2010 Annual School Report
Colyton Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

Colyton Public School’s most valued assets are its students, staff and parents. The 645 students are comprised of 294 girls and 351 boys.

A total of 378 students or almost 59% are from non-English speaking backgrounds and there are 19, or almost 3% of students who identify as Aboriginal.

Staff

There were 34.934 members of the teaching staff and the average daily attendance rate for staff in 2010 was 96.2%. The teaching staff members are supported by one School Administrative Manager, two full time School Administrative Support Officers and one full time General Assistant.

Significant programs and initiatives

In 2010 Colyton Public School introduced or maintained the following initiatives to enhance students’ learning and extend the capacity of staff to provide quality teaching.

- Best Start Kindergarten assessment and curriculum implementation program and again was a Best Start Lighthouse school;
- Connected Classroom virtual excursions using video conference capabilities for staff and students;
- Positive Behaviour For Learning;
- National Assessment Program in Literacy and Numeracy (NAPLAN) for students in Year 3 and Year 5;
- In-class tutoring program for Aboriginal students;
- Operation Art;
- Colyton Learning Community Showcase;
- School Spectacular at Sydney Entertainment Centre;
- Official opening of the new school hall; and
- Implementation of the Building the Education Revolution with the construction of two new classrooms, refurbishment of 23 classrooms, a library upgrade and enhancements to the administration building.

Student achievement in 2010

Literacy Year 3 NAPLAN 2010

In 2010, the students in Year 3 have again achieved well in the National Assessment Program in Literacy and Numeracy (NAPLAN).

In Literacy, our Year 3 NAPLAN results indicated that our school achieved above state average performances in writing and spelling. Our school’s performance in reading, grammar and punctuation were above those of our like school group.

Numeracy Year 3 NAPLAN 2010

In Numeracy, our Year 3 NAPLAN results indicated that our school achieved above our like school group though slightly below the state average.

Literacy Year 5 NAPLAN 2010

In 2010, the students in Year 5 have demonstrated sound achievement in the National Assessment Program in Literacy and Numeracy.

In Literacy, our Year 5 NAPLAN results indicated that our school achieved above state average performance in reading, writing, spelling, grammar and punctuation.

Our school’s performance in all aspects of Literacy were above those of the identified like school group.

Literacy Year 5 NAPLAN 2010

In Numeracy, our Year 5 NAPLAN results indicated that our school achieved above state average performance in Numeracy. Our school’s performance in overall numeracy was above those of our like school group.

Further detail on student performance in Year 5 in the key areas of Literacy and Numeracy is provided in more detail later in this report.
**Messages**

**Principal’s message**

Throughout 2010, Colyton Public School has continued its long and proud history and extended its established connectedness with the local community.

During 2010, the school has continued to expand and grow to meet the changing needs and aspirations of our diverse urban and multicultural community.

We remain committed to enhancing teacher quality through a focus on students’ learning thereby ensuring that all students are encouraged and supported to achieve their full potential. Our school environment is calm, warm and welcoming in order to help all students, staff and parent volunteers support each other in achieving their best.

At Colyton Public School we continue to value:

- an attractive, stimulating, organised learning environment where students feel valued, respected and safe;
- students who are actively involved in and enthusiastic about their learning, who display a willingness to Go Safely, Go Respectfully, Go Responsibly and Go as a Learner;
- staff who are keen and committed to the continual development of their professional knowledge and skill, thereby making the school an increasingly effective organisation;
- parents and teachers who work individually, collectively and collaboratively as team members to optimise learning for our students; and
- involvement in the Colyton Learning Community of schools.

Throughout the year, a number of new or existing programs have been modified and expanded. As a Best Start Lighthouse school we shared our learning and knowledge regarding the Best Start assessment and early learning program with teachers from across Western Sydney Region and presented our experience with school staff from across NSW at the Best Start Lighthouse schools’ state conference.

We expanded our Positive Behaviour for Learning program, and received a Director General’s Award for a sustainable learning community and the development and publication online of the Aquatic Warriors project with support from the Centre For Learning Innovations.

As a result, we are proud not only of our growth and achievements but also the diversity of opportunities and programs offered to students.

![Image of the school](image_url)

The new double classroom constructed with funding from the Building the Education Revolution provide us with two modern and highly valued learning environments.

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.

Geoff Yates

Principal

**P & C message**

In 2010 we experienced an extremely successful year. Our hard working Parents and Citizens Association committee organised a wide range of fundraising events to raise money for our School.

We held our annual “Welcome Walk-a-round Tour” of our school to show parents around that are new to the school. This event was held during the first week of school and aims to build and support new relationships and show those who attend the full range of classes and facilities we have available for students, parents and teachers across our school.
We arranged one disco in March this year to welcome all new children to the school involving all who attended a light fun filled afternoon of dancing.

At Easter we held another very successful Easter raffle to raise money and a provided a snack bar at the Easter hat parade as we also did at the end of year festivities for Christmas. Our Fathers’ Day and Mothers’ Day stalls were again very well supported and successful.

Our big fundraisers were Krispy Kreme donuts, Cadbury chocolates and the official hall opening commemorative pavers.

