“Quality teaching and enriching programs in a safe and caring environment”
Our school at a glance

Students

Our students excelled in many areas such as Creative and Practical Arts, on the sporting field and academically in 2008.

At the completion of 2008 there were 28 students enrolled at Captains Flat Public School with a large kindergarten expected to start in 2009, boosting numbers to around 38 students. Daily attendance is always pleasing with an overall rate at 93.9, above regional averages but slightly below state averages.

The school comprises two multi-stage classes of Kindergarten to Year 2, and Year 3 to Year 6.

Staff

Staff in 2008 comprised:

**Teaching Staff:**
- 1 Primary Principal 5;
- 1 Classroom Teacher
- 1 Support Teacher/Librarian (5 days/fortnight)

All staff meet the professional requirements for teaching in New South Wales’ Public Schools.

**SASS (School Administrative and Support Staff):**
- Primary School Administrative Manager Level 1 (7 days a fortnight)
- Primary School General Assistant - District Scheme (One day a week)

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

Significant programs and initiatives

The school values and actively pursues a process of ongoing school improvement and program evaluation. Significant areas of focus in 2008 included:

- Literacy and Numeracy, with confirmed improvement in all students
- Information Communications Technology Focus in all classrooms
- A highly successful Creative Arts Program
- Aboriginal Education programs; fully integrated into learning activities
- Multicultural Education; incorporated into most learning activities
- Middle Schooling Project - Writing focus with local partnered schools
- A very successful and well supported Premiers Spelling Bee
- A Gold award in the Premiers Sporting Challenge
- A fabulous Billy Cart challenge culminating in a race off at Michelago School.

Student achievement in 2008

**Literacy & Numeracy**

In 2008 five (5) Year 3 and two (2) Year 5 students sat the new National Assessment Program-Literacy and Numeracy tests or NAPLAN (previously called Basic Skills).

All students achieved well above the National Benchmark for Literacy & Numeracy. Owing to the small number of students detailed results cannot be reported for privacy reasons.

**Principal's message**

Captains Flat Public School's dedicated and committed staff are very proud of the achievements and progress of our wonderful students. It is our mission for students to learn effectively and behave responsibly by creating an atmosphere of enthusiasm, caring, structure and security within an inclusive environment.

The Captains Flat school community supports teaching and learning through their involvement with the P&C, fundraising and assisting in the classrooms. A strong partnership exists between school and home and our experienced and dedicated staff is committed to the ongoing improvement of student outcomes.

2008 has been a very successful year with improvements in all students Literacy and Numeracy results. Our NAPLAN results in Year 3 and Year 5 are showing an upward trend. This demonstrates the high level of expectations and professional commitment of all teachers and staff in the school.

The students are to be commended for their achievements at all levels in academic, sporting and cultural activities.

I would like to take this opportunity to thank all members of our school community for their support during 2008.

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.

Mr Peter Cox
P&C message

Captains Flat Public School P&C is a natural extension of a school in which, the students, teachers, parents and the community are engaged.

Our P&C is made up of a dedicated group of parents and community members who volunteer their time to assist the school in many ways such as operating our school canteen 2 days per week, classroom reading, helping out with sporting events and excursions.

During 2008 the team of dedicated parents and community helpers continued their support of our school, staff and students and their help is greatly appreciated.

Mrs Karen Mackintosh

Student representative's message

This year we have participated in a great Billy Cart Derby challenge, Mufti Days, Pyjama Day, Book Week ‘Fuel Your Mind’ dress up and many more great activities. A few of us participated in PSSA sports carnivals (we even reached regional level!). By participating in Active After School (AASC) games, ‘walking’ to Beijing and back using pedometers, we celebrated the Beijing 2008 Olympic Games.

We have improved our fitness with the Premier’s Sporting Challenge, along with tobogganing at Perisher, AASC Gala Days at Canberra and daily sport after recess.

Kayla, Taylah and I attended a great Leadership Forum in Sydney with Mr. Cox. It was well worth the early morning start. In the Year 5 and 6 meetings (SRC), we organised fund raising activities such as a dance, and the mufti days.

