & development: 1,306.19
Tied funds: 42,940.18
Casual relief teachers: 2,989.96
Administration & office: 8,926.32
School-operated canteen: 0.00
Utilities: 3,966.44
Maintenance: 2,179.34
Trust accounts: 3,533.13
Capital programs: 0.00

**Total expenditure** 74,618.70

**Balance carried forward** 73,017.04

A full copy of the school’s 2008 financial statement is tabled at the annual general meeting 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

Our students have had the opportunity to participate in a variety of arts activities. Performance Arts experiences have included: “When Camels Could Fly” and “The Magic Words”, both performed by professional troupes. Many of our Stage 2 and 3 students were part of a local radio station’s “Weather Watch” program, and became on-air presenters. Unfortunately, our attempts to secure the local Darribin Dancers to perform indigenous dances at the school met with disappointment on two separate occasions.

In the area of Visual Arts, our students have eagerly participated in a number of competitions. Most recently, all of the students submitted artwork to the International Fund for Animal Welfare, focussing on a theme of protecting marine wildlife. These submissions were considered for publishing in their annual calendar, and one of our students was successful in having their artwork chosen for publication! Students also submitted artwork to celebrate Harmony Day; one sample is included below:

Under the guidance of one of our Learning Support Officers, our students completed a large mural depicting a rainforest scene. This project complemented our science program, and is now proudly displayed on the side of our sports shed.
Sport
Students have participated in the following local sporting activities:
- Small Schools Swimming Carnival (7th February)
- Gymaroo gymnastics (weekly during Term 1)
- Small Schools Hockey Gala Day (7th March)
- District Cross Country Carnival (4th April)
- Jump Rope for Heart Event (9th May)
- Zone Cross Country Competition – 3 students (16th May)
- Regional Cross Country Competition – 1 student (30th May)
- Small Schools Athletics Carnival (20th June)
- Soccer Clinic (22nd July)
- Mini-Olympics held at Ghinni Ghinni School
- Zone Athletics – 2 students (8th August)
- Rugby League Clinic (15th August)
- Tabloid Sports Day – Harrington (16th October)
- Swimming Lessons at Manning Aquatic Centre (10th Nov to 21st Nov)

The Waterwatch program has been introduced to students in Stage 3, who also participated in a Bug Survey. This initiative will continue in the 2009 school year.

Other
Our school has been successful in introducing some new programs for the students, which integrate a variety of outcomes from several curriculum areas. One of these programs has been to involve the students in the kitchen, preparing and cooking a variety of menu items, such as soups in the winter and slices when the public have been invited to join us for special activities. Our newly planted garden, which we hope to expand in 2009, will also provide fresh ingredients to try new recipes, while at the same time promoting healthy eating habits.

Our students have also embraced an environmental focus, which underpins many of our activities, and is reinforced in different curriculum areas. As well as the garden initiative, we have introduced composting, and stress water conservation as well as the 3 R's (reduce, reuse and recycle). 2009 will allow us to explore other initiatives, such as starting a worm farm. Our increased environmental awareness resulted in the school winning the Term 4 Eco Quest, sponsored by the Manning Environmental Group and the Greater Taree City Council. We were presented with a banner and a Wollemi pine, which now has pride of place within the school grounds.
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)

Literacy and Numeracy - NAPLAN Year 3

Three Year 3 students sat both components of the NAPLAN test. All students achieved at and above the minimum standard in all areas of both literacy and numeracy.

Literacy and Numeracy - NAPLAN Year 5

Two Year 5 students sat both components of the NAPLAN test. All students achieved at and above the minimum standard in all areas of both literacy and numeracy.

Progress in literacy

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

Progress in numeracy

Because of the small cohort no valid data could be used to measure progress in 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 2008

| Percentage of Year 3 students achieving at and above minimum standard |
|---------------------------|------------------|
| Reading                  | 100              |
| Writing                  | 100              |
| Spelling                 | 100              |
| Punctuation and grammar  | 100              |
| Numeracy                 | 100              |

Percentage of Year 5 students achieving at or above the minimum standard in 2008

| Percentage of Year 5 students achieving at and above minimum standard |
|---------------------------|------------------|
| Reading                  | 100              |
| Writing                  | 100              |
| Spelling                 | 100              |
| Punctuation and grammar  | 100              |
| Numeracy                 | 100              |

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. We attempted this year to have the Darribin Dancers (a local Aboriginal Performance Group) perform for our students, and provide information about their culture; unfortunately, we were unable to bring this to fruition.

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.

Our HSIE unit on Celebrations focussed on a variety of traditions and celebrations recognised by many different cultures.