We were successful in an application to Blacktown Council for a grant funded by Rooty Hill RSL Club of $30,000. Working with the school we installed a sun shade cover over our outdoor play equipment which is constantly used for fitness and structured playtime within school hours.

We are very proud of the significant contributions parent volunteers provide in are parents in their own time to help teachers and students at the school. We appreciate the assistance parents provide listening to students read, helping students to become numerate, helping teachers on excursions and we look forward to another productive year in 2011.

Donna Brown P&C President 2010

Student representative’s message

This year is our last year at Colyton Public school and we’d like to just say thank you to all of our teachers and our parents for the support we have been given since we started school.

Some of us began school at Colyton in Kindergarten; some of us came to the school in year 2, 3, 4, 5 or 6. Some of us came to the opportunity Class in year 5. Whenever we came to Colyton, we will all fondly remember our time here, the friends we made and the fun we had together.

We will remember the camps, the excursions to the Snowy Mountains and Bathurst Hill End. We will remember our new hall and our assemblies as well as the lessons we learned about life, the environment and each other.

We wish the new captains, prefects and school parliamentarians all the best for the future and pass onto everyone our best wishes. We hope you have as much fun as we did.

Megan Wolstencroft School Captain
Maniah Betham School Captain

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

There were more boys than girls enrolled at the school in 2010. Enrolment information reveals that our students came from **language backgrounds other than English.**

The five most predominant language backgrounds other than English were Urdu, Arabic, Hindi, Tagalog and Samoan.

Since 2007 enrolments have grown steadily from 608 to 645.

Student attendance profile

Attendance rates continue to remain slightly above the average for Western Sydney Region.

In 2010 our average attendance rates was 94.4% this matched the state average attendance rate of 94.4% and was very slightly higher than the Western Sydney region average attendance rate of 94.3%

Management of non-attendance

Class roll sheets are marked in the classroom by all class teachers each morning. Information is transferred from the class roll sheet to the OASIS computerised attendance monitoring program.

Student attendance is monitored daily by class teachers and attendance is reviewed weekly by the school’s deputy principal.

Home School Liaison officers regularly visit the school to monitor school attendance. The school refers students with attendance concerns to the Home School Liaison Officer for follow up and individual assistance.

The newly established Child Wellbeing Unit is also contacted when attendance concerns exist. Cases of serious non-attendance are referred for legal action by the Home School Liaison Officer.

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.

<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>KC</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1N</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1/2 AT</td>
<td>1</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>1/2 AT</td>
<td>2</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>2R</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3F</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3/4R</td>
<td>3</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>3/4R</td>
<td>4</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>4J</td>
<td>4</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>4/5B</td>
<td>4</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>4/5B</td>
<td>5</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>5J</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5S</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5R</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6E</td>
<td>6</td>
<td>30</td>
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<td>5/6M</td>
<td>5</td>
<td>14</td>
<td>30</td>
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<tr>
<td>5/6M</td>
<td>6</td>
<td>16</td>
<td>30</td>
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<tr>
<td>6B</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6S</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
</tbody>
</table>
The previous table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

**Structure of classes**

There were 24 classes at Colyton Public School and all classes were formed on a year basis.

The year 5 and year 6 Opportunity Classes (OC), are comprised of students selected on academic merit.

**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>21</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.062</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>38.996</td>
</tr>
</tbody>
</table>

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

There is one Aboriginal member of staff.

**Staff retention**

During 2010, one member of staff received a promotion to a Highly Accomplished Teacher (HAT) position, one member of staff retired, three members of staff relieved in roles involving higher duties outside the school, one member of staff received a transfer whilst on maternity leave and three members of staff commenced or extended existing maternity leave arrangements.

**Teacher qualifications**

All teaching staff members 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>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>215265.84</td>
</tr>
<tr>
<td>Global funds</td>
<td>288265.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>76239.95</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>150649.24</td>
</tr>
<tr>
<td>Interest</td>
<td>11746.68</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>60509.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>802677.32</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>33247.58</td>
</tr>
<tr>
<td>Excursions</td>
<td>73775.45</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>50481.85</td>
</tr>
<tr>
<td>Library</td>
<td>7073.68</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>993.02</td>
</tr>
<tr>
<td>Tied funds</td>
<td>84150.74</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>66442.20</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>74917.31</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>66763.01</td>
</tr>
<tr>
<td>Maintenance</td>
<td>30444.73</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>58556.74</td>
</tr>
<tr>
<td>Capital programs</td>
<td>14647.37</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>561493.68</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>241183.64</td>
</tr>
</tbody>
</table>

It should be noted that the school held $12,444.97 in trust funds and $42,057.46 in tied funds that can only be used for salary related payments.

At the time this financial summary was written the school had unpaid orders of $33,684.82, unpaid invoices of $1,955.40, unpaid casual salaries of $24,590.30 as well as a provision for asset replacement of $80,000.00.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

The school has again had a very successful year. The refurbishment of 23 classrooms, construction of a double classroom, upgrade and refurbishment of the Library and administration areas was conducted safely and with a great amount of cooperation, flexibility and goodwill from students, staff, and parents.

