2009 Annual School Report
Captains Flat Public School

“Quality teaching and enriching programs in a safe and caring environment”
 Principal's message

The teachers at Captains Flat Public School are very proud of the achievements and progress of our 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 are committed to the ongoing improvement of student outcomes.

2009 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 in 2009 with many new and innovative programs being introduced to challenge and extend the students. Students sat the University of NSW academic tests this year for what we believe is the first time for the school, achieving 7 Credits overall. We participated in the Queanbeyan Arts Festival, another first time ever, performing a very good ‘Grease Lightning’ in front of a packed Canberra Theatre. More achievement will be recognised later in this report.

I would like to take this opportunity to thank all members of our school community for their support during 2009. It was indeed a fabulous year with many people on our honour or congratulated list.

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

The school community and the wider Captains Flat community all agreed that an out-of-school hour's care (OOSCH) facility would be a great asset for the school and the wider Captains Flat community. Therefore, 2009 was a very busy year for the P&C as we worked towards the goal of establishing an out of school care facility.

The P&C undertook a busy year of fundraising to ensure a healthy bank balance before the business started. At the end of 2009 the P&C had raised over $12,000 which meant starting the OOSCH 2010 was viable.

The P&C undertook the following activities:

- BBQs and cake stalls at markets and sporting events;
- Catering for the District cross country.

The P&C assisted the school Administration Manager coordinate the highly successful 125th School birthday celebrations, which included a dinner dance. This event was widely acknowledge as important for the entire community and received a nomination for the Community Event of 2009 Award to be announced on Australia Day 2010.

The other major event that P&C members were actively involved in and the OOSCH received the profit was the Captains Flat Annual Ball. This raised over $2,400 for the facility.

To complete the year the P&C ran its first, and now to be annual, Car Boot Sale. The Sale was a huge success which attracted people to Captains Flat for a day out.

Further to running events the P&C was successful in securing a government volunteer grant of over $4,900 to assist in the furnishing of the OOSCH Building.

I’d like to thank all who assisted the P&C during the year and commend the work achieved.

Ms. Jane Brownbill, P&C President
Student representative’s message

This year at Captains Flat Public School we have had a lot of highlights including pyjama days, World’s Greatest Shave and discos.

We went on a few great excursions such as the Blue Mountains for three days and to the Australian War Memorial, which gave us all a good insight of Australian history.

In June the school turned 125 years old. The school put on a reunion for ex and current students and teachers. A great display of photos and change of the school was seen by all. There was also a dinner at the community hall for the adults. This event was nominated for the Award of Australia Day Event of the year for Captains Flat 2010.

Captains Flat Public School did a performance of ‘Grease Lightning’ in the Queanbeyan Performing Arts Festival. This was the first time we have ever entered into this and the reviews were fantastic.

During the year, one of the buildings was moved to accommodate After School Care. To help fund this, the P&C held a Car Boot sale and all proceeds went to the school for this purpose.

MusiCorp was introduced into the school this year during term 2. This gave a lot of students the opportunity to learn a musical instrument. We also had our regular sporting events such as the district cross country, athletics carnival and swimming carnival. The Toyota Cup Canberra Raiders also visited our school.

We would like to thank the teachers, P&C and parents for all their hard work and support throughout 2009.

Jordan Gorman & Chloe Langley

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

Total school enrolments have been steadily decreasing over the last few years, but in 2009 that trend has changed with a very large Kindergarten intake of 14 students. The prediction is that school numbers will continue to increase. The school aims to reach 52 students by 2012 which would result in the appointment of a third teacher for the school.

Student attendance profile

Attendance figures for 2009 show that we are indeed improving on years past. Whilst the figures have not been poor, they have been below Regional and State levels on 2007 and 2008. Given that we only have a small number of students it is not very hard to lower the average if just one or two students have an extended period of time off due to illness or personal leave. The attendance was excellent in 2009.

Management of non-attendance.

The message that school is compulsory by law has been passed on to the parent community including information pertaining to unexplained absences, the role of the parents in ensuring attendance and the consequence of breaking these regulations. The teachers are very aware of ensuring that the curriculum is engaging, the school is a safe happy place to be and bullying issues are dealt with swiftly.
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>3/4/5/6</td>
<td>3</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>14</td>
<td>20</td>
</tr>
</tbody>
</table>

Note: Class size data are as provided by schools in the annual class size audit.