As School Captain I enjoyed meeting new people, helping students and taking on lots of responsibility. Thanks to my teachers and Karen in the office.

I wish all students a great 2009.

Patrick Uncles

School context

Student enrolment profile

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

The total enrolment fluctuated throughout the year but averaged 30 students for most of the time. Teaching and learning programs were delivered in two composite classes.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
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<td>0</td>
</tr>
<tr>
<td>2005</td>
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<tr>
<td>2006</td>
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<td>40</td>
</tr>
<tr>
<td>2007</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>2008</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>94.4</td>
<td>93.7</td>
</tr>
<tr>
<td>2005</td>
<td>93.7</td>
<td>93.8</td>
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<tr>
<td>2006</td>
<td>93.4</td>
<td>94.0</td>
</tr>
<tr>
<td>2007</td>
<td>91.9</td>
<td>94.0</td>
</tr>
<tr>
<td>2008</td>
<td>93.9</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Student attendance profile

From the graph below it can be seen that the total enrolment at the school has remained in the low to mid 90th percentile band over the last few years with an improvement seen from 2007.

Throughout the year there was a regular flow of students in and out of the school due in the most part to families relocating or returning to Captains Flat.
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>K/1/2</td>
<td>K</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>4</td>
<td>24</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.

Captains Flat Public School continues to operate with two permanent staff members and a Teacher Librarian / support teacher who works on a five day fortnight basis.

Staff establishment

There were no changes to the staffing of the school in 2008.

The allocation for Support Teacher was significantly supplemented from the Principal’s Executive Release Days to take Mrs. Neal's (Oakley) position from 3.5 days per fortnight to 5 days per fortnight, as it was seen as an appropriate use of time for improving student outcomes throughout the school.

Staff retention

In 2007, 100% of permanent staff were retained from the previous year.

Teacher qualifications

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

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>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>89 105.70</td>
</tr>
<tr>
<td>Global funds</td>
<td>50 506.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>8 332.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>12 161.18</td>
</tr>
<tr>
<td>Interest</td>
<td>5 473.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>498.15</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>166 077.37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<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>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
</tbody>
</table>

| **Balance carried forward** | 70 481.49 |

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the Parents and Citizen's meeting. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Achievements

Arts
The school’s strong commitment to the arts has continued this year with highlights including:
- a junior and senior student participating in public speaking at the local Anzac day Ceremony;
- submitting entries to the Braidwood Show art section which resulted in many prizes being awarded to our students;
- participation in the Recreate Program which involved local artists and their expertise to assist our students in creating art using recycled materials and all work being displayed at the Art Shed in Queanbeyan;
- displaying art work at the local Community Markets for Senior Citizen week;
- participation in a local colouring competition held for Queanbeyan district schools by LJ Hooker who displayed all entries;
- whole school participation in creating an Easter hat to be judged and dressing up as a book character for Bookweek;
- Visiting performers who have exposed our students to various art and theatre forms and given them practical opportunities to play a variety of musical instruments;
- performances of singing, performing or public speaking at weekly assemblies and special assemblies in front of visiting adults;
- participating with an individual school performance in the annual Carols in the Park;

Sport
The Staff at Captains Flat Public School are firmly committed to ensuring students develop a range of sporting skills that will ensure they access an active lifestyle through their school and adult lives. The school is committed to developing an environment that builds student skills, confidence and fitness.
Captains Flat Public School has had a successful sporting year during 2008. We held annual swimming, cross country and athletics carnivals. The school was also invited to participate in two Active After School Community Activities (AASC) gala days, and lawn bowls at the local RSL Club.
The school sport program was modified to cater for all abilities and continued to run throughout the year.

Swimming Carnival
The swimming carnival had a good number of participants who competed with enthusiasm and determination. Jerangle School attends the carnival also, to add a little extra competition and enjoyment for both schools. Hume house was victorious as the winning house.

The big event, the annual Ironman race was won by Patrick Uncles.
Four students attended the Cooma ‘Rivers’ small school carnival on invitation. Jordan, Patrick, Lachlan, Chloe all reported that it was great to swim in a heated pool.