Achievements

Arts

Operation Art continues to provide our students with the opportunity to express their creativity, interests and reflections using the visual arts.

Each year students continue to provide an amazing presentation of art works. For your enjoyment we include the following samples of students’ art work.

In 2010 we will seek to train another staff member in the knowledge, skills and contacts required to manage and organise our Operation Art program.

A panda in his own environment

Jen Lam from year 6 chose to paint this picture of a panda in its own environment she believed the panda felt happy and safe in its own environment.

Sunset over the lake

Maniah Betham from year 6 chose to paint this picture of a landscape to convey a sense of appreciation and beauty found we see in our beautiful environment.

Delicious

Nadia Mukhtar from year 4 painted this picture because she sees this scene every morning in the dining room at her home. Nadia loved the way the colours mix together.

The journey of life

Manoj Majji of year 6 painted this scene because he believes hope, courage and patience will always lead you to your destination.
Sport

The year 2010 has seen Colyton move further forward in a variety of sporting fields. Students from year 3 to year 6 were again actively involved in PSSA, school sport, cross country, swimming and athletics.

For students in K-2, a separate athletics carnival was held later in the year. Our students once again excelled and we were proud to have a number of students involved in school, district and even state representation.

Standout sporting achievements for the 2010 school year include:

**School Swimming Champions**
- Boy – Maniah Betham
- Girl – Vicki Hospodaryk

**School Athletics Champions**
- Boy – Maniah Betham
- Girl – Elisha Davis

**Overall Sportsperson of the Year 2010**
- Maniah Betham

Maniah received this honourable award in 2010 for his sportsmanship across a variety of sporting events. Maniah’s participation in all school sporting events was exceptional. He achieved school, district representation reaching state level for both swimming and athletics performing highly creditably at both of these prestigious carnivals. Maniah also represented the Sydney West Rugby Union team at the NSW state carnival.

The school has made a substantial application through the Premiers Sporting Challenge for funding to implement a sporting facilities upgrade. In early 2011 we will find out if this application is successful.

School Spectacular 2010

Students from Colyton Public School auditioned for the school dance group in Term 4, 2009. Eight students were selected to form the Techno Troopers Dance Group. Courtney, Carlie, Talia, Helen, Emma-Louise, Bianca, Alisha and Jessica worked hard throughout term one to learn the dance choreographed by Mrs Natasha McSharry with the support of Mr Neil Bourke and Mrs Alison Miller.

The inspiration for the dance routine came from watching previous School Spectacular performances and the purpose of the dance was to entertain. The students used a variety of jazz and funk movements, working in unison, to show their talent. The song for Techno Troopers was chosen due to its upbeat quality and potential to grab the audience’s attention.

The students dedicated themselves to regular lunch time and after school rehearsals. At the end of Term one, the Techno Troopers auditioned for School Spectacular. For the first time, Colyton Public School was successful!

Our very excited students wait in the tunnel at Sydney Entertainment Centre for their time to perform in School Spectacular 2010.

It was very exciting to be a part of such a fabulous experience and the students worked very hard towards their performance for School Spectacular, ultimately performing on the 26th and 27th of November at the Sydney Entertainment Centre. Our students danced on stage with 26 other schools.
Throughout the year the dancers have travelled to the Joan Sutherland Centre in Penrith for rehearsals and rehearsed during lunch times at school.

The involvement and final performance of our students in School Spectacular 2011 was the result of the cooperative, commitment and passion of students, parents and teachers.

**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**

The graph above indicates that there has been a continued growth in the percentage of year 3 students achieving band 4 and 5 levels of achievement in writing and the percentage of students achieving a band 1 level of achievement in writing remain low, at 5.1%. Throughout 2011 we will seek to support students to achieve higher band levels of achievement in writing.
The graph above indicates that there has been a continued growth in the percentage of year 3 students achieving band 3 and 5 levels of achievement in spelling and the percentage of students achieving a band 1 level of achievement in spelling remain low, at 5.1%.

The graph above indicates that there has been a growth in the percentage of year 3 students achieving band 4 and 6 levels of achievement in punctuation and grammar. The percentage of students achieving a band 1 level of achievement in punctuation and grammar is 16.3%. Throughout 2011 we will focus on writing and aspects of punctuation and grammar to assist students improve their achievements in these key areas of communication.

**Numeracy – NAPLAN Year 3**

The graph above demonstrates that there has been a continued growth in the percentage of year 3 students achieving a band 3 level of achievement in numeracy and the percentage of students achieving band 1 levels of achievement in numeracy remain low, at 8.3%.

Literacy – NAPLAN Year 5

The graph above indicates that there has been consistent maintenance of the percentage of year 5 students achieving band 5, 6, 7 and 8 levels of achievement in reading and the percentage of students achieving a band 1 level of achievement in reading is continually decreasing and remains low at 7.6%.

The graph above indicates that there has been a continued maintenance of the percentage of year 5 students achieving band 5, 6, 7 and 8 levels of achievement in writing.
Furthermore, the percentage of students achieving band 1 levels of achievement in writing are continually decreasing and remain low at 0.8%.