Staff information

The school operated in 2009 with no changes to our staffing. Mr. Cox continued as teaching principal of Years 3/4/5/6, Mrs. O'Connell taught K/1/2, and Mrs. Oakley continued as Teacher Librarian and Support Teacher. Karen Mackintosh remained in the office as the Senior Administration Officer and Tobias Downe was the General Assistant throughout 2009.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.168</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian/Part Time</td>
<td>.168</td>
</tr>
<tr>
<td>Total</td>
<td>2.436</td>
</tr>
</tbody>
</table>

There are no staff members of Aboriginal or Torres Strait Islander background currently on the team.

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>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>70 481.49</td>
</tr>
<tr>
<td>Global funds</td>
<td>56 470.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>67 911.59</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15 687.22</td>
</tr>
<tr>
<td>Interest</td>
<td>3 539.46</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 632.60</td>
</tr>
<tr>
<td>Total income</td>
<td>215 722.68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>9 165.55</td>
</tr>
<tr>
<td>Excursions</td>
<td>2 089.32</td>
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<tr>
<td>Extracurricular dissections</td>
<td>11 738.37</td>
</tr>
<tr>
<td>Library</td>
<td>2 532.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>11 372.65</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4 251.38</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>26 189.53</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8 155.75</td>
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<tr>
<td>Maintenance</td>
<td>6 155.79</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2 145.45</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4 680.53</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>88 476.58</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>127 246.10</td>
</tr>
</tbody>
</table>

The balance carried forward includes $50,000 for the National School Pride project due to be expended in February. The amount also includes unpaid salaries, tied grants, unpaid orders, trust funds and a provision for asset replacement.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the Parents and Citizens meetings. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

At Captains Flat Public School, whilst the major focus is always on academic priorities, achievements in the arts and sport are highly valued.

Achievements

Arts
Captains Flat Public School provided a range of creative and performing arts opportunities throughout 2009. Students participated in the following activities:

• For the first time in the history of the Queanbeyan Art Festival our students went onstage to perform Grease Lightning in this year’s Red Carpet show. The students had a fabulous time and gained the praise of their parents, many other performers, other schools and staff;

• Students participated in the Braidwood Show pavilion entries once again. We were very successful with 11 first prizes and 13 second prizes;

• A special performance from the Manly High School Band was a highlight of term 4;

• The students were offered specialist music tuition from MusiCorp. Many students excelled in their chosen instrument and three students represented the school at a Queanbeyan Joint School Band Performance.

Sport
The staff at Captains Flat Public School is 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 2009. We held annual swimming, cross country and athletics carnivals. The school was also invited to participate in an Active After School Community Activities (AASC) gala day.

The school sport program was modified to cater for all abilities and continued to run throughout the year.

Highlights in 2009:
• A successful 10 day intensive learn-to-swim program for all students K-6
• Weekly sport
• A fabulous small school’s Circus day at Bredbo Public School
• Hosting the Queanbeyan District Cross Country carnival
• Jordan successful in QPSSA basketball trials
• Active After School Community (AASC)
• Mr. Cox still young enough (cagey enough) to win the Ironman event.

Swimming Carnival
The swimming carnival had a good number of participants who competed with enthusiasm and determination. Jerangle School attended the carnival 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 Jordan Gorman.

Five students attended the District Swimming Carnival and had a great experience in the ‘big time’ event.

Cross Country
Captains Flat hosted the 2009 Queanbeyan District Cross Country here at Colin Winchester Oval. The cross country carnival saw almost all students from Years 2-6 participate. 18 students represented Captains Flat Public School at the District carnival with Jordan Gorman qualifying 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 12 students qualifying to participate at the QPSSA District carnival.

Basketball
Jordan Gorman was selected in the Queanbeyan District basketball team to play in Wollongong at the Regional carnival.

Jordan was nominated for Junior Citizen of the year at Captains Flat for 2009 due to his sporting prowess and leadership at the school as Vice Captain.

Year 4 Expo
Four students participated in the 2009 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 Day
As an Active After School Community (AASC) school, a federally funded sporting program for after school activities, our school was also invited to a Gala Day in 2009.

Students experience a myriad of sporting activities that are available as part of the program. It is a very busy day for students as they are rostered into about eight activities during the day. They also have opportunities to meet and socialise with students from all around the region as the students are mixed into age groups rather than as a school group.

