Captains Flat Public School
Annual School Report
Principal’s message

It is my pleasure to present the 2011 Annual School report. The success of the school’s achievements can be attributed to the dedicated staff that have focused on improving literacy and mathematic outcomes across all stages. There has also been a focus on acknowledging the achievements of students in all areas including academic, social, sporting, cultural, behaviour and school attendance. I would like to thank the school staff, the students, the P&C, parents and Captains Flat community for their continued support during the past twelve months.

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

Parents and Citizens Association message

2011 was another successful year for Captains Flat Public School P & C. A heartfelt thanks to all those who volunteered in a variety of capacities throughout the year, your help is greatly appreciated.

During 2011 the P & C raised $11164.00 through a variety of activities which included raffles; Mother’s/Father’s Day stalls; and the Palerang Shield Food Tent. These fundraising events would not be as successful without the help the P&C get from parents and school staff members; whether it’s baking cakes or cookies, or donating their time.

The P & C run a successful, healthy canteen. We are very thankful to Jo Lawrence and Naomi Foy for the wonderful contributions to maintaining high standards in the canteen. Their volunteering is of great benefit to our school community. Thanks must also go to the contributions of our enthusiastic volunteers.

Belinda Allen
P & C President

Student representative’s message

This year’s SRC were very busy raising funds for Stewart House and the year 6 present. We held many fun activities such as Mufti Days, Pajama Day, Mad Hair Day and three great Discos.

Our members also assisted with activities such as the successful Market Day Cafe, ANZAC Day, weekly assemblies and our end of year Presentation Day.

We would like to thank all students and staff who contributed towards our fundraising efforts and we encourage other students to join our SRC.

The SRC [Kira Foy, Jack Potter, Doohan Palmer, Sophie Hall, Ruby Parker, Sophie Foy, Jean Parker & Jorja Roach.]
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

Student numbers have remained the same for the past few years. We have a large kindergarten enrolment next year 2012, but the forecast is around 37 in total.

The school has been aiming to reach 52 students by 2012 which would result in the appointment of a third teacher for the school. This will continue to be the goal but the school may have to wait a little longer.

Student attendance profile

Attendance figures for 2011 show that we slightly up on the state average. These figures are pleasing and reflect the fact that staff have been cognizant that a small number of students with high absenteeism can make the data from the rest of the school change. Program and reward systems for better attendance were put in place and our data improved.

Impressively, 16% of our students had zero or just one day off in terms 1 and 2, and 23% had zero or one day off school in terms 3 and 4.

Management of non-attendance

In 2011, the staff worked closely with the Home School Liaison Officer to look at attendance data and trends. A reward program was initiated for students who attained 100% attendance in each term. Another reward program was introduced to decrease the number of late arrivals in the mornings. Both programs seemed to be beneficial to our overall statistical data.

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 fairly and promptly.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Class Sizes</th>
<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></td>
<td></td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>11</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>3</td>
<td></td>
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<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>3</td>
<td>14</td>
<td></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.

The school operated in 2011 with some 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
Student Learning Support Teacher. Sue Russell continued in her role as Learning Support Officer. Karen Mackintosh remained in the office as the School Administration Manager and Tobias Downe was the General Assistant until the end of Term 3 2011. Norm Betts was appointed to the vacant position of General Assistant in Term 4.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.02</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>3.52</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

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>
<tr>
<td>Postgraduate</td>
<td>33%</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</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought</td>
<td>56224.76</td>
</tr>
<tr>
<td>Global funds</td>
<td>57843.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>30616.78</td>
</tr>
<tr>
<td>School &amp; community</td>
<td>8485.53</td>
</tr>
<tr>
<td>Interest</td>
<td>2488.71</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3663.45</td>
</tr>
<tr>
<td>Total income</td>
<td>103097.73</td>
</tr>
<tr>
<td>Total Funds Available</td>
<td>159342.49</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>9110.53</td>
</tr>
<tr>
<td>Excursions</td>
<td>5153.46</td>
</tr>
<tr>
<td>Extracurricular</td>
<td>4735.80</td>
</tr>
<tr>
<td>Library</td>
<td>3101.54</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2503.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>28773.43</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5064.35</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>43839.03</td>
</tr>
<tr>
<td>Utilities</td>
<td>17534.37</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4426.19</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3144.86</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>127387.22</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>31955.27</td>
</tr>
</tbody>
</table>

The balance carried forward includes unpaid salaries, tied grants, unpaid orders, trust funds and a provision for asset replacement.

A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts
The School continued to provide a range of creative and performing arts opportunities throughout 2011. Students participated in the following activities:

20 students participated in the Queanbeyan Arts Festival’s “Planes, Trains and Automobiles” performance in August. Students from K-6 were involved in our performance titled “Rollin’On Oz Style”. The students were fantastic on stage, for the two nights of the show, and received accolades from parents, other school students and of course from the staff of Captains Flat. They performed this routine again to the Captains Flat Community at a Market Day and once more at Presentation Night.

Students participated in the Braidwood Show pavilion entries once again. We were very successful with 17 first prizes and 9 second prizes 12 thirds and 12 fourth place certificates.

The students were offered specialist music tuition from Ramos Music. Although many students took up the offer, the drop-off rate meant that this program would be under review in 2012. Mrs. Frame and the new teacher for Mrs. O’Connell, Miss Downie, both have a Musical background and have offered to scope the students towards a School Choir and possibly a guitar group.

Sport
The staff at Captains Flat Public School is resolutely 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.

Swimming Carnival
The swimming carnival was once again a highlight for the start of the year Swimmers competed with eagerness and grit, matched by the cheer squads who vigorously supported their team members from the poolside. Jerangle School attended the carnival to add a little extra competition and enjoyment for both schools. Hume was victorious as the winning house.

Cross Country
I wish to once again acknowledge the wonderful efforts by Rowena Hall in assisting with the weekly cross country training. It was great for the students to have this additional coaching and their results at the District Carnival were much improved due to Rowena’s support and attentiveness.

Highlight of 2011

- The school was represented by 8 swimmers at the Queanbeyan District PSSA Swimming. This is the largest team for many years.
- In September our team of 11 cricketers from years 2 to 6 won the Milo Super8 Cricket Champions for a mixed team in Southern NSW. A great effort as we played against some of the bigger schools in the district and won all of the matches.

On an individual basis, Kira Foy Year 6 made the District Basketball Team. A wonderful result and it maintains a tradition of success in basketball that has appeared in the past 6 years.

- 10 students participated at the Queanbeyan District Cross Country with varying results. The school should be hosting 2012 District carnival in May.
- The Canberra Raiders Visit is always a hit with the students. The free football helps.
• Once again we sent a group of students to the Year 4 Sports Expo. As a small school we are able to send students from year 2 to 6. From all accounts our participants had a great time and learnt valuable skills in a variety of sports.
• We had a great result in Athletics this year with our school relay team making the NSW State Championships for Small Schools of 26-50 students. The team consisted of Kira Foy, Jack Potter, Doohan Palmer and Sophie Hall.

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 these 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 – NAPLAN Year 3
Only two of our year 3 students sat the NAPLAN test in 2011. Reporting on the results of these students will be limited to narrative form only to ensure that due consideration is given to privacy and personal information policies.

Our students performed as better than expected in Literacy; however they will have to continue to work hard in both areas to continue this performance in the next few years. The school will focus on Literacy programs for these students and continue to provide support and resources in all areas of Literacy for them.

Literacy – NAPLAN Year 5
Our results in Reading demonstrate that our students are performing at state average and well above our Similar School Group (SSG) comparison. Writing was well below average and means that we will have to continue to target Writing in our classroom programs with explicit and systematic teaching.

In spelling the students performed admirably with 60% scoring in the top bands however there is still a good deal of room for improvement. Punctuation and Grammar results are well below State and SSG averages. This area will require continue focus in class programs.

Note: School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.
Progress in literacy

Due to the small number of students at the school the Literacy progress graphs cannot be displayed to ensure that due consideration is given to privacy and personal information policies.