The graph above indicates that there has been a continued growth in the percentage of year 5 students achieving band 5 and 6 levels of achievement in spelling and the percentage of students achieving band 1 levels of achievement in spelling are continually decreasing and remain low at 0.8%.

Although the percentage of students achieving band 8 levels of achievement in writing is lower than the 2008-2010 average it remains above the state and similar school group average.

Writing and the use of grammar and punctuation will be a key focus area in 2011 as we develop students’ knowledge and skills in constructing and using persuasive texts.

The graph above indicates that there has been a continued growth in the percentage of year 5 students achieving band 5 and 7 levels of achievement in grammar and punctuation and the percentage of students achieving band 1 levels of achievement in grammar and punctuation are continually decreasing and remain low at 5%.

**Numeracy – NAPLAN Year 5**

The graph above indicates that there has been a continued growth in the percentage of year 5 students achieving band 5, 6, or 7 levels of achievement in numeracy and the percentage of students achieving band 1 levels of achievement in numeracy are continually decreasing and remain low at 4.2%.

**Progress in literacy**
The previous graph shows that there has been lower average growth in reading between year 3 and year 5 when compared to similar schools and the state average growth of students. Care must be exercised when interpreting this data as the average achievement levels of students in year 5 remain high.

It should also be noted that growth scores described in this report are for students in Department of Education and Training schools only. Growth data for spelling, grammar and punctuation for the newly created SSG categories is only available for the period 2008-2010.

The school has examined this growth in more detail and furthermore compared gain with statistically similar schools from across Australia in writing as indicated on the MySchool website.

Writing, grammar and punctuation will be the focus of teachers throughout 2011.
The graph above shows that there has been lower average growth in writing between year 3 and year 5 when compared to similar schools and the state average growth of students. Care must be exercised when interpreting this data as the average achievement levels of students in year 5 remain high.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9. The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>84</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
</tr>
</tbody>
</table>

As demonstrated in the above table the students in Year 3 performed soundly with 95% of students achieving at or above national minimum benchmark standards in reading, writing and spelling.

The table indicates that 92% of students in Year 3 achieved at or above national minimum benchmark standards in numeracy. Of note was the performance of year 3 students in grammar and punctuation where 84% of students achieved national minimum benchmark standards.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>99</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

As demonstrated in the table above the students in Year 5 performed solidly with 92% reading at or above minimum national benchmark standards.

In writing it should be noted that 99% of students achieved at or above minimum national benchmark standards and 98% in spelling.

In numeracy 98% achieved at or above minimum national benchmark standards. In punctuation and grammar 95% of students achieved at or above minimum national benchmark standards.

**Significant programs and initiatives**

**Aboriginal education**

During 2010 the school held a ceremony to recognize the National Partnership Agreement. The Aboriginal Education Consultative Group was represented by Mrs Maureen Wenzel.

For ten weeks during term 1 and the early part of term 2 the school implemented an in-class tutoring program for Aboriginal students. This program focused on assisting Aboriginal students in Year 3 and Year 5 to develop their skills in reading and numeracy.

**Multicultural education**

In 2010, the school enrolled a significant number of students who were new to Australia and made a successful application for New Arrivals Program (NAP) funding support. As a result a teacher was employed to help new arrived students to develop their communication skills in talking, listening, reading writing and numeracy.
The school also developed and presented in-service courses for parents, contacted translation services personnel for assistance and engaged the NAP teacher and English as a Second Language teachers in a comprehensive team approach to delivering support for students.

**Respect and responsibility**

The school continues to encourage all students to actively adopt the key messages contained and enmeshed within and promoted across the school through our Positive Behaviour for Learning (PBL) program.

- Go as a learner
- Go safely
- Go responsibly
- Go respectfully

An evaluation of the Colyton Public School’s Student Welfare Policy saw modifications made to the referral system and discipline code within the school. Inservicing of staff at staff meetings ensured all teachers were aware of the changes.

The school participated in an Anti-Bullying performance called “The Power of One”. Nearly 90% of students attended this performance which was aimed at empowering all students to stop bullying by teaching specific skills for both the person being bullied and bystanders.

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Our much valued parents at the morning tea for parent helpers and volunteers, 2010

We are fortunate to have many volunteers who assist the teachers and students in their respective teaching and learning endeavours. The assistance of volunteers is greatly valued and helps to promote the values we have for learning and each other’s’ contributions.

**National partnership programs**

In October 2010, the Minister of Education and Training, The Hon Verity Firth MP, announced that Colyton Public School would become a Centre for Excellence (C4E) 2011-2012 under the Smarter Schools National Partnership Improving Teacher Quality.

The school has developed a C4E Plan, advertised and merit selected a Highly Accomplished Teacher. Mrs. Sharon Gordon is our Highly Accomplished Teacher and will work with teachers throughout 2011 and 2012. An Operational Paraprofessional two days per week and Educational Paraprofessional 3 days per week will be employed during term 1, 2011.

The school as a hub school will work with spoke schools to help teachers’ refine and enhance their teaching strategies, knowledge and skills throughout pre service, early career training and leadership development.

The spoke schools in the Colyton Centre for Excellence national partnership are: St Mary’s Senior High School, Penrith Selective High School, Erskine Park High School, Bennett Road and St Mary’s South Public Schools.

**Connected learning**

The school has one interactive whiteboard and a video conferencing center and interactive whiteboard.

Members of staff made excellent use of the video conferencing facility whilst engaging in awareness raising and consultation regarding the proposed Australian Curriculum.

Students used the video conferencing technology to engage in virtual excursions and network with other class in schools across NSW.

The Building the Education Revolution funds enabled the school to refurbish the Library and 23 classrooms. As part of this initiative a video conferencing centre with an interactive whiteboard will be installed in the library in early 2011.

The school has begun training staff in Notebook1.0 in preparation for planned
interactive whiteboards to be installed in classrooms refurbished under the Building the Education Revolution program.

In 2011, we will install fibre optic cable to connect the headmaster’s residence, HAT office and reading recovery teaching space to the schools intranet and the internet. This will enable more staff and students to actively use the support materials available through TaLe, the internet and to access their email and online learning activities.

**Positive Behaviour for Learning (PBL)**

The school has a continued commitment to Positive Behaviour for Learning (PBL) as a base for developing and encouraging student engagement in learning.

This year a survey was conducted by student service personnel and the results are included below in both tabular and graphical form.

1. Expectations were defined-100%
2. Ongoing reward system for rewarding behavioural expectations-100%
3. Monitoring and decision making-100%
4. Management-100%
5. District level support-100%

The school scored highly though slightly less in the these areas of the SET survey:

1. Behavioural expectations taught – 90%
2. System for responding to behavioural violations – 87%

Throughout term 1 and term 2, 2011 the school will revise and update its anti-bullying plan, internet and mobile phone communication policy and strengthen attendance procedures in relation to student lateness.

The school will also seek to update Emergency Management Planning and update training with students, staff and volunteers.

**Progress on 2010 targets**

**Target 1**

*To raise the percentage of students in year 3 achieving band 2-6 levels of achievement in reading to 96.1%, reduce the percentage of students achieving band 1 or 2 to less than 15.1% and maintain the percentage of students at ‘proficiency’ band 5 or 6 levels of achievement to at or above 41%.*

Our achievements include:

- 95% of year 3 students achieved band 2-6 levels of performance in reading. This is slightly 1.1% less than our target.
- 5% of year 3 students achieved at or below minimum national standards in reading. Significantly, this is 10.1% better than our target from 2009.
- 27% of year 3 students achieved ‘proficiency’, that is, band 5 and 6 levels of performance. This is 14% less than our target of 41%.

Significantly, the school scored an impressive 100% on the PBL School Evaluation Tool (SET) for the following areas:
Target 2

To raise the percentage of students in year 5 achieving band 4-8 levels of achievement in reading to 91.5%, reduce the percentage of students achieving band 1 or 2 to less than 22.4% and maintain the percentage of students at ‘proficiency’ band 7 or 8 levels of achievement to at or above 33.3%.

Our achievements include:

- 92% of year 5 students achieved band 4-8 levels of achievement in reading. This is 0.5% or slightly above our target.
- 8% of students in year 5 achieved at or below minimum standards in reading. Significantly, this is 14.4% better than our target for 2009.
- 30% of year 5 students achieved band 7 and 8 levels of achievement in reading. This is 3.3% less than our target of 33.3% from 2009.

Target 3

To raise the percentage of students in year 3 achieving band 2-6 levels of achievement in overall numeracy to 93.5%; reduce the percentage of students achieving band 1 or 2 to less than 20.1% and maintain the percentage of students at ‘proficiency’ band 5 or 6 levels of achievement to at or above 34.7%.

To raise the percentage of students in year 5 achieving band 4-8 levels of achievement in overall numeracy to 96.1%; reduce the percentage of students achieving band 3 or 4 to less than 20.7% and maintain the percentage of students at ‘proficiency’ band 7 or 8 levels of achievement to at or above 30.8%.

Our achievements include:

- 92% of year 3 students achieved band 2-6 levels of achievement in overall numeracy. This is slightly less than our 2009 target of 93.5%.
- Significantly, the percentage of students achieving at or below national minimum standards in numeracy was reduced to 8%. This was 12.1% better than our target.
- 26% of year 3 students achieved band 5 and 6 levels of achievement in numeracy. This was 8.7% less than our target of 34.7%.
- 96% of year 5 students achieved band 4-8 levels of achievement in overall numeracy. This almost equals our 2009 target of 96.1%.
- Significantly, the percentage of year 5 students achieving at or below national minimum standards in numeracy was reduced to 4%. This was 16.7% better than our target of 20.7%.
- 30% of year 5 students achieved band 7 and 8 levels of achievement in numeracy. This was almost equal to our target from 2009 of 30.8%.

Target 4

Modernise the school for the ongoing and future benefit of students and the community. Implement the Building the Education Revolution (BER) program.