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. They focussed on leadership through the processes of organising sports equipment and sports activities, welcoming guests and visitors to the school, and thanking guest speakers, performers and hosts, both onsite and at other venues. Environmental consciousness was raised through participation in tree planting, involvement in Waterwatch and Bugwatch by Stage 3 students, and the creation of a garden. Charitable awareness was assisted through the raising of money for the Australian Heart Foundation through our Jump Rope for Heart Event, 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.

Progress on 2008 targets

Target 1

To increase student interest in science and technology and increase student achievement of outcomes.

Our achievements include:

- 100% student participation in Questacon Science Circus at Lansdowne PS on 19th March
- Stage 3 students participated in a Waterwatch workshop and subsequently posted their results online (3rd April)
- Stage 3 students involved in following trip to the creek, to collect data for Waterwatch (26th June)
- Waste Watchers Workshop held for all students on 15th September
- recognised National Bilby Day, and tied into endangered animals
- 4 year scope and sequence completed
- teacher resources purchased, including “Primary Connections” unit for 3 stages on Natural and Processed Materials
- veterinary nurse and animal rescue worker came to school to run a Pet PEP workshop with all children

- Stage 3 students participated in local Bug Survey at Lansdowne Reserve, run by Waterwatch Coordinator (21st October)
- P & C committee approved purchase of digital microscope, which is used to support learning in science/technology and visual literacy
- environmental focus is being established, with purchase of compost bin, and participation in Junior Landcare competition (Watermelon growing)
- an application for a Junior Landcare grant has been lodged with the local office, and we are awaiting notification of success

Target 2

To enhance student engagement in regular reading activities to improve performances across all areas of literacy learning.

Our achievements include:

- as of the end of Term 2, 75% of the students in Years 2 to 6 were completing their homework contracts on a fortnightly basis at least 75% of the time, with 50% of these students completing these contracts 100% of the time. The contracts include reading on a regular basis at home.
- Kindergarten students have been exposed to Jolly Phonics program as part of their literacy block; Learning Support Officer worked with small group or one on one with students.
- guided reading groups are functioning at least twice a week, using a variety of reading materials (eg: Year 4 boys have been enjoying the Guinness World Records magazines distributed by the Sunday Telegraph, and the Stage 3 students have been reading excerpts from “The History of Upper Lansdowne School”). On Tuesdays, Mrs. Hauritz has begun to take small groups for guided reading activities, and on Thursdays, Miss Croker takes a small group to work on literacy skills using computers.
- additional reading materials which appeal to the students are being purchased; to date, these purchases include subscriptions to the periodicals Behind the News and Scientriffic.
- starting Term 3, Stage 3 students have been introduced to a program called “Making Connections” (Rigby) once a week. This program contains explicit instruction of comprehension skills, focusing on specific skills and strategies.
- in Term 3, additional resources have been purchased; specifically: PM Writing Benchmarks, Levels 1, 2 and 3;
Interactive Big Books, for use with the interactive white board; and additional phonics resources for our teacher’s aide special.

- principal attended a PM Writing workshop on 2nd September
- Students involved in a variety of activities based on books nominated for awards for Children's Book Week starting 18th August – integrating activities into a variety of subject areas, including maths and visual arts
- School holding Book Fair during Book Week to promote reading at home
- “Primary Connections”, a teacher resource for Science, links science with literacy
- the following magazine subscriptions have been purchased: Behind the News, Wacky but True, Scientriffic – these reading materials seem to appeal to our Stage 2 boys, and they appear keen to read the enclosed articles
- Students to participate in “Holiday Reading is Rad” program
- NAPLAN results: Year 3 overall literacy – 2 students in band 4, 1 student in band 3; Year 5 overall literacy – 1 student in band 7, 1 student in band 6

Target 3

**To improve student mathematical knowledge, skills and understanding.**

Our achievements include:

- DET publications are being acquired and utilised (Fractions, Lamingtons and Pikelets was recently published, and Count Me In has been accessed on line)
- hands-on materials are being purchased as required. These include, to date: magnetic fraction set, volume containers, weights for mass unit. set of timers, white board clocks, and felt fish bowls
- Incorporation of whole number activities at the beginning of maths lessons is occurring at least once a week. Often, the interactive white board is utilised for these activities. One difficulty with this practice is the diversity of needs and skills when working with all of the children in a single group
- Kindergarten maths skills are reinforced by the teacher’s aide special on Wednesdays, and often by Mrs. Hauritz on Tuesdays, when she works just with the kindergarten students to introduce or reinforce a specific skill

- maths activities are being integrated into Book Week activities (leading up to 18th September)
- NAPLAN results: year 3 numeracy – 2 students in band 4, 1 student in band 2; year 5 numeracy – 1 student in band 6, 1 student in band 5

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 teaching and mathematics.