Numeracy – NAPLAN Year 3

As stated before, only two of our year 3 students sat the NAPLAN test in 2011. Reporting on the results of these students will be limited to narrative form only to ensure that due consideration is given to privacy and personal information policies.

Our student’s results show that Numeracy needs both greater hands on activities and a focus on ‘Working mathematically’. We did better in addition than subtraction, and their grasp of 2D and 3D shapes is good whilst whole number and place value require more attention.

Numeracy – NAPLAN Year 5

Our results have shown excellent growth by the majority of students from 2009-2010; however the results are still lower than State and SSG averages. This comparison is hard to interpret though as we had only 5 student sitting the test in 2011.

Progress in numeracy

Due to the small number of students at the school the Numeracy progress graphs cannot be displayed to ensure that due consideration is given to privacy and personal information policies.

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>Minimum Standards</th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>50.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>50.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum Standards</th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80.0</td>
</tr>
<tr>
<td>Writing</td>
<td>80.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>80.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>80.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>80.0</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Excursions and School Camp**

The school had quite a few educational and sporting excursions in 2011. The two reported on in this document are the Snow Trip and Cooba Camp.

**The Snow Trip**

Many of the students at Captains Flat had never experienced the snow field and the fun, sporting activities, team bonding and most importantly the different rules that apply in this ‘foreign’ environment. The school ventured to the slopes of Perisher via a coach. They were outfitted for ski gear at Cooma on the way to the ski fields. A great deal of responsibility was placed on the students to follow the rules of the Ski Shop and the staff were very happy to see that the lessons taught on manners and values were being put into practice by the majority of students.

Once on the snow the students had a good time throwing snow, rolling in snow and building with snow. We trekked to the top of the mountains on the Ski Tube, experienced the cold and wet conditions for about an hour then jumped back on the train to get to the coach for lunch.

After lunch they enjoyed tobogganimg down the specialized toboggan slope, with some trying everything possible to get more and more speed and some finding that this only leads to more and more crashes. The teachers were very strict with the rules and this ensured there were no injuries of any note.

It was a great day for all involved and from all reports the students slept soundly that night!

**Cooba Camp**

This is the second year that the school has used Cooba Camp as the major excursion destination for the senior students at the school.

The students attended three days and two nights at Cooba Camp, located near Berridale in the Snowy Mountains.

The highlights of the camp included the;
- Giant Swing, Obstacle Course, Gladiator Course, 300m Flying Fox and, Low Ropes Course.

The students ate really well as the camp’s fully catered kitchen/dining room was very accommodating to them. Their rooms were similar to that of a motel; well-appointed and comfortable. The staff are always amused by the number of unclaimed socks and undies found when the rooms are finally vacated.

The focus areas at Cooba camp are Physical Fitness and Team Building. The majority of the activities
require the students to work together for a common goal.
The staff were very grateful towards the parent volunteers, Rowena Hall and Bernie Foy, who assisted with the excursion this year.

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.
The Acknowledgement of Country is performed at every event, assembly and meeting, with appreciation becoming more apparent from audience responses.
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 2011 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 Iceland, with Alexander Short achieving regional recognition for his work
Multicultural perspectives were also integrated into many of the art units.

Progress on Targets for 2011

Target 1
By the end of 2011, 80% of Kindergarten, Year 3 and 5 students will be achieving at or above Regional targets in Best Start/NAPLAN numeracy.

Our achievements included:
- Successful implementation of a new scope and sequence viaNELSON math across K-6
- 80% of year 5 achieving band 5 and higher in literacy and numeracy.
- 95% of students have demonstrating an increase in fluency and comprehension skills through benchmarking and individual running records.
- 100% of students have demonstrated growth in phonological awareness skills through individual assessment using ‘Best Start’ project.
- Grade developed assessment rubrics using explicit criteria assisted students to improve writing skills
- 80% of students moved from level 1 to level 3 in Best Start program’s early Arithmetic Strategies Final Kindergarten assessment

Target 2
Quality teaching practices support student learning and transition

Our achievements included:
- Positive Behaviour for Success (PBS) program effectively implementation with 100% of staff making a commitment to its success.
- relationships with partner schools strengthened through formalised meetings and shared programs and collaborative planning sessions.
- increased classroom rewards and prizes, labeled the Peg System, and awards and certificates at weekly assemblies clearly assisted resilience in the classroom.
- very pleasing feedback received from parents and students regarding the school’s Kindergarten orientation, Infants to Primary orientation, and Year 7 orientation.
- attendance rates achieved the highest turnout rate (95.4) in many years due to proactive classroom reward systems. In addition the results were at 1 percentage point above the state average (94.3).
Target 3

By the end of 2011, Aboriginal students will match or better the outcomes of the broader student population

Our achievements included:

- All Aboriginal students have a PLP in place.
- Assessment data suggests that 75% of Aboriginal students have achieving at or better than broader student population

Target 4

By the end of 2011, student and teacher capacity in ICT is enhanced across the school, leading to improved teaching and learning

Our achievements included:

- All classrooms now have an Interactive Whiteboard.
- 100% of teachers demonstrated a progression in the use and integration of ICT in classroom learning
- 12 teachers attended an ICT training day in December run by the school. The goal of enhancing learning opportunities for teachers and students across the small schools community was attained.

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 2011 our school carried out evaluations of Student Welfare and Mathematics.

Educational And Management Practice

Student Welfare

Background

The staff and school community made the decision to adopt the Positive Behaviors for Success (PBS) program in 2011. This is a Student Welfare and Values Education program focusing on positive reinforcement of values in and outside the classroom.

Findings and conclusions

The staff, students and parents were surveyed via an online survey process for the very first time, providing a greater number of responses than we have received in the past. Responses were received from;

- Students -20 out of 31
- Parents – 9 out of 21
- Staff- 4 out of 5

The results are as follows;

- 87.5% of parents thought that the school is a friendly place that is tolerant and accepting of all students
- The Students Representative Council as well as the staff agreed that the values of Care, Fun, Respect and Responsibility be our targeted values.
- The Staff and parent all agreed that the students are the school’s main concern
- 87.5% of parents believe that the school teaches and promotes core values.
- 100% of the staff agreed to participate in the PBS program and formed a school team for the implementation process.
- 80% of student and 87.5% of parents believed that Fair Discipline exists within the school

Future directions

- PBS is to be implemented in full over the next two years.
- The PBS team will start to place signage around the school to remind students of the values
- The staff will increase the rewards for students who are ‘caught’ demonstrating positive behaviours.

Curriculum

Mathematics

Background

Due to the nature of the multi-grade class structure, it was vital that a mathematics program with matching grade scope and sequences was adopted. The staff found that the Nelson Mathematics Scope and Sequence provided a very suitable program that would mean every child across all grades would be working on the same mathematical concepts at the same time throughout the year. Teachers and students would be focusing on one mathematical concept at a time at varying levels of difficulty, allowing for greater consistency and easy transitions to both extension activities and remedial work. The staff decided to trial the Nelson program in 2011.

Findings and conclusions

The staff, students and parents were surveyed via an online survey process for the very first time, providing a greater number of responses than we have received in the past. Responses were received from;
Students -20 out of 31
Parents – anonymous survey –no stats
Staff- 4 out of 5

The results are as follows;

- 90% of students liked the new Nelson Maths, with only 5% unsure.
- 75% of staff thought the students liked the new Nelson scheme.
- When asked, ‘Do you enjoy Mathematics lessons?’, 80% of students either strongly agreed or agreed.
- 75% of parents agreed that the school kept them informed about the teaching of mathematics
- 100% of staff thought it easier to maximise student learning with the new management system.
- Three quarters of the staff thought that student tracking and assessment was effectively developed and auctioned.
- 85% of students agreed that Maths is important to learn.
- 100% of parents thought that school reports contained useful mathematic comments
- 33% of parents would like to know more on how Maths is taught in the classroom

Future directions

- It would appear that we should continue with the Nelson Scheme.
- Parent Teacher nights will include a session on the teaching of mathematics
- More information will be provided in the newsletter on mathematics teaching and the current concepts in class.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Every parent surveyed thought that the school is an attractive and well-resourced school
- 85% of parents were thrilled with the ‘62.5% strongly agreed that the school connected to its community and welcomes parental involvement.
- 75% agreed that the school offers challenging programs for its students
- When asked, ‘Does the school have competent teachers who set high standards of achievement’, 75% strongly agreed and 25% agreed.
- 25% of parents would like the school to increase the promotion of the uniform policy.

- Only 12.5% were not happy with the ‘access to computers and strong technology program and resources’.

Professional learning

In 2011 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 2011 staff development was prioritised against the school plan. The school received $3150.55 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 2011 was Positive Behaviours for Success (PBS) and ICT integration.

The average expenditure per full time staff member was $1260.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

CURRICULUM & ASSESSMENT

Outcome for 2012–2014

- To provide professional development for staff and implement the new Australian Curriculum along with aligned assessment practices.

2012 Target to achieve this outcome:

- Increased awareness of the changes and content of the Australian Curriculum

Strategies to achieve these targets include:

- Focused professional development of 1 Curriculum Area per semester over two years.
- Staff led to analyse, plan and implement new curriculum in History and Numeracy (Maths)
- School Review and update of assessment practices in line with the new curriculum and policies
- To inform and familiarise parents and school community on the changes to AC
• Collaborative Professional Development with the QCOS with the aim of establishing curriculum focus schools
• Provision of TPL opportunities and encouragement for staff who aspire to leadership roles.
• Technology is reflected in classroom programs in all curriculum areas reflecting the Australian Curriculum

Literacy and Numeracy
Outcome for 2012–2014
• To continue the implementation of quality teaching practices to ensure growth and continuity in Literacy and Numeracy outcomes.

2012 Target to achieve this outcome:
• Effective use of data to inform teaching and learning to raise reading standards for all students.

Strategies to achieve these targets include:
• Teachers analyse current and trial new ICT based reading programs.
• Work with Literacy consultants to develop best practice in classroom programs.
• Develop APL consultancy support to review and improve current classroom reading programs
• Analysis of SMART, school and Best Start data to inform school planning and whole school direction.
• Learning Support team and SLS Program supports children’s learning needs
• Continued implementation of Quality Teaching Framework and explicit teaching practices to enhance student outcomes in both Literacy and Numeracy.
• Collaborative Literacy and Numeracy Professional Development with the QCOS
• Review, update and resource school infrastructure and network capabilities in line with new evolving technologies.

Engagement and Attainment
Outcome for 2012–2014
• To promote a school culture and practice that respects and responds to student aspirations and learning potential.

2012 Target to achieve this outcome:
• Attendance rates remain at or above regional targets
• Successful launch of PBS program

Strategies to achieve these targets include:
• Continued implementation of Positive Behaviours for Success.
• Incorporate Values, Civics and Citizenship into whole school programs
• Initiate a Multicultural Week at the school
• Ensure WHS issues are addressed regularly and new policy guidelines are implemented.
• Proactive monitoring of student attendance data.
• Provide student leadership training and opportunities, e.g. SRC, Impact Leadership, Sustainability Practices
• Implement and promote high quality transitional programs to Kindergarten
• Contact Karabar HS and Queanbeyan HS to establish Literacy transitional programs from St. 3 to Stage 4.
• Collaboratively establish, develop and participate in Queanbeyan Community of Schools(QCOS) activities

Aboriginal Education
Outcome for 2012–2014
• To reduce the attainment gap between Aboriginal students and the general cohort.

2012 Targets to achieve this outcome:
• Ensure all Aboriginal students have quality Personal Learning Plans (PLP) which will assist them to match or better the broader student population.
• Develop and implement effective strategies to improve Aboriginal student attendance, attainment and retention.
Strategies to achieve these targets include:

- Provide Aboriginal Cultural Awareness training for all staff.
- Ensure the effective implementation of Aboriginal Perspectives across all curriculum areas.
- Involvement in local AECG and Dare to Lead activities
- Fostering strong relationships with Aboriginal community in development of quality PLPs to support positive outcomes for Aboriginal students
- Proactive monitoring of Aboriginal student attendance data.

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.

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