Our achievements include:

- The school Library was refurbished. Improved access to the internet and online learning was created. New lighting, carpet, shelving and blinds were installed and the library now has a much more open plan feel. A video conferencing centre will be fully installed during term 1, 2011.
- A double classroom was installed for senior students.
- A total of 23 classrooms were refurbished. The administration building received a refurbishment to make better use of available work space. We look forward to the installation of Interactive Whiteboards in refurbished classroom during 2011-2012.

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 2010 our school carried out evaluations of the Creative and Practical Arts (CAPA) key learning area. In order to seek the views of many we surveyed parents, students and staff. The results of three questions are reported for comparison across each group.
CAPA parent survey results

Twelve statements were given to Colyton parents to investigate how Creative and Practical Arts are implemented at our school. A total of 66 parents responded to the following statements:

1. Creative and Practical Arts is an important learning area at school.
2. I have a good understanding of the Creative and Practical Arts syllabus.
3. My child enjoys performing and practical work such as choir, dance and drama in Creative and Practical Arts.

Parents strongly agreed or agreed that creative and practical arts are important key learning area at school.

More than 80% of parents surveyed indicated that their child enjoys performing and practical work in CAPA.

CAPA student survey results

Ten statements were given to the 367 students from years 2, 4, 5 and 6 to determine their satisfaction and ability in relation to creative and practical arts. Students had the option to agree or disagree. Three of the ten questions students responded to were chosen for reporting.

1. Creative and practical arts is important to me
2. My teacher makes creative and practical arts interesting and enjoyable
3. I like to work with others and perform dances, music, drama and songs

About 50% of parents’ survey strongly agreed or agreed that they had a good understanding of the creative and practical arts key learning area at school. This indicates a new for more information and an opportunity to learn about the CAPA syllabus. This information will be provided through the newsletter in 20011.

A total of 90% of students surveyed believed CAPA was an important.
Almost 90% of students surveyed indicated that their teacher makes CAPA interesting and enjoyable.

A total of 68% of students strongly agreed or agreed that they liked working with others to perform, dance, and make music and drama. Interestingly 32% indicated they did not like working with others thus indicating the need for more experiences in working together to perform, make music, act, sing and dance.

**CAPA staff survey results**

Thirteen statements were given to staff to investigate how Creative and Practical Arts are taught at our school by teachers. Staff had the option to strongly agree, agree, disagree or to indicate don’t know. Three of the thirteen questions staff responded to were chosen for reporting and the responses are shown in the graphs below.

A total of 90% of staff surveyed indicated that they enjoyed teaching all stands of CAPA. The 10% of staff who disagreed possibly indicated this because they did not have the personal skills and confidence level in one or more of the strands of CAPA. This indicates a need for staff to share expertise and strengths in the different strands of CAPA.

A total of 60% of staff clearly indicated they did not have adequate resources to teach CAPA. Where possible and within finance budgets the school will continue to acquired CAPA resources to support teachers.

In 2011 we will attempt to form a school band using instruments form a wide range of sources.
A total of 85% of staff surveyed indicated syllabus outcomes formed the basis of their assessments.

Findings and conclusions

Students, parents and teachers enjoyed exploring self expression in the creative and practical arts though it was noted that students felt less confident when working with their peers. Parents wanted to be more informed about the CAPA syllabus and teachers wanted more resources to support their teaching in CAPA key learning area.

Future directions

The school will continue to work with staff to improve their knowledge of that NSW Board of Studies CAPA syllabus. The school will also purchase support documents for staff to encourage and support the development of an expanded repertoire of teaching strategies across all key learning areas.

The school will seek to establish a small band using instruments owned by students and purchasing some new instruments. Over time the school will seek to create a wind ensemble comprised of 12 instruments.

Educational and management practice

Each year the school seeks to evaluate its performance in areas of management and educational practice. The school uses a survey tool to collect responses from staff, students and parents called SchoolMap.

Background

School culture provides one of the key cornerstones that underpin the success of a school’s plans and its preparedness to change to address emerging needs of students, teachers and parents.

In 2010, SchoolMap surveys were distributed to parents, students and staff to examine the school’s culture with regard to management practice.

SchoolMap is comprised of survey instruments designed for use by schools in gathering attitudinal data from students, parents and staff.

A series of best practice statements refined from the international literature on school effectiveness and improvement underpin the School Culture survey. Rather than acting as a traditional norm-based survey, the purpose of SchoolMap is to encourage reflection amongst different groups within a school’s community on ‘where the school is’ and ‘where it wants to be’ and ‘where individuals want to be’ in relation to aspects of best practice.

Responses to the SchoolMap survey of 2010 from students, parents and staff to questions 4, 9, 11 and 12 were compared in detail and are included below.

Findings and conclusions

The following responses were received from 122 students in Year 5 and Year 6 who completed the School Culture SchoolMap surveys in 2010.

Student responses to SchoolMap 2010

Q4. The students are the school’s main concern.

A total of 89% of almost always or usually felt that students were the school’s main concern. Significantly, 2% of students rarely felt that they were the school’s main concern.

Positive behaviour for learning strategies have assisted the school to further support and include the broad and diverse range of all students’ needs.

Q9. Syllabus outcomes form the basis of my assessments.

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Findings and conclusions

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A total of 89% of almost always or usually felt that students were the school’s main concern. Significantly, 2% of students rarely felt that they were the school’s main concern.

The range of responses is indicates that students perceptions vary and there is a much smaller group of students who feel that they are rarely the school’s main concern when compared to the survey results of 2007 when 6% felt they were rarely the schools main concern.

Positive behaviour for learning strategies have assisted the school to further support and include the broad and diverse range of all students’ needs.

Q9. Syllabus outcomes form the basis of my assessments.
Q11. The school caters for the learning needs of all students.
A total of 65% of students felt that the school catered for the learning needs of all students. Of significance was the fact that 3% of students felt that the school sometimes or rarely catered for the learning needs of all students.

**Parent responses to SchoolMap 2010**
The following responses were received from 94 parents who completed the School Culture SchoolMap surveys in 2010. Parent responses have been converted to a percentage and are described below.

Q4. The students are the schools main concern.
A total 95% of parents indicated that they almost always or usually felt that felt students are the school’s main concern.

Q. 9. The school encourages students to achieve their best.
94% of parents who responded to the survey felt that the school almost always or usually encouraged students to achieve their best.

Of note is the fact that 4% of parents who returned the survey sometimes felt the school encouraged students to achieve their best and 2% indicated that they rarely felt students were encouraged to achieve their best.

Q.11. The school caters for the learning needs of all students.
Detailed analysis revealed 95% of parents who responded to the survey felt that the school caters for the learning needs of all students.

Of note is the fact that 5% of parents who returned the survey sometimes felt the school catered for the learning needs of all students.

In 2008, the school will seek to reinvigorate its strategies for catering for the needs of all students. Significantly, the school will report in more detail on how it caters for the learning needs of all students.

**Staff responses to SchoolMap 2010**
The following responses were received from staff members who completed the School Culture SchoolMap surveys in 2010.

Q4. The school encourages me to do my best.
The survey results indicated that 78 % of staff felt that they almost always felt that meeting the needs of students is the school’s main priority.

Q. 9. The school encourages students to achieve their best.
Significantly, 91% of staff respondents indicated that the school almost always or usually encourages students to achieve their best.

Q.11. The school caters for the learning needs of all students.
64% staff respondents clearly indicated that the school meets the needs of all students.

It is anticipated that during 2010 new strategies will be developed and implemented to support the development of teacher capacity to deliver quality learning experiences for all students. The Centre for Excellence National Partnership has as its focus improving teacher quality, relationships across a range of schools settings and partnerships with the University of Western Sydney and the University of Technology Sydney.

**Parent, student, and teacher satisfaction**
In 2010 the school sought the opinions of parents, students and teachers about the school.

A total of 64 parent responses, 28 staff response and 86 student responses were aggregated to provide a total of 178 responses. Their combined responses are presented below.
As can be clearly seen in the previous graph almost all respondents surveyed thought that Colyton Public School was an attractive well-resourced schools.

As can be seen in the above graph 4% of respondents indicated that they disagreed when asked if the school was friendly, tolerant and accepting. The vast majority, 96%, felt expressed the view that the school is friendly, tolerant and accepting.

As can be seen in the above graph 5% of respondents indicated that they strongly disagreed or disagreed when asked if fair discipline exists within the school. The vast majority, 95%, agreed or strongly agreed that fair discipline existed within the school.

The above graph shows 86% of respondents strongly agreed that the school offered a wide range of extra curricular programs.

In 2011, the school will replicate the SchoolMap survey and examine the impact on school culture of the Centre for Excellence National Partnership.

**Professional learning**

Teacher professional learning continues to be a key element in supporting students to achieve improved learning outcomes and teacher capacity to address the learning needs of all students.

A total of $15,667.72 was paid in respect to teacher professional learning in the following areas; syllabus implementation, quality teaching, supporting beginning teachers, teacher welfare, use of ICT, supporting teacher understanding, skill and knowledge in respect to literacy, and numeracy and career development.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

*To raise the percentage of students in year 3 achieving band 2-6 levels of achievement in reading to 96.2%, reduce the percentage of students achieving band 1-2 to less than 14.6% and maintain the percentage of students at ‘proficiency’ band 5 or 6 levels of achievement to at or above 41.6%.*
Strategies to achieve this target include:

- Implementation of the language literacy learning L3 program and Best Start curriculum implementation and assessment programs early stage 1 classrooms.
- Implementation of the Centre for Excellence National Partnership Smarter School Improving Teacher Quality across years 3-8.
- Purchasing new reading resources to support student learning and engagement by the acquisition of deeper reading and comprehension skills in the early years of schooling.

Our success will be measured by:

- NAPLAN SMART2 data analysis that indicates progress on out targets.
- Employment of a Highly Accomplished Teacher (HAT) and paraprofessionals to support and enhance the quality of teachers’ lessons.
- An analysis of school based teacher assessment data that indicates students are achieving higher levels of achievement in reading and writing.

**Target 2**

To raise the percentage of students in year 5 achieving band 4-8 levels of achievement in reading to 91.7%, reduce the percentage of students achieving band 3-4 to less than 21.8% and maintain the percentage of students at ‘proficiency’ band 7 or 8 levels of achievement to at or above 33.8%.