Educational and management practice

Teaching was this year’s focus.

Background

Being new to NSW and DET in 2007, I was deemed to be a New Scheme Teacher by the NSW Institute of Teachers. As a major component of the role of principal in a one classroom school is teaching, we decided to focus on this area, to further complement the compilation of evidence required. Surveys were distributed to all families as well as all students, with a return rate of 100% for the families.
Findings and conclusions

<table>
<thead>
<tr>
<th>Statement</th>
<th>Parent%agree</th>
<th>Student%agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>What students are asked to learn is important</td>
<td>91</td>
<td>85</td>
</tr>
<tr>
<td>Teachers provide class activities that are interesting and appropriate to students’ needs &amp; abilities</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Students talk to teachers about what they learning and why</td>
<td>82</td>
<td>79</td>
</tr>
<tr>
<td>Teachers know what students can do and what they need to learn</td>
<td>100</td>
<td>79</td>
</tr>
<tr>
<td>Teachers keep records of students’ progress</td>
<td>91</td>
<td>93</td>
</tr>
<tr>
<td>Parents and students understand how students’ learning will be assessed</td>
<td>91</td>
<td>50</td>
</tr>
<tr>
<td>The school provides clear information about student achievement through the school’s reporting process</td>
<td>91</td>
<td>93</td>
</tr>
</tbody>
</table>

Future directions

Communication to both students and parents regarding assessment strategies needs to be a stronger focus in the new school year.

Curriculum

The area of mathematics was the focus.

Background

The school chose mathematics as the area for evaluation in 2008. A school based survey was utilised to collect information from both parents and students; all parents were surveyed with 75% of surveys returned.

Findings and conclusions

All parents agreed with following statements:

- Mathematics is an important subject for my child.
- My child has developed new skills in mathematics.
- My child is developing his/her ability to work mathematically.

A small percentage of parents (33%) did not feel that the school had kept them informed about the teaching of mathematics. 38% of the parents did not feel that their children enjoyed mathematics.

The student survey revealed that 50% of the students do not enjoy mathematics, with 64% of them not enjoying work from the text book. 100% of the students enjoy hands on maths activities, and 86% felt that they were getting better in at least one strand of the mathematics curriculum.

Engagement of students in mathematics is an area which needs to be addressed.

Parent, student, and teacher satisfaction

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

An informal parent survey indicated that all 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

As a new principal, I made a conscious decision to stay on site as much as possible, to provide me with opportunities to get to know the children, their strengths and needs, as well as the community. After having spent quality time making these observations, I feel more confident in planning the school’s professional learning journey in 2009, to best meet the needs of the students.

After having said this, our staff did have opportunities to participate in professional learning in 2008. Workshops which were attended included:

- New principal induction course
- PM Writing workshop
- Best Start workshop
- Jolly Grammar & Comprehension wkshps

As well, I regularly attended North Coast principal meetings, as well as Small School Collegial meetings, and Learning Community meetings.

School development 2009 – 2011

After getting to know the students, their strengths and their needs in 2008, I am excited about moving forward to achieve greater levels of success. These targets were developed using the
framework of state and district goals, and with a greater understanding of the needs of the students within the school.

**Targets for 2009**

**Target 1**

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

Strategies to achieve this target include:

- Continued implementation of the Jolly Phonics and Jolly Grammar program to support sound decoding strategies;
- Employment of additional staff through PSP funding to support small group and individual instruction in the area of reading and literacy;
- Participation in the Best Start Assessment Program.

Our success will be measured by:

- Evidence in the National Assessment Program (NAP) showing improved reading skills; and
- School based assessment procedures showing development in related language skills in reading.

**Target 2**

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

Strategies to achieve this target include:

- Regular use of Count Me In Too activities to reinforce number concepts;
- Employment of additional staff through PSP funding to support small group and individual instruction in the area of numeracy;
- Participation in the Best Start Assessment Program.

Our success will be measured by:

- School based assessment will provide accurate indicators of number (and percentage) of students achieving stage outcomes; and
- Evidence in the National Assessment Program (NAP) showing improved numeracy skills.

**Target 3**

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

Strategies to achieve this target include:

- Extension of current garden to include a variety of fruits and vegetables;
- Maintain compost to use on garden; research use of worm farms in school communities;
- Encourage student ownership of sustainable practises;
- Review COGs units and add environmental aspect where appropriate.

Our success will be measured by:

- 100% of students participating in a variety of school based activities which will increase the awareness of sustainable practices

**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**

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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: