School context statement
Captains Flat Public School is a small, country school with an emphasis on educating the child in a positive and nurturing environment. At the end of 2014 there were 43 students enrolled at Captains Flat Public School, a small increase from the past year. There are 2 multi-stage classrooms, K-2 and 3-6.

The school values the involvement of the school community and broader community in supporting the students and programs.

Principal’s Message
It has been an amazing year of learning and growing at Captains Flat Public School. This is a result of the hard work, support and dedication of students, staff and parents. This combined effort by all parties has made our school a joy to work in, to learn in and for all to share and grow.

It has been a pleasure to take our students on excursions and provide them with a variety of experiences that have clearly shown and demonstrated their ability to work collaboratively and support others.

I would like to thank the school staff, the students, the P&C, parents and the Captains Flat community for their support during 2014.

Ms Hannah Lowman

P&C
The small but enthusiastic P&C at Captains Flat Public School have actively supported the school by enabling the needs and aspirations of our school community. Many opportunities were undertaken to fundraise and achieve these needs and make them a reality.

The canteen provided weekly to students has given the students an opportunity to order and enjoy healthy food options. Thank you to all families who supported the canteen and who also provided cupcakes weekly for recess. This has made the process easier each week.

Fundraising during 2014 included:
- Sausage sizzle at Captains Flat Markets
- Easter Egg Basket Raffle
- Sausage Sizzle at Queanbeyan Woolworths
- Father’s Day Stall

The P&C welcomes new members to share their perspective and experiences and to bring new ideas for future activities. Meeting dates and times are published in the school newsletter.

P&C Committee.

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

Student enrolment profile
Enrolments over the year have remained consistent.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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Student attendance profile

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<th>Year</th>
<th>2009</th>
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<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
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<td>95.2</td>
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<td>Total</td>
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</table>
Workforce information

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian and RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
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<tr>
<td>General Assistant</td>
<td>0.2</td>
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<tr>
<td>Total</td>
<td>3.532</td>
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</table>

Workforce composition

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are no staff members of Aboriginal or Torres Strait Islander background currently on staff at Captains Flat Public School.

Teacher qualifications

All teaching staff meets 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>25</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25%</td>
</tr>
</tbody>
</table>

Professional Learning

All Captains Flat Public School staff undertook professional learning opportunities including staff development days, school based-workshops, mentor programs, professional reading, online training and external conferences and workshops.

The professional learning component was developed through consultation and is linked to school priorities and recommendations informed by school data collection and analysis. All staff is continuing to learn more about National Standards and curriculum. Captains Flat Public School had no Beginning teachers commencing employment in 2014.

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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>30,434.66</td>
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<tr>
<td>Global funds</td>
<td>68,072.61</td>
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<tr>
<td>Tied funds</td>
<td>80,218.18</td>
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<tr>
<td>School &amp; community sources</td>
<td>13,438.69</td>
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<tr>
<td>Interest</td>
<td>1,199.36</td>
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<tr>
<td>Trust receipts</td>
<td>4,719.50</td>
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<tr>
<td>Total income</td>
<td>198,083.00</td>
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</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>1,345.18</td>
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<tr>
<td>Excursions</td>
<td>5,888.08</td>
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<tr>
<td>Extracurricular dissections</td>
<td>5,878.38</td>
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<tr>
<td>Library</td>
<td>2,152.39</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
<td>85,008.41</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>Utilities</td>
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<tr>
<td>Maintenance</td>
<td>5,106.77</td>
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<tr>
<td>Trust accounts</td>
<td>5,710.25</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>168,756.80</td>
</tr>
</tbody>
</table>

Balance carried forward: 29,326.20

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Academic achievements

NAPLAN
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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

As there were fewer than ten candidates who sat the Year 3 NAPLAN Test in 2014 information regarding the percentage in skill bands cannot be shown due to privacy reasons.

NAPLAN Year 3 – Numeracy
As there were fewer than ten candidates who sat the Year 3 NAPLAN Test in 2014 information regarding the percentage in skill bands cannot be shown due to privacy reasons.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

As there were fewer than ten candidates who sat the Year 5 NAPLAN Test in 2014 information regarding the percentage in skill bands cannot be shown due to privacy reasons.

NAPLAN Year 5 – Numeracy
As there were fewer than ten candidates who sat the Year 5 NAPLAN Test in 2014 information regarding the percentage in skill bands cannot be shown due to privacy reasons.

Outstanding Achievements in 2014

The Arts

At Captains Flat Public School, the students had the opportunity to showcase their varied talents in a variety of arenas. Highlights in 2014 were:

- Artworks were displayed at the Braidwood Show from both classes and were widely acclaimed;
- 3/4/5/6 participated in the Queanbeyan Choral Festival under Mrs Helen Frames insightful hand;
- Students from both classes entered artwork and posters in the New South Wales Country Women’s Association Botswana competition to celebrate International Day;
- Outstanding participation in the District Performing Arts Festival at the Canberra Theatre with our “Disney Rewind” performance.
- 3-6 class created a mural at the local mine site with a local artist that was supported by the Community Association.

Sport

Sporting activities continue to play an important role in Captains Flat Public School. We pride ourselves with consistently high participation rates and excellent sportsmanship as is typified in 2014 by:

- School Swimming Carnival
- Cross Country and District Cross Country
- District Athletics Carnival
- The school entered in the PSSA small schools state knockouts in Touch Football. The team placed an exceptional fourth during the final rounds in Sydney.
- The mixed netball team participated in the Netball NSW School Cup competition in Queanbeyan. The competition was a successful event to exposure students to netball in a fun, enjoyable and safe environment.
• Student’s participation in dance with calibration from Foot Steps Dance Company. This provided students with the opportunity to learn dance sequences both individually and with a partner. Each routine promoted basic movement skills that explored rhythmic patterns, locomotor and non-locomotor movements, repetition and co-ordination. Students were encouraged to build their confidence, as the focus was on the movement as a whole rather than technique.

Multilit Program

The Multilit Program was introduced at the beginning of 2014. The program focuses on Word Attack Skills, Sight Words and two levels of Reading Skills where the tutor listens to a student read for 15 minutes at a selected reading level and for 5 minutes at an easier level. The program began with 7 students with the possibility of adding new students as others finished. A course for parent helpers was presented by Mrs Oakley so that parents would feel confident in assisting with the Program. Four parents were selected to help with the Program for an hour a day. Student Learning Support Officers (SLSO’s) supported this program. At the end of Term 3 two students finished the Program, and another three were added from the K/1/2 class.

Early Learning Focus

The Best Start initiative is an ongoing commitment in our school. The Best Start has helped build the relationship between school and home so all can work together to support the students learning in the early stages of school. Language, Learning and Literacy (L3) complements the daily literacy program in K-2. Staff training in L3 in 2014 was delivered through a network of schools working collaboratively to best deliver the quality programs in schools.

The Library

There are two weekly classes held in the Library, K/1/2 on Wednesday afternoons and 3/4/5/6 on Thursday afternoons. Each student is permitted to borrow two books with the option of increasing this to four books a week if books are returned regularly. Books are purchased by subscription from Ashton Scholastic books which enables the Library selection to be varied, with a choice of current authors and publications. This year students have been encouraged to assist with the borrowing and returning of books with supervision using the Oasis Library system. Students receive a sticker when books are borrowed and returned. When four stickers have been awarded the student chooses a small prize. The best behaved class per fortnight is also given a certificate in Assembly and a special Library character to sit in their classroom.

Book Week

The theme for Book Week 2014 was Connect to Reading and children were invited to dress up as their favourite book character. During the Book Week parade students were put into equal class groups and winners choose a prize from the Book Fair, which is run in conjunction with Book Week. Book Week and the Book Fair is a popular community event in the school calendar, with a large number of parents and community members attending. It also provides an excellent opportunity for students to speak in front of a wider audience and to share their interest in books with others. The Library benefits from the Book Fair as a percentage of money raised can be taken in books for the students to enjoy. This year the Book Fair raised $1300 with a number of books donated to the Library from parents and members of the Captains Flat community.

Student Leadership

In 2014 the student leadership team participated in the GRIP Leadership Program. This gave students the opportunity to explore the roles and responsibilities of leadership in the school and build on their own capacity to demonstrate these skills.

Music Lessons

Each week Mrs Helen Frame provided music lessons to our students. Almost 15 students took the opportunity to learn the basics of keyboard/ piano and guitar.
Aboriginal Education

In 2014 the entire school community went to the Reconciliation Walk in Queanbeyan. This experience gave students the opportunity to be part of a large gathering that was celebrating the local community’s experiences.