Strategies to achieve this target include:

- Implementation of the Centre for Excellence National Partnership Smarter School Improving Teacher Quality across years 3-8.
- Purchasing new reading resources to support student learning and engagement by the acquisition of deeper reading and comprehension skills in years 3-5.
- Engagement of students in writing and reading about the history of the school in celebration of our sesquicentennial year Colyton Public School will celebrate its 150th year of providing public education during Education Week 2011.

Our success will be measured by:

- NAPLAN SMART2 data analysis that indicates progress on out targets in writing and reading.
- Enter text he NAPLAN SMART2 data analysis that indicates progress on increasing student average growth between year 3 and year 5 in writing and reading.
- An analysis of school based teacher assessment data that indicates students are achieving higher levels of achievement in reading and writing. Writing samples published in class, in the STAR newspaper and on the school website indicate increased skill and knowledge of the history of the school. Attendance at and comments received regarding our sesquicentennial celebrations.

**Target 3**

To raise the percentage of students in year 3 achieving band 2-6 levels of achievement in overall numeracy to 93.6%; reduce the percentage of students achieving band 1-2 to less than 19.6% and maintain the percentage of students at ‘proficiency’ band 5 or 6 levels of achievement to at or above 35.2%. To raise the percentage of students in year 5 achieving band 4-8 levels of achievement in overall numeracy to 96.2%; reduce the percentage of students achieving band 3-4 to less than 20.2% and maintain the percentage of students at ‘proficiency’ band 7 or 8 levels of achievement to at or above 20.2%.

Strategies to achieve this target include:

- Implementation of the Centre for Excellence National Partnership Smarter School Improving Teacher Quality across years 3-8.
- Purchasing new numeracy resources to support student learning and engagement by the acquisition of deeper knowledge and skill in numeracy across years 3-8.
- Engagement of students in numeracy week activities and promoting the role numeracy plays in everyday life. Linking students and teachers to practical numeracy by using data from our solar energy collectors.
Our success will be measured by:

- NAPLAN SMART2 data analysis that indicates progress on our targets in numeracy.
- NAPLAN SMART2 data analysis that indicates progress on increasing student average growth between year 3 and year 5 in writing and reading.
- An analysis of school-based teacher assessment data that indicates students are achieving higher levels of achievement in numeracy and participation and comments of students regarding their participation in numeracy week and practical numeracy activities.

**Target 4**

To increase student engagement in learning and the achievement of higher bands of performance through increased school attendance improved punctuality by raising the average attendance rate from 93.7% to 94.4%.

Strategies to achieve this target include:

- Conducting a review of the school’s attendance, mobile phone and internet usage policies and anti-bullying plan within the context of our student welfare and discipline policy.
- Contacting parents and carers regarding student lateness.
- Involving the whole school community in the reviewing the school’s anti-bullying plan. Using Positive Behaviour for Learning strategies as a platform for implementing consistent approaches for addressing perceived or real conflict.

Our success will be measured by:

- The documentation and communication to students, parents, staff of revised attendance and anti-bullying procedures.
- Student’s comments regarding their awareness of using communication devices and the internet respectfully.

**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.

Donna Brown P&C President
Neil Bourke Class Teacher
Cobi Candy Assistant Principal
Greg Edwards Assistant Principal
Donna Reid Assistant Principal
Tracy Kemp Deputy Principal
Geoff Yates Principal

**School contact information**

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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:


Our history and our past are important aspects of our present and future lives. We look forward to celebrating our sesquicentennial year and turning 150 years old in 2011.
Many hands and many hearts make a school.

Positive Behaviour For Learning
Our Values in Action

Writing, reading - learning together 2010

The K-2 sports day and in the background our new K-2 shade shelter proudly installed with a successful CDSE grant application by our P&C. Many thanks to Rooty Hill RSL Club and Blacktown City Council

Our enthusiastic, colourful, energetic and skilled
‘School Spectacular Dance Troupe’
in action on centre stage in our new school hall.

The support of students’ parents and teachers made participation in the School Spectacular possible and a whole
November 2010

The Year 6 Farewell cake. Kindly made and provided by Mrs Trevarthen, helped us all to celebrate our year 6 students taking new steps along their learning journey.
Trevor Fletcher, Deputy Director General Schools joined in Kindergarten classroom lessons with KH and Mrs Hind.

Greg Prior, Western Sydney Regional Director joined students learning to write and read in our classrooms.

Trevor Fletcher, Deputy Director General Schools discussed with Mrs Stokes the numeracy lessons being provided for students using our Interactive Whiteboard.

Teachers joined the Zulu song and dance routine with Lucky and received a wonderful round of applause from students.

Its all about leadership and working together. There’s a leader in us all. Captains, Megan and Maniah presented Mr Fletcher and Mr Prior with a staff hat to mark their visit to our school.

The Honourable Roger Price and the Honourable Richard Amery arriving for the official opening of the new school hall.

The hall was officially declared open. - – 29 April 2010.

We have waited a long time for the hall – very proud parents and friends of Colyton Public School.