Academic

Literacy – NAPLAN Year 3
Overall the Year 3 students showed solid improvement in our targeted area of writing. The students as a whole scored at or above state average in Grammar and Punctuation, but need to improve in Reading and Spelling generally as the averages are slightly below the state averages.

Numeracy – NAPLAN Year 3
This is an area that will require more work for the Year 3’s generally. Our results show that whilst show excellent growth, there is a need to improve in Numeracy overall.

Literacy – NAPLAN Year 5
The Literacy trend data for Years 5’s demonstrates an excellent growth from Year 3 to Year 5. A lot of additional time has been spent boosting the performance of these students overall. It was pleasing to see the success and growth in these students.

There is still room for improvement especially in Spelling and Writing. We look forward to seeing the results of these students in Year 7 as further growth should be very evident by this stage.

Numeracy – NAPLAN Year 5
Results in Year 5 Numeracy are healthier generally when compared with the last few years. It is pleasing to see an increase in the number of students achieving at or above state averages.

The trend is Statistical or Graphical representations of the results of students’ performances are not reported here as they may identify individual students due to the small number of students who participated.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</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. Apart from classroom activities, the students had significant Aboriginal cultural experiences in 2009 in the following;
• Acknowledgement of Country performed at every event, assembly and meeting
• Years 2-6 visited the Australian War memorial in Term 1 as an Anzac Day experience.
• Blue Mountains excursion

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 understanding 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 2009 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 Egypt, with one student achieving regional recognition for her work;
• were engaged in activities at the Australian War Memorial 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 2009, 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 behaviour.

Other activities in 2009;
The students participated in
• Local Anzac Day march and ceremony;
• Anzac Day writing competition;
• Remembrance Day ceremony;
• Australia Day ceremony;
• Harmony Day and National Smile Day.

125th Anniversary
(Extract from media release)
Marking 125 years of education, Captains Flat Public School held a special plaque unveiling and dinner dance on 27th of June 2009. The plaque was unveiled at Captains Flat Public School during the day with the help of VIP guest speakers the Hon. Dr. Mike Kelly AM MP, the Hon. Steve Whan MP, and the Hon. Steve Whan MP, and Mayor of Palerang Shire Council, Mr. Ian Marjason.

“All special guests spoke highly of Captains Flat and the school. They commented on the wonderful feel of the school and the community. They facilitated a marvellous celebration of 125 years of public education with style and dignity.” Also speaking on the day was past-principal Lewis Ellem (Principal 1957-60). Mr Ellem spoke of the great memories he had as the headmaster some 52 years ago and the many major milestones he witnessed achieved whilst headmaster at the school. Around 220 people were present for the day’s events including a sausage sizzle, photo gallery, and cake and coffee stall. For many, this day was about catching up with old friends not seen, sometimes, for decades.

Event Organisers Karen Mackintosh and Rowena Allen were thrilled with how smoothly the event took place. “The whole day was a roaring success, Karen and I am immensely proud of how it all turned out,” said Ms. Allen.

“All the work paid off”, agreed Mrs. Mackintosh, “when we could see all the people past and present enjoying each other’s company, catching up and remembering the good old days.”

Festivities continued later that night with a dinner dance at Captains Flat Hall. 130 people ate and danced their way through a fantastic night. As the evening went on emotions and memories were strong.
MusiCorp
In 2009 the students were offered the MusiCorp program, which is taught on a weekly basis via private tutors. The program is at the expense of the parents, but we were thrilled with some of the achievements in 2009 by the students.

We offered a recorder program to K/1/2. The students learnt to recognise written music as well as demonstrating an ability to copy a tune, and follow the leader in playing correct notes with clarity, rhythm and pitch.

3/4/5/6 had the opportunity to play band instruments. We had two clarinet players and one drummer/percussionist. The staff were thrilled with the progress made by the students. Three students went to a combined schools orchestra day to perform.

Progress on 2009 targets

Target 1
To have 70 per cent of Kindergarten, Year 3 and 5 students at or above Regional targets in Best Start/NAPLAN.

Our achievements included:
- A significant improvement in writing skills with 80% of students in the top 3 bands of NAPLAN and a 90% average growth for matched students;
- A significant improvement in numeracy with a reported 104% average growth for matched students;
- 80% of year 3 achieving band 3 or higher in literacy;
- 60% of year 3 achieving band 3 or higher in numeracy;
- 65% of year 5 achieving band 5 or higher in literacy;
- 60% of year 5 achieving band 5 or higher in numeracy;
- students demonstrating an increase in fluency and comprehension skills;
- students demonstrating growth in phonological awareness skills through Best Start data.

Target 2
Quality Teaching practices support student learning and transition

Our achievements included:
- an average of 90% of students received an educational value certificate at weekly assemblies;
- the introduction of a successful ‘Blue Star’ award system in classrooms;
- strengthened relationships with partner schools including joint CPA projects for 2010;
- continued good feedback from parents and students on transition programs;
- attendance levels at 94.4%, or 2% higher than the state and regional levels.

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

Our achievements included:
- establishing a connected classroom, including Video Conference and IWB, in the computer room;
- improved outcomes in ICT assessment;
- 80% of students 3-6 achieving 75% on Computer Skills Assessment 6 (CSA6) - 2008 average 63%;
- 100% of classroom teachers trained in the use of SmartBoard software and related IWB technologies;
- An increase in student usage of email reported via regional data.

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 a linked evaluation of Learning and Creative and Practical Arts.
Educational and management practice

Learning

Background
The school selected the area of learning to evaluate and report on as part of its continued focus on quality teaching and the teaching and learning cycle. A School Map survey was used to gather information and school practices were analysed and reflected upon. 100% of staff, 50% of students and 55% of parents completed surveys.

Findings and conclusions

- Results of the survey were: 93% of staff, students and parents surveyed agreed that the school provides students with the appropriate resources and equipment to help them learn;
- 95% of staff, students and parents surveyed agreed that classrooms were an interesting place to learn, providing a stimulating and secure environment;
- 95% of staff and students agreed that the school expects students to achieve to the best of their ability and that students demonstrate pride in their learning. However only 80% of parents surveyed indicated that the school was well organised in teaching and learning;
- The majority of parents and staff agree that allocation of money and other resources were managed effectively;
- 90% of staff and parents surveyed agreed that teachers at school are continually upgrading their skills through professional training and development;
- 80% of parents surveyed agreed that teachers communicate their child’s progress and learning; however, only 30% of students surveyed said that their teacher varied and made changes to the teaching and learning programs to improve their learning.

Future directions

In 2010 teachers will continue to find new and innovative approaches to teaching and learning. The introduction of Interactive Whiteboards in all learning areas will assist in this aim. Teachers will communicate openly with parents about their learning progress on an ongoing basis through the newsletter, parent-teacher meetings, phone calls to home and through the assessment and reporting process.

Curriculum

Creative and Practical Arts

Background
In 2009 the school introduced many new innovative programs into the Creative and Practical Arts area. These included the MusiCorp music tutorial program resulting in 25% of senior students joining the school band program and 50% of K/1/2 learning recorder through the program. The school entered the Queanbeyan Arts Festival for the first time in the history of the Festival and over 60% of students performed Grease Lightning.

We investigated the knowledge, understanding and attitudes of parents, teachers and students towards CPA opinions.

Findings and conclusions

- Most parents agreed that the school was usually looking at ways to improve its performance in the Arts;
- The overwhelming majority of parents agreed that the school met the educational needs of the students;
- Parents strongly agreed that the school communicated the CPA events and student achievements effectively;
- Some students thought the staff weren’t valued or supported enough by fellow students;
- The majority of students thought that there were enough resources available for CPA;
- Most students agreed that their educational needs were being met;
- All staff agreed that student interests, needs, abilities and systemic requirements determine the curriculum and school organisation;
Teachers indicated that the school was continually looking at ways to improve its performance in the Arts;

Some teachers needed to develop their planning and monitoring of CPA outcomes in a more systematic way.

**Future directions**

Whilst 2009 was an exceptional year in CPA with innovations and continued emphasis on student achievement, community participation and school image.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school. Parent and teacher responses were again overwhelmingly positive with their responses presented below:

<table>
<thead>
<tr>
<th>Areas of strength</th>
<th>Areas for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiastic and caring teachers</td>
<td>Building maintenance</td>
</tr>
<tr>
<td>125th anniversary celebration</td>
<td>Discipline</td>
</tr>
<tr>
<td>Active After School program</td>
<td>Warning of possible suspension letter</td>
</tr>
<tr>
<td>Individual learning opportunities</td>
<td>Environmental education</td>
</tr>
<tr>
<td>Innovations in Creative Arts</td>
<td>Inter school sport</td>
</tr>
<tr>
<td>Excursions</td>
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<tr>
<td>Communication and parent involvement</td>
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</tbody>
</table>

The community successfully nominated the Principal Mr. Peter Cox for a National Educational Innovative Teacher Award. Mr. Cox was one of eight teachers in NSW to receive this prestigious award.