Aboriginal and Multicultural Perspectives

Aboriginal education is enhanced by the support of local Aboriginal families who work with the school to engage children in experiences. Multicultural Education is explored throughout all Key Learning Areas but especially in the Human Society and its Environment Syllabus. Students engaged in perspectives in both areas through inquiry units of work which build on understandings of people and cultures.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- School Culture
- English Improving Literacy and Numeracy National Partnerships (ILNNP)
- Discussions with students and teachers at school, and with parents at various parent meetings.
- Surveys

School planning 2012-2014:

School priority 1
Curriculum and Assessment

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- Implementation of the English and Mathematics curriculum in classrooms.
- Develop Science Scope and Sequence for implementation in 2015.

Strategies to achieve these outcomes in 2014

- Continued involvement with Queanbeyan COS to assist in developing new scope and sequences.
- Assessment Schedule across K-6 to track students’ progress.
- Using PLAN to update students’ progress.

School priority 2
Literacy and Numeracy

Outcomes from 2012–2014

To continue the implementation of quality teaching practices to ensure growth and continuity in Literacy and Numeracy.

Improving Literacy and Numeracy National Partnerships (ILNNP)

Evidence of progress towards outcomes in 2014:

- Attendance at TPL training for L3.
- Improved literacy results in K-6 due to L3 and Focus on Reading (FoR) implementation.
- Movement on continuum in a positive direction for students. Data used to identify needs.

Strategies to achieve these outcomes in 2014:

- L3 implementation in K-2 classroom.
- Collaborative partnerships with local schools to share resources to provide students with innovative learning opportunities.
- Implementation of MULTILIT by Learning and Support Teacher and SLSO’s.
School priority 3
Engagement and Attainment

Outcomes from 2012–2014
To promote a school culture and practice that respects and responds to student aspirations and learning potential.

Evidence of progress towards outcomes in 2014:
- Attendance rates to remain or be above regional targets. Develop processes to assist families with school attendance.
- Moving the PBS program into classroom settings.

Strategies to achieve these outcomes in 2014:
- Successful delivery of PBS classroom systems into all rooms. Explicit teaching and lessons to accompany program.
- Improve student leadership training and opportunities.
- Increase communication between local high schools for successful transitions between primary and high schools.

School priority 4
Aboriginal Education

Outcomes from 2012–2014
Improved educational access, participation and outcomes for all Aboriginal students.

Evidence of progress towards outcomes in 2014:
- Goals identified PLP’s are achieved and Norta Norta funding used to assist with identified weaknesses.
- Increased attendance data due to creating an open channel of communication.

Strategies to achieve these outcomes in 2014:
- Ensure Aboriginal perspectives are implemented across all curriculum areas.
- Continue to attend TPL in Aboriginal Cultural Awareness training for all staff.
- Develop stronger relationships with the local Aboriginal community to enable students to relate issues and information to their own lives.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students
- Students indicated that they would like more roles for the student leadership team.
- Students showed a 90% satisfaction towards learning in the classroom.
- 100% of students thought they were safe at school and felt the PBS values were suitable for our school.

Staff
All staff completed a survey on their professional learning.

Staff indicated that they felt well prepared to deliver the new curriculum. They indicated that they would benefit from an increased involvement in local networks to share ideas with a larger group.

Parents.
A satisfaction survey was sent home to parents of which only 9 were returned.

Parents indicated they were happy with the communication between school and home. Parents gave a 100% satisfaction with the curriculum being delivered in the classrooms.

Parents did indicate they would like more knowledge of the PBS program at school so they can follow through at home using the same language and techniques.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Strategic Directions
- The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners.
• Lead whole school practices enabling all students to be highly engaged in schooling and be emotionally aware.
• Enhancing Community Engagement and Participation- Developing community trust and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders.

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.

Ms Hannah Lowman, Relieving Principal
Miss Clare Breust, Teacher
Mrs Karen Mackintosh, School Admin Manager
Mrs Janet Oakley, LAST and Librarian

School contact information
Captains Flat Public School
Montgomery Street
Captains Flat 2623
Ph: 0262 366 253
Fax: 0262 366 390
Email: captainsfl-p.school@det.nsw.edu.au
Web: www.captainsfl-p.schools.nsw.edu.au
School Code: 1502

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