Cross Country
The cross country carnival saw almost all students from Years 3-6 participate. 13 students represented Captains Flat Public School at the Queanbeyan District carnival and 2 students, Jordan Gorman and Patrick Uncles, qualified to represent the District at the South Coast regional championships.

Athletics
We held our annual whole school athletics carnival K-6 in term 2. This was a very successful and fun day with Hume house winning the carnival.
We had a high number of participants with 15 students qualified to participate at the District carnival. 4 students qualified to represent the school at the Queanbeyan and district PSSA Athletics carnival at the AIS track in Canberra.

Year 4 Expo
8 students participated in the 2008 Year 4 expo; a sporting carnival where local and national sporting bodies provide coaches and trainers to give the students a taste of a huge variety of sports. As a small school we sent years 2, 3, 4 and 5, instead of just year 4.

AASC Gala Days
As an Active After School Community (AASC) school; a federally funded sporting program for after school activities; the school was invited to two gala days in 2008. The first was in Term 2 and the second in Term 4.
Students experienced a myriad of sporting activities that were available as part of the program. The days are very busy for students as they were rostered into about 8 activities during the day. They also had opportunities to meet and socialise with students from all around the region as the students were mixed into age groups rather than as a school group.

Visits
Apart from AASC visits we had two sporting groups attend the school to instruct the students in their particular disciplines. The Canberra Raiders, Rugby League Development Organisation provided the students with five (5) quality sessions on playing the game of rugby league. Our students also enjoyed the Australian Cricket Association development officers education session on ‘How to play the game’.
Kindergarten Orientation

Our school runs a very successful kindergarten orientation program in November over five half day sessions. This allows any prospective Kindergarten children and their parents to visit the school and become familiar with the new environment step by step.

It is a very effective way for the kindergarten teacher and the learning support teacher to assess the forthcoming students in these orientation sessions and have in place any necessary early intervention programs for the students as soon as they start school.

The Orientation initiative is always well supported by parents of prospective students and has always made starting school a lot easier for those children attending.

Academic

Results of students’ performances in the National Assessment Program - Literacy and Numeracy Skills Test are not to be reported here as they may identify individual students due to the small number of students who participated. Individual results have been analysed by staff and discussed with parents.

Four students sat for the National Assessment Program - Literacy And Numeracy in Year 3 and five students sat for the National Assessment Program - Literacy And Numeracy in Year 5.

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)

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 achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

All children study Aboriginal culture in integrated, across curricula activities, mainly in the COGs (Connected Outcome Groups) units. Very valuable learning activities occur on a regular basis to develop understandings of the traditional owners of this land. As an opening to all of our school assemblies, the students acknowledge the traditional owners of the land. Apart from classroom activities, the students had two noteworthy Aboriginal experiences in 2008.

- All students listened and watched as Prime Minister Kevin Rudd gave his Apology to Aboriginal Australia on February 13th 2008. A Questions and Answers session took place after the broadcast
- Whilst visiting the Lanyon Homestead in Term 4, the students’ role played as convicts and Aboriginal workers as part of their excursion. They also saw the famous Canoe Tree at the station.

Captains Flat is a member of The Australian Primary Principal’s indigenous program, “Dare to Lead”. This program ensures that all students are exposed to accurate, timely resources that aim to develop in students, empathy and understandings of dilemma faced by Aborigines in Australia’s history, as well as exploring current issues and events affecting Aborigines in today’s society.
Multicultural Education

The school recognises the need to focus on multicultural education as part of all curriculum areas. This will ensure that our students develop the skills, knowledge and attitudes required to be part of a culturally diverse society.

In 2008 students:
- engaged in integrated connected outcomes units (COGS) which focus on cultural diversity and cultural knowledge.
- competed in the CWA poster competition on the country of Mexico.
- Were engaged in activities at the National Film and Sound archive that focused on immigration and the Australian identity.

Multicultural perspectives were also integrated into many of the art units.