Future directions need to ensure that we continue to strengthen our positive practices and respond to the individual needs of students as they are identified. The ‘Building the Education Revolution’ program will assist in updating the school Library to that of 21st century standards.

**Professional learning**

In 2009 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 and Teacher Professional Learning (TPL) funds. In 2009 staff development was prioritised against the school plan. The school received $2283.16 from the state government for TPL. School development days, in-school and/or on-line learning sessions and targeted out of school courses were utilised. The primary TPL focus in 2009 was:

- Literacy on Track
- Educational leadership and performance
- ICT in the classroom

The average expenditure per full time staff member was $977
School Development 2009– 2011

Captains Flat Public School has a three year School Management Plan which assists staff to 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.

Targets for 2010

Target 1

To have 70 per cent of Kindergarten, Year 3 and 5 students at or above Regional targets in Best Start/NAPLAN.

In 2009 our most significant Literacy learning sessions were with the Regional Literacy Consultant who conducted sessions on ‘Literacy on Track’ with the classroom teachers to assist with school targets. In addition, NAPLAN results in 2009 reflect a need for an increased focus in Numeracy.

Strategies to achieve this target include:

- Analysing NAP Numeracy results and students’ work against syllabus outcomes, identifying underperforming students;
- Develop Numeracy Action Plan;
- Staff Professional learning in QT dimension – Intellectual quality;
- Ongoing individual numeracy assessment of all students K4;
- Early Stage 1 ‘Best Start’ Training and continued implementation of project.

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;
- students demonstrating growth in number skills through individual assessment using ‘Best Start’ project;
- students demonstrating improvement in numeracy using explicit criteria from grade specific diagnostic tests;
- final Kindergarten assessment using Best Start program indicates 70% of students at or above Literacy at band 3 and Numeracy at band 4.

Target 2

Quality Teaching practices support student learning and transition

Strategies to achieve this target include:

- continued focus on school values and expectations;
- continued explicit teaching practices of values
- Refining school award and consequence system;
- maintained liaison with partner schools to strengthen relationships;
- continue with current high quality transition programs;
- monitor and review student attendance.

Our success will be measured by:

- proactive student welfare strategies are evidenced in school, evidenced by positive feedback from parent surveys, increased awards and certificates at weekly assemblies and greater resilience evident in classrooms;
- appropriate teaching and learning programs and curriculum differentiation is provided; evidenced 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;
- parent and student involvement in all relevant areas of school life are sought and valued.
Target 3
Aboriginal students will match or better the outcomes of the broader student population

This is reflecting the both the Office of School's and Illawarra South East Region's targets. 'Aboriginal Education is everyone's business.'

Strategies to achieve this target include:
- parents of identified Aboriginal students will be invited to meetings to establish or review Personalised Learning Plans (PLPs);
- quality Teaching practices support Aboriginal student learning;
- Teacher Professional Learning to ensure Aboriginal cultural education for staff and education about Aboriginal Australia for all students;
- mapping existing activities against priorities
- identify key actions for achieving an acceleration of 'bridging the gap' for Aboriginal students locally;
- communicate decisions to parents
- establish Aboriginal education and training outcomes as a specific focus for planning, review and reporting.

Our success will be measured by:
- appropriate Aboriginal personalised learning programs and curriculum differentiation is provided; evidenced in teacher programs;
- assessment data and teacher reporting reflects that Aboriginal students are matching or bettering the outcomes of other students;
- local Aboriginal community provide school with positive feedback on new learning plan and achievements.

Target 4
By the end of 2010, 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 existing IWB from 3/4/5/6 into K/1/2 classroom and ensure related technology is supporting implementation;
- provide explicit tutoring and programs for students in ICT;
- continued TPL for staff in the use of IWB and VC and related technologies;
- provide parents with an introduction to IWB technology during Parent Teacher nights;
- 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 students 3-6 achieving 75% on CSA6 ( 2008 average 63% );
- teachers demonstrate progression in ICT understandings;
- 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.

About this report
In preparing this report, the self-evaluation committee has gathered information during the year and analysed other findings about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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