Respect and responsibility

Captains Flat Public School promotes values of inclusiveness and community connections. Students and their families recognise the school as a safe and happy place.

In 2008, the school followed a cyclical program using the NSW Values Education program. Students learn about Values through integrated classroom activities and are rewarded with certificates for demonstrating these values at the school’s weekly assembly. These core values are emphasised by focusing on a single value over a four to five week period. Parents are informed via the school newsletter of the focus value so that they too can reinforce student’s behaviour.

Other activities in 2008;
- The students participated in
  - Local Anzac Day march
  - Anzac Day writing competition
  - Remembrance Day ceremonies
  - Australia Day ceremony
  - Harmony Day and National Smile Day activities

Active After School Communities

Our school is an Active After-School Communities program recipient. The Active After-school Communities program is a national initiative that provides primary school-aged children with access to free, structured physical activity programs in the after-school timeslot between 3.00pm to 4.30pm. The program aims to engage traditionally non-active children in structured physical activities and to build pathways with local community organisations, including sporting clubs.

In 2008, the school had deliverers of Dance, Gymnastics, Ball Skills, Cricket and Touch Football. On average 70% of the students from K-6 participated in the activities. This continues to be a fantastic program that is well received by students, parents and the staff.

Technology

Captains Flat Public School continues to maintain its focus on the importance of integrating technology in teaching and learning across all Key Learning Areas.

2008 saw a number of advances in technology at our school.
- The classroom teachers have access to a laptop to enhance the delivery of lessons, improve access to the NSW Department of Education’s Teaching and Learning Exchange (TaLe) website and e-learning activities. It also assists with classroom programming, finding resources, and assessment and evaluation.
- The 3/4/5/6 classroom has an interactive whiteboard as well as a data projector, enhancing the learning environment, promoting boys education strategies, and increasing student engagement.
- All students from year 2 to year 6 have participated in sending and receiving e-mails, and have been involved in the Small School’s Forum : an across the state student forum.
- Teachers also use the email to send e-tasks to students where students are encouraged to follow procedural text types and use higher order thinking skills to complete these tasks.

Our students have access to desktop computers at a ratio of 1 computer per 3 students. All computers connect via high speed (2 Mb) broadband to the internet, a scanner and several printers.

All students have monitored access to the computers for educational, remedial and recreational purposes during lunchtimes.

Progress on 2008 targets

Target 1
To improve literacy outcomes across all stages

The staff participated with other Queanbeyan Community of School’s staff in a number of professional learning sessions to improve their planning and teaching of Literacy. The regional literacy consultant and an academic partner from the University of Wollongong were involved in the professional learning activities.

Our achievements included:
- a successful Middle Schooling writing project involving senior students in 3/4/5/6;
• the identification and purchasing of reading materials to consolidate resources for all stages, including new library books, two boxed reading sets for comprehension, and new infants readers;
• a very successful mentor reading program initiative using and engaging parent helpers to assist with reading in the classrooms;
• the noticeable improvement in reading for the majority of students K-6, beyond their chronological years;
• continued growth in reading scores in National Testing for matched students in Year 3 and 5.

Target 2

Increased parent participation, community interest and partnerships with schools through greater promotion of the school

Greater emphasis was placed on generating partnerships with the community including having a greater number of parents in classrooms on a weekly basis.

Our achievements included:

• a highly successful AASC program, with a high level of participation from students, and positive student and parent comments;
• increased level of community involvement and interest in school programs, for example the Billy Cart challenge was a parent driven initiative and activities were conducted with the community;
• growth in the number of volunteers for the parents/adults as reading partners, with significant impact on improved reading outcomes for students.

Target 3

To enhance the safety and wellbeing of the staff and students

In 2008 the staff was involved teacher professional learning to further develop anti-bullying strategies within the school. They used the Itinerant Teacher-Behaviour to help develop programs to modify disruptive behaviours in class and implemented a school discipline code strategy of positive behaviours to reward good behaviours in class.

Our achievements included:

• a significant reduction of reported incidents of bullying;
• more students receiving and realising the importance of Values Education certificates in weekly assemblies;
• teachers were more confident in handling bullying problems in the playground and classroom;
• targeted students have increased attendance at 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 School Management and English.

Educational and management practice

SCHOOL MANAGEMENT

Background

The school values and integrates parental contributions in planning programs and initiatives. Using the DET’s School Mapping service, surveys were issued to parents, students and staff to allow all key stakeholders the opportunity to express their opinions about the management of the school. 100% of teachers and students responded, however only 38% of parents completed their surveys successfully.

Findings and conclusions

Parents

• 78% stated that the school looks for ways to improve its performance.
• 50% agreed that the school should continue to make major changes from time to time towards improving what it does.
• 70% agreed that the staff were almost always valued and supported.
• 80% agreed that the allocation of money and other resources are managed effectively.
• 60% of parents were unhappy with the communication between the school and the home.

Staff

• 100% of staff indicated that the school was indeed continually looking at ways to improve its performance, making changes to its programs to improve what it does and that professional learning was planned, systematic and effective.
• 100% stated the student interests, needs, abilities and systematic requirements almost always determined the curriculum and the school organisation.
• 30% of the staff felt that we needed to review how Student Welfare was reflected in the school’s policies, procedures and practices. However, 70% stated that the school looked closely at the needs of the staff and students when addressing staff welfare, student welfare, school processes and school procedures.
Students

The students had some difficulty with this survey as they are not really focussed on these issues. However, with the assistance of a teacher as an interpreter, the student’s results were as follows;

- 90% of the students believed that the school was well organised and that their educational needs were being met.
- 78% thought that the school made appropriate changes to programs and procedures to improve what it does.
- 68% were confident that the school cares about the students and that the discipline is fair.

Future direction

In 2009, a new school website will be put in place to address some of the communication issues raised by the survey. Whilst an ‘open door’ policy already exists for parents and carers, the school will ensure that a continued effort will be made to keep parents and carers more up to date with their child’s progress, ongoing school programs, cancellations or date changes, problem behaviours and learning issues, and the general administration of the school.

A detailed principal’s report will be tabled at each P&C meeting to ensure continued transparency of school management and a Q & A session will follow, as has always happened at these meetings.

Curriculum

ENGLISH

Background

Quality teaching and Literacy are a focus in our three year plan. The school is well resourced in Reading and Literacy based instruction texts and has implemented a number of initiatives including the Premiers Spelling Bee, Middle Schooling – Writing project and Adults as Reader helpers for the students.

In 2008 the Quality Teaching Model (QTM) framework will be used to evaluate the effectiveness of English learning programs. Surveys were used with teachers, parents and students from Year 2 to Year 6 to gather data.

Findings and conclusions

Parents

- 100% of the parents surveyed agreed that English was an important subject, there was good access to word processing technology, and the Home Reading program was very important.
- 40% did not understand how English is taught in the classroom, and wanted more information on their child’s progress in English.
- 100% agreed their child had developed new writing, reading and spelling skills in 2008.
Students
- 50% of students agreed that they enjoyed English lessons, were improving in spelling, and liked doing ‘Hands on’ activities more than workbook activities.
- 75% believed that they were getting better at writing and reading and were given extra help at school in English when they needed it.
- 50% stated that they sometimes liked English.
- 90% believed that they liked the use of technology in English and were confident in talking and listening activities.

Staff
- 100% of staff used their English syllabus to develop their teaching and learning program, thought that the school was well resourced and enjoyed teaching English
- 50% would like to review the school’s English Scope and Sequence and would like to see more professional learning in Interactive Whiteboards and using the DET’s ‘S.M.A.R.T.’ (NAPLAN) data
- 100% agreed with the current level of parent helpers in the classroom.

Future directions
In 2009 the school will reintroduce the Parent Information nights to better inform parents and carers of what is taught, how it is taught and how students are assessed in English. Staff will be given opportunities to develop their English teaching through professional learning in ‘Connect Classroom’ and Interactive Whiteboard technologies. The school will continue to use the Quality Teaching Model to engage the students in English activities and continue to provide them with relevant and timely teaching and learning.

Other evaluations
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.
Parent responses were again overwhelmingly positive with their responses presented below:

The students identified caring and supportive teachers, the school’s sport and fitness programs and friends as being the strengths of the school.

Parents
The parents identified the dedication of teachers, the range of learning opportunities the school offers and the sound organisation of extra curricula activities as the top three areas of strengths.

Areas of strength | Areas for improvement
---|---
Fantastic and caring teachers | Forward planning
Parent involvement improvement | Communication
Major events- eg excursions, carnivals | More interschool activities
Excursion organisation | Music opportunities
Home Reading and homework | Warning time with cancelled events

Teachers
The teachers identified the high level of collegiality and support, innovative, quality programs, opportunities for professional learning as well as the school’s focus on literacy and Numeracy as strengths of the school.

Professional learning
In 2008 all professional learning was focused according to our key areas for development; quality teaching, literacy and numeracy, assessment, ICT and a safer school environment. All staff participated in professional development programs funded through the Tied Funds dissection, Teacher Professional Learning (TPL) funds.

School development 2009 – 2011
Captains Flat Public School has a 3 year School Management Plan which assists staff work out ahead of time how to achieve the best results for every child. Every year the staff will agree on some improvement targets for the school plan, upon which we will work together to achieve.
Targets for 2009

Target 1
To have 70 per cent of Year 3 and 5 students at or above Regional targets in NAPLAN literacy and numeracy.

Strategies to achieve this target include:
- Analyse NAP writing results and students’ work against syllabus outcomes, identifying underperforming students.
- Develop Writing Action Plan
- Staff Professional learning in QT dimension – Intellectual quality.
- Ongoing individual reading assessment of all students.

Our success will be measured by:
- 70 % of year 3 achieving band 3 in literacy and numeracy.
- 70 % of year 5 achieving band 5 in literacy and numeracy.
- Students demonstrating an increase in fluency and comprehension skills through regular benchmarking using individual running records.
- Students demonstrating improvement in writing skills using explicit criteria from grade developed assessment rubrics.

Target 2
Quality Teaching practices to support student learning and transition

Strategies to achieve this target include:
- Successful school implementation of Best Start;
- Continue 4 day orientation program with Jingera Pre-school;
- Early Stage 1 ‘Best Start’ training and implementation of project;
- Implementation of the ‘Jolly Phonics’ program daily in Kindergarten;
- Implementation of the Literacy on Track program for all teachers;
- Continued involvement with like sized school in program development and joint activities.

Our success will be measured by:
- Students demonstrating growth in phonological awareness skills using Best Start program;
- Final kindergarten assessment ;
- Appropriate personalised learning programs and curriculum differentiation is provided in teacher programs;
- Survey feedback for parents and students involved in Kindergarten orientation, Infants to Primary orientation, and Year 7 orientation.
- Improved attendance rates to at or above regional targets and increased enrolments by 10% to 15% over the period 2008 -2011
- Staff development in Consistent Teacher Judgement with small school network
- Parent and student involvement in all relevant areas of school life are sought and valued.
- Communities of small schools established

Target 3
By the end of 2009, student and teacher capacity in ICT is enhanced across the school, leading to improved teaching and learning in all KLAs

Strategies to achieve this target include:
- install IWB and VC into proposed learning environments
- provide explicit tutoring and programs for students in ICT
- implement TPL for staff in the use of IWB and VC
- ensure broader curriculum options for students through ICT in the KLA of:
  - Literacy
  - Numeracy
  - Science and Technology, and
  - HSIE

Our success will be measured by:
- Interactive classrooms, including VC and IWBS, established in home base classrooms.
- improved outcomes in ICT assessment :
- 100% of student 3-6 achieving 75% on CSA6( 2008 average 63% )
- teachers demonstrate progression on ICT understandings using ‘CLAS for Teachers’
- ICT checklist for learning programs indicates a greater use of ICT in classroom programs
- Enhancement of Learning opportunities for teachers and students across the small schools community are evident.
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.

Mr. Peter Cox, Principal

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: