Messages

Principal's message

It is again my pleasure to present an account of some of our achievements in 2009 and our directions for 2010 for all to read, in the Colyton Public School Annual School Report of 2009. This year we have actively sought to expand and build upon our long, proud history and connectedness with our community.

We remain committed to providing a rich, challenging and full education for all students. We are committed to working openly and honestly with parents, students and staff, celebrating our successes and critically analysing in order to improve the total education experience for our students.

The construction, during 2009, of our new school hall at Colyton Public School, is a testament to the efforts and high cooperation levels of all those involved in providing ongoing quality public education at our school.

I am sure that in the years to come many of our current and former students will look back on 2009 and remember it fondly as a year of “construction” at Colyton Public School.

The hall will, I feel, provide the venue for many exciting presentations and may well become the birthplace of many of our country’s future performers, artists, and public speakers.

Through the provision of quality teaching and learning programs, delivered in all classes by qualified and skilled teachers, all students are engaged in relevant learning in six key learning areas.

We focus on student learning in all six areas that include: English, Mathematics, Science and Technology, Human Society and Its Environment, Personal Development, Health and Physical Education and Creative and Performing arts.

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.

G.D.Yates
Principal

Our school at a glance

Students

Our students are our most valuable assets. The total enrolment of 632 is comprised of 336 boys and 296 girls. A total of 372 students or almost 59% are from Language Backgrounds Other Than English. Almost 3% of the school’s student population identify as Aboriginal.

Staff

In 2009, there were 33.592 members of the teaching staff and 4.062 members of the School Administrative Support Staff. All members of the teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Throughout 2009, Colyton Public School introduced the following programs and initiatives to support our existing programs and to further increase the engagement of our students in learning.

- Best Start Lighthouse project;
- Positive Behaviour for Learning;
- Connected learning – Italian lessons in video conference format with teaching staff from Penrith Selective High School; and
- National Assessment Program in Literacy and Numeracy (NAPLAN) for students in Year 3 and Year 5.
P&C and/or School Council message

The outstanding support of parents, teachers and the community this year has been greatly appreciated. With your help we have managed to raise $10,000.00.

To achieve this, we have held multi-days, cookie dough fundraiser, produced and sold personalised Christmas calendars and a very active, happy and successful skip-a-thon.

We held Mother’s Day and Father’s Day stalls as well as raffles at Easter, Father’s Day and Christmas. With enthusiastic participation from students we also conducted Easter and Christmas colouring in competitions.

Easter hat Parade – a most enjoyable event in the school’s calendar.

Hats of all shapes and sizes.

During the year we provided a Grandparents Day morning tea as well as tea and coffee stalls at a variety of school functions including, the Kindergarten and Opportunity Class Orientation days.

With the funds raised we were able to assist the school community by donating some funds to assist children who made it to regional and state representative levels in sport as well as to attend the National Young Leaders Conference in Sydney.

I would like to thank everyone for their continuing support and assistance, without it we would not have been able to help and the support our children and the school.

Cindy Davis
P&C President

Student representative’s message

Being school captains has been a great opportunity for us as we get to introduce people at the K-6 assembly. We also undertake canteen duty with our fellow prefects and friends.

We get some authority and respect from our fellow peers and teachers. Everybody gets to know us and even children in Kindergarten get to know our names.

During our time at Colyton Public School as school captains, the school has gained a new hall, new basketball court, and new undercover areas in the senior year 6 and year 5 areas.

We have been taught by many teachers, all of whom have strived to help students reach their full potential and gain as many positive learning experiences as possible.

We and our peers have made friendships worth keeping for as long as we can. We will fondly remember Colyton Public School for what we have learned and the friends we have made because we feel that’s what will inspire us all as we grow older. As captains, we would sincerely like to thank our vice captains and prefects for their support and dedication throughout this year, 2009.

Kevin Robinson
Bianca Pascoa
Captains and Student Representatives

School context

Student information

Student enrolment profile

- 2005: 600
- 2006: 650
- 2007: 700
- 2008: 750
- 2009: 800

Male and Female Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>400</td>
<td>200</td>
</tr>
<tr>
<td>2006</td>
<td>450</td>
<td>250</td>
</tr>
<tr>
<td>2007</td>
<td>500</td>
<td>300</td>
</tr>
<tr>
<td>2008</td>
<td>550</td>
<td>350</td>
</tr>
<tr>
<td>2009</td>
<td>600</td>
<td>400</td>
</tr>
</tbody>
</table>
As can be seen in the graph above, student enrolments have remained consistently above 600 since 2005. In 2009, when data was collected in March, student enrolments totalled 632.

There were 336 male and 296 female students attending the school in 2009. The table below details student enrolments since 2005.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>304</td>
<td>306</td>
<td>309</td>
<td>319</td>
<td>336</td>
</tr>
<tr>
<td>Female</td>
<td>311</td>
<td>316</td>
<td>299</td>
<td>295</td>
<td>296</td>
</tr>
</tbody>
</table>

In 2010 it is expected student enrolments will continue the current three year trend and reach 650.

**Student attendance profile**

The graph below demonstrates that student attendance has continued to improve. In 2009 our student attendance rate was slightly higher that the region and slightly above the state average.

![Student attendance rates](image)

**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.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KC</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2J</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3R</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>4J</td>
<td>4</td>
<td>33</td>
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</tr>
<tr>
<td>4P</td>
<td>4</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>5R</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5S</td>
<td>5</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>24</td>
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<tr>
<td>6E</td>
<td>6</td>
<td>30</td>
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</tr>
<tr>
<td>6J</td>
<td>6</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>6S</td>
<td>6</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

**Structure of classes**

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

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

**Staff information**

The teaching staff is talented, committed and diverse, being comprised of teachers in their first permanent teaching appointment and those who have more than 30 years of teaching experience.
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</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20</td>
</tr>
<tr>
<td>Teacher Primary Part Time</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Primary RFF</td>
<td>1.092</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>1.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>4.062</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>37.654</td>
</tr>
</tbody>
</table>

We have one member of staff who identifies as Aboriginal.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

Financial summary

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

The school retains $49,968.25 in tied funds. These funds, in the main, can only be spent on salary related professional learning activities and to support students through the integration funding support program.

The school will seek to apply to be a Best Start Lighthouse school in 2010 to attract funding support to further assist our teachers and to help other schools implementing the Best Start program for the first time.

The school retains $10,491.96 in trust for specific groups, in particular funds raised from Year 6 Farewell fundraising activities.

At the time this report was prepared the school also had unpaid orders of $2,027.52, unpaid invoices of $1,317.62, unpaid casual salaries of $13,632.03 and cheques that have not been presented amounting to $9,638.44.

The school is making provision to install up to 10 electronic whiteboards following the completion of the Building the Education (BER) classroom refurbishment program

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>241 277.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>273 340.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>85 282.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>149 276.22</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9 476.83</td>
</tr>
<tr>
<td>Canteen</td>
<td>33 547.17</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>792 199.87</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 44 829.25
- Excursions: 77 840.83
- Extracurricular dissections: 53 014.95

Library: 6 561.69

Training & development: 1 816.28

Tied funds: 136 053.25

Casual relief teachers: 58 405.06

Administration & office: 67 659.74

School-operated canteen: 0.00

Utilities: 57 391.07

Maintenance: 29 724.12

Trust accounts: 43 637.79

Capital programs: 0.00

**Total expenditure** 576 934.03

**Balance carried forward** 215 265.84

A full copy of the school's 2009 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 2009

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 2009, four student works were submitted for inclusion in the Operation Art Exhibition at Penrith Regional Gallery from 4 July to 16 September, 2009.
Maniah Betham, Angela Qin, Vanessa Dunn and Levi Siaopo’s artworks were chosen for their originality and expressive qualities of paint media including acrylics, oils and inks.

Vanessa Dunn had her abstract representation of a turtle titled “My Favourite Animal” photographed for the Teachers’ Resource CD which will be made available to all NSW schools in 2010. The original artworks have been returned to our school and are proudly displayed in our school foyer.

Vanessa Dunn, Year 2, ‘My Favourite Animal.’

Vanessa drew a turtle because it’s her favourite animal. Vanessa put some shapes on the turtle and painted it in a nice bright colour.

Angela Quinn, Year 5, ‘Loving Animals.’

Angela drew a duck as she likes animals and flowers because they are beautiful.

Maniah Betham, Year 5, ‘Fruit of Happiness.’

Maniah chose lots of bright colours to represent happiness and joy.


Levi drew a garden because he liked dragonflies, butterflies and other insects.

This year the students’ artwork reflected an interest in and sensitivity to environmental issues and sustainability.

Our audition items for the Schools Spectacular grew in diversity and quality this year. The primary choir, the senior dance group and a solo performance by Bobby Harrison on his trumpet were performed proudly for consideration.

Auditions have already been held for 2010 and with great enthusiasm we look forward to showing our talents to the judges in a venue fitting their excellence. That is, our new assembly hall.
The Combined Schools’ Showcase held at St Marys Senior High School was a great highlight for our students. Colyton once again submitted two quality dance performances from our K-2 and our 3-6 groups. These dances were choreographed by our teachers and were outstanding in both performance and costume thanks to the dedication of Mr and Mrs Bourke, Mrs Palmos, Mrs Hind, Mrs Miller and Ms Neill and our generous parents. Ms Hengl conducted our K-2 choir singing “Jelly Bean Jive”, and the Combined Choir during the Showcase.

Ms Hengl went on to the Sydney West Music Festival to not only conduct the combined Western Sydney Choir but also, on the second evening, accompany them on piano for a bracket of five songs. Ms Hengl’s talent and skills have been much appreciated by our school, district and region.

Michaela Gray performed on her clarinet as part of the Western Sydney Concert Band in the very impressive “Pulse” performances held at the Sydney Opera House.

The OC classes successfully auditioned and performed at the Sydney West Music Festival held at the Joan Sutherland Centre. The performance this year was unique in the incorporation of individual solos throughout their quality act. Michaela Gray opened the song “Bubbly” with her clarinet solo then Lerinda Gale individually sang the lyrics accompanied by mass recorders, the piano and two guitars.

The school talent quest moved to new heights with a wide variety of quality performances across the school being enjoyed by our community. Many thanks to Mrs Hind, Ms Neill, Mrs McSharry, Mrs Bryceson and Mrs Smith for their tireless efforts and excellent judgement.

**Learning challenges**

Every year our school invites students to participate in academic challenges developed by the University of New South Wales.

Significantly, in 2009 our students achieved the following:

**Mathematics:**
- 3 High Distinctions
- 19 Distinctions
- 49 Credits

**Science:**
- 17 Distinctions
- 27 Credits

**English:**
- 1 High Distinction
- 19 Distinctions
- 36 Credits

For the sixteenth year in a row our school team has achieved the ranking of Top 10% in Australasia in the Mathematics Olympiad.

Vincent Tsai achieved top team score of 24/25. This was a most outstanding achievement.

**Sport**

The year 2009 has seen Colyton move further forward in a variety of sporting fields. Students from year 3 to year 6 were 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 2009 school year include:

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

**School Athletics Champions**
- Boy – Maniah Betham
- Girl – Taylor Wright

**Overall Sportsperson of the Year 2009**

Carl Winterstein

Carl received this honourable award in 2009 for his sportsmanship, effort and participation in all areas of sport, as well as his overall sporting achievements. Carl achieved school representation in athletics, and most impressively, school, district, region and state representation in both Rugby League and Rugby Union.

The school’s involvement in the Australian Government Quality Teaching Program (AGQTP) has given staff an opportunity to work with schools from across the Colyton Learning Community, as well as with the Cranebrook and Murwillumbah clusters, on a number of arising issues for teachers and students in the personal development, health and physical education key learning area.

The collaboration that has taken place throughout these meetings will guide the way in which Colyton’s PD/H/PE curriculum evolves throughout 2010 and beyond.
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 the assessments.

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

Literacy – NAPLAN Year 3

Literacy assessments are comprised of student achievements in NAPLAN reading, writing, spelling, grammar and punctuation tests.

The graphs above shows that the school has increased the percentage of students achieving band 4 levels of achievement in writing when compared to the school average for 2007-2009.

Significantly, the school is maintaining the percentage of year 3 students achieving band 6 levels of achievement are above the state average.

The graph above shows year 3 levels of achievement in spelling were very impressive when compared to 2008.

Notably, no students achieved a band 1 level of achievement in spelling. We believe this is a result of our K-2 phonemic awareness programs.
The graph above shows that the percentages of students achieving band 5 and 6 levels of achievement in grammar and punctuation were above those of the like school group, but lower than the state average.

At the same time the graph above shows that the percentage of students achieving band 1 levels of achievement in grammar and punctuation were lower than those of the like school group, though slightly above the state average.

Grammar and punctuation will be an area of continued development in 2010.

**Numeracy – NAPLAN Year 3**

The graph below shows that the school is continuing to increase the percentage of year 3 students achieving band 6 levels of achievement in overall numeracy when compared to the school average for 2007-2009.

Concurrently, the graph below shows that the school is decreasing the percentage of students achieving band 1 levels of achievement in overall numeracy, when compared to the school average for the years 2007-2009.

An increase in the percentage of students achieving band 2 is noted. The school will continue to implement intensive numeracy groups to best support these students to develop their numeracy skills at their level.

In 2010, we will continue our efforts to ensure all students, including those students new to Australia with little or no English, have the intensive support necessary to enable them to develop towards the national benchmark level of achievement in numeracy.

Literacy – NAPLAN Year 5

The graph above shows that the school has increased the percentage of students who gained a band 6 level of achievement in reading, when compared to the school average from 2007-2009.

At the same time the graph shows that the percentage of students achieving a band 1 level of achievement in reading increased, when compared to the school average 2007-2009.
The graphs show that the school has increased the percentage of year 5 students achieving band 6 levels of achievement in writing, when compared to the school average for 2007-2009. Noticeably, the school reduced the percentage of year 5 students achieving bands 5 and 4 levels of achievement.

A slight rise in the percentage of students achieving a band 3 level of achievement in writing is evident in the 2009 NAPLAN assessments.

The above graph shows quite clearly that the percentage of students in year 5 achieving a band 8 or 7 level of achievement in spelling is markedly above the like school group an state average, when compared to the like school group NAPLAN data from 2009.

Significantly percentage of year 5 students achieving a band 8 level of achievement in spelling was also markedly above the state average in 2009.

The percentages of year 5 students achieving band 8 and 7 levels in grammar and punctuation were higher than the like school group, when comparing data from the 2009 NAPLAN assessments.

Significantly, the percentage of year 5 students achieving band 8 and 7 levels in grammar and punctuation were also above state average.

The percentage of year 5 students achieving band 3 and 4 levels was lower than the like school group when compared to 2009 NAPLAN data.

**Numeracy – NAPLAN Year 5**

The following graph shows clearly that the percentage of students achieving band 8 and band 4 levels in overall numeracy dramatically increased when compared to the school average for 2007-2009.
Significantly, evident in the graph below, the percentage of students achieving band 8 levels in overall numeracy was much higher than the like school group and state average.

Noticeably also, was the fact that the school reduced the percentage of students achieving the lowest band of achievement in overall numeracy when compared to the school average 2007-2009.

Progress in literacy

It should be noted that State growth scores in reading and writing are for students in Department of Education and Training schools only.

Progress in literacy is obtained from a comparison of the scores of matched students. That is, the students were at school in year 3 and year 5.

Progress in numeracy

It should be noted that State growth scores in numeracy are for students in Department of Education and Training schools only.

Significantly, the overall growth of students from year 3 to year 5 in spelling was lower than the like school group and state average. It should be noted that this data needs to be carefully compared to the achievement levels of students.
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 (NAPLAN) 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 2009

The two tables below clearly indicate the percentage of students in Year 3 and Year 5 achieving at or above minimum standards in reading, writing, spelling, punctuation and grammar and numeracy.

Notably, the percentage of year 3 students achieving at or above minimum standards in spelling was an outstanding credit to students, teachers and parents.

It should also be noted that more than 93% of students in year 3 achieved at or above minimum standards in reading, writing, spelling, punctuation and grammar and overall numeracy.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>98</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009.

The Reading Recovery program is in its tenth year of operation at Colyton Public School. In 2009, 12 students from year 1 were evaluated as meeting the criteria to be included in the reading recovery program.

Of the 12 students accepted into the program all students successfully achieved the desired outcome which is reading text level 16.

The blue column represents the initial reading level the student had at the beginning of the program.

The brown column represents the student’s reading text level on exit from the program.

The green column in the above graph shows that 12 students maintained or increased their reading level after discontinuing from the program, with some students continuing to progress markedly towards reading independently.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>85</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Reading Recovery is an intensive individualised intensive reading support program that operates to assist identified students to develop critical key reading skills in Year 1.

Aboriginal education

In 2009 the school identified and established a planning group for Aboriginal Education and Training to guide the implementation of the Aboriginal Education and Training Policy.

The planning group facilitated initial reflections on the alignment of the Policy with current school practices. A nominated planning group member attended the local Aboriginal Education Consultative Group (AECG) meetings and reported back to executive and staff.
Personalised learning plans (PLP’s) were put into place to form the basis for relationship building thereby supporting Aboriginal students to match or better the learning outcomes achieved by the broader student population.

In 2010, the school plans to put into effect an Aboriginal Tuition program to provide intensive in class assistance for students in the key learning areas of literacy and numeracy.

**Multicultural education**

Throughout 2009, the Human Society and Its Environment key learning area scope and sequence plan was evaluated and revised. Expected student learning outcomes were updated in line with units being studied, to ensure consistency of judgements in teacher assessment and reporting to parents.

Multicultural Day featured as an important and much anticipated event of our school year and was held in October. As part of a whole school HSIE focus we chose to celebrate the cultural diversity of the Colyton Public School community.

The HSIE key learning area team have continued to develop intranet links and are encouraging staff and students to access “My Library” links to facilitate access to and use of relevant resources.

The HSIE key learning area team have also been developing specific hyperlinks for each unit of work to further consolidate our data base for easier access and optimal use by each stage across the school.

**Respect and responsibility**

**Environmental Responsibility - Sustainability**

Throughout 2009 Colyton Public School has worked towards achieving the goals of our School Environmental Management Plan (SEMP) written in 2008. There have been countless hours of work put into the beautification of our school gardens by the Gardening Club which has been successfully running throughout lunchtimes during 2009.

Mr Bourke’s Year 6 class, with the support of Bunnings, constructed a vegetable patch behind the residence and were lucky enough to see the results of their labour at the end of Term 4 prior to students heading to high school. The 2009 Year 6 cohort will leave this valuable resource behind for future students to maintain. Overtime we aim to increase the size of the garden and hence increase our production of vegetables.

The school has seen many changes throughout 2009 and the constructions throughout the school have been completed with as minimal effect on the environment as possible. Where possible we have selected tree free sites and when trees have to be lost we have endeavoured to create garden space as a replacement.

Our new school hall has come with a water tank and this water will be used to maintain the gardens and lawn around the hall. In consultation with Aussie Grass, who has constructed our multi-purpose court and K-2 playgrounds, we have developed underground drainage systems to direct run off away from past problem spots and into the storm water drains.

**Other programs**

Positive Behaviour for Learning (PBL) was evaluated during November 2009 using a school wide evaluation tool known as SET. The SET aimed to determine how accurately the school implement the PBL program from Kindergarten to Year 6.

An independent external assessment of the school was conducted by a regional consultant. The following information identifies some strength in the schools implementation of PBL and areas for future correction and planning.

In summary the school attained the scored as listed in the following areas:

<table>
<thead>
<tr>
<th>Sub Scale area</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expectations defined</td>
<td>100%</td>
</tr>
<tr>
<td>2. Rewarding expected behaviour</td>
<td>100%</td>
</tr>
<tr>
<td>3. Responding to behaviour problems</td>
<td>88%</td>
</tr>
<tr>
<td>4. Monitoring and decision making</td>
<td>75%</td>
</tr>
<tr>
<td>5. Management</td>
<td>81%</td>
</tr>
<tr>
<td>6. District level support</td>
<td>100%</td>
</tr>
</tbody>
</table>
Overall the SET score for the school was evaluated at 92%.

In 2010, the school will seek to introduce a tracking system for recording and monitoring referrals for unsatisfactory behaviour in a more effective and efficient manner.

The school will investigate a range of commercially available student tracking and monitoring software systems. During 2010, we will adopt a system that meets school needs and brings about enhanced decision making, based on immediately available students’ behavioural data.

Progress on 2009 targets

Target 1

To develop growth in student literacy levels of achievement as measured by the National Assessment program that exceeds or is comparable to those across New South Wales.

To raise the percentage of students in Year 3 achieving Band 3, 4, and 5 levels of achievement in reading from 86% to 90%.

In 2009, 98% of students in Year 3 achieved at or above the national benchmark in reading as measured in the NAPLAN tests.

To raise the percentage of students in Year 5 achieving Band 5, 6, 7, and 8 levels of achievement in grammar and punctuation from 81% to 90%.

In 2009, 87% of students in Year 5 achieved at or above the national benchmark in grammar and punctuation as measured in the NAPLAN tests.

Our achievements include:

All Early Stage 1 teachers were trained and implemented the Best Start curriculum implementation and assessment program. Colyton Public School being recognised as a Best Start Lighthouse school and staff invited to present on their progress and share experience at a state wide level.

New teachers and interested parents were trained in THRASS phonological teaching and learning strategies.

Year 3 and Year 5 students’ literacy achievements levels in the NAPLAN are consistently above Band 3 level for Year 3 students and Band 5 levels for Year 5 students.

Students’ comments, work samples and teacher observations revealing deeper understanding as reflected in students’ oral and written comprehension lessons.

Target 2

To develop growth in student numeracy levels of achievement as measured by the National Assessment program that exceeds or is comparable to those across New South Wales.

To raise the percentage of students in Year 5 achieving Band 5, 6, 7 and 8 levels of achievement in overall numeracy from 79% to 90%.

In 2009, 96% of students in Year 5 achieved at or above the national benchmark in numeracy as measured in the NAPLAN tests.

Our achievements include:

All Early Stage 1 teachers were trained and implemented the Best Start curriculum implementation and assessment program. The school was selected to be a Best Start Lighthouse school and Mrs Miller and Mrs Ruff presented a vignette on our Best Start implementation strategies at state level conference in Sydney. We will seek to be a Best Start Lighthouse school in 2010 to share our learning and also assist our staff to gain new insights into teaching and learning.

The school formed Year 5 and Year 6 learning groups for numeracy activities with all students receiving instruction at their level.

All staff engaged in sharing of ‘best practice’ teaching, learning and assessment tasks and an end of year presentation on their stage achievements.

Target 3

To develop students’ scientific skills, knowledge and values that prepares them for future learning and taking care of our environment.

Our achievements include:

Year 6 students engaged in the science activities at Colyton High and St Marys Senior High Schools.

Teachers in stage 3 implementing innovative teaching strategies where students were involved in conducting audits of the school’s water, electricity and paper, photocopier usage as well as mapping and auditing the local water catchments areas.
A school promotions committee was formed and trained in communications and promotion of the school.

A new school website was launched that provides transparent and constantly updated information to students, parents and staff, in vivid colour.

**Target 4**

To ensure that students develop the technology skills that prepares them for future learning.

Our achievements include:

Staff, student and parent usage data indicates the enhanced network is delivering more increased usage of and access to internet and intranet by staff and students.

Staff and students indicate that they have the confidence and skill to use the connected classroom and digital cameras to enhance their training and learning. Students in Year 5 engaged in virtual excursions using the Connected Classroom. Opportunity class students engaged in videoconferencing lessons in Italian with teachers from Penrith Selective High School.

A revised computer skills scope and sequence plan was developed and implemented to ensure delivery to students of the skills and mathematical concepts they need for ongoing learning.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

In 2009, our school carried out evaluations of our educational management practice in relation to the dimension of planning, and the mathematics key learning area.

**Educational and management practice**

**Background**

In 2009, we chose to evaluate the school planning domain of educational and management practice. To undertake this evaluation staff, students and parents were surveyed using SchoolMap surveys.

School planning is an important process for ensuring that the school is continuing to grow and develop its capacity to meet the existing and future needs of students.

The school exists for one reason only and that is to provide a quality public education for all students that provides them with solid foundations, values and skills for future life long learning.

**Findings and conclusions**

The results of the survey are graphed below. Four common questions in each survey were chosen to reflect the views of staff, parents and students.

Staff views are graphed in blue. Parents’ views are graphed in yellow. Students’ views are graphed in green.
A combined 95% of staff, parents and students almost always or usually agreed that the main purpose of school targets is to improve student learning outcomes.

A combined 96% of staff, parents and students almost always or usually agreed that the school implements a comprehensive school plan.

A combined 88% of staff, parents and students almost always or usually agreed that the school tells them what the school is buying and why.

Future directions
The school will continue to develop and update its annual school plan. In 2010, the school will seek to more broadly inform the school community regarding its finances and financial planning.

At the time of writing, the school is planning to include these details as part of the information available on the MySchool website.

Curriculum

Background
Mathematics and overall capacity to work mathematically are considered essential key skills for all students to obtain to make their future contributions in our democratic society.

In 2009, we chose to evaluate our performance in the Mathematics key learning area. To evaluate this area we invited students, staff and parents to complete a SchoolMap mathematics survey.

Findings and conclusions
The results were graphed. Four questions from each survey group were selected and are presented below.

Student responses were graphed in blue.

Staff responses were graphed in maroon.

Parent responses were graphed in red.
The graphs above indicate that students’ strongly agreed or agreed that mathematics is important, they have improved in mathematics, the teacher makes mathematics enjoyable and interesting and that they like to work with others to solve mathematics problems.

Additional mathematics resources were seen as required to make learning in mathematics more interesting and enjoyable.

Staff responses to the questions included in the following graphs were:

Staff Q6. The school has adequate resources to teach mathematics.

Staff Q10. My students have developed their skills in using technology to support their learning in mathematics.

Staff Q11. Syllabus outcomes are the basis of my assessment of my students.

Staff Q12. I am aware of the school’s scope and sequence plan in mathematics.

Staff response also clearly indicates a desire to have additional mathematics teaching resources, including ICT mathematics software, to support student learning and teaching in mathematics.
Further revision of the school’s mathematics scope and sequence plan will be undertaken during term 2 and 3, 2010.

Parent responses to the questions included in the following graphs were:

Parent survey results also indicated that they felt the students would benefit from additional mathematics resources and technology based learning in mathematics.

Future directions
The one emerging commonality from all survey responses was all groups felt that the school did not have sufficient resources to teach mathematics effectively.

In 2010 will seek to make available more funding for the purchase of mathematics resources for teachers and learners. The school will also investigate opportunities for new ways of teaching and learning in mathematics.

An expansion of the Best Start program will provide an avenue to trial new resources. SMART data analysis will be provided to all teachers and new resources for classrooms will be reviewed and purchased if considered appropriate.

Following the survey, the school revised its mathematics scope and sequence plan. During 2010 teachers will use the revised mathematics scope and sequence plan for making formative evaluations and reflecting on the implementation of their teaching and learning programs for all students.

Parent, student, and teacher satisfaction
In 2009, the school designed its own questionnaire survey tool and sought the opinions of parents, students and teachers about the school. Their responses are aggregated and presented in the following graphs below.

A total of 100% of parents, students and staff strongly agreed or agreed that the school is tolerant and accepting of all students.

A total of 96% of parents, students and staff strongly agreed or agreed that students are the school’s main purpose. A total of 4% of respondents disagreed.

A total of 96% of parents, students and staff strongly agreed or agreed that the school’s main purpose. A total of 4% of respondents disagreed.
A total of 92% of parents, students and staff strongly agreed or agreed that students’ achievements are recognised throughout the school. A total of 8% of respondents disagreed.

A total of 85% of parents, students and staff strongly agreed or agreed that the school offers challenging programs for its students. A total of 4% of respondents disagreed and 12% strongly disagreed.

As a result, the school will seek to expand the learning challenges offered to students in its programs and class activities.

Professional learning

Throughout 2009 teaching staff and school administrative staff engaged in a wide range of professional learning activities to support them in their roles and to guide them in their careers.

Mandatory compliance training and school directed professional learning activities formed the focus for school wide professional learning. All staff completed the initial Keep Them Safe training together during the two new school development days in term 4.

As well as school development days, staff members participate in professional learning sessions every three weeks. On some occasions staff members attend professional learning sessions in their vacations.

Payments were made in the following areas to support staff teacher professional learning (TPL) in 2009. These figures relate only to payments made with respect to TPL up to 1/12/2009.

<table>
<thead>
<tr>
<th>DET priority area</th>
<th>TPL funds paid out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning teacher</td>
<td>$ 273.00</td>
</tr>
<tr>
<td>Use of ICT</td>
<td>$ 4,076.00</td>
</tr>
<tr>
<td>Quality teaching</td>
<td>$ 1,751.00</td>
</tr>
<tr>
<td>Literacy and numeracy</td>
<td>$ 1,175.00</td>
</tr>
<tr>
<td>Syllabus implementation</td>
<td>$ 2,631.00</td>
</tr>
<tr>
<td>Leadership and career</td>
<td>$ 2,558.00</td>
</tr>
<tr>
<td>Welfare and equity</td>
<td>$ 2,223.00</td>
</tr>
</tbody>
</table>

The average payment per member of the teaching staff was $ 431.90.

School development 2009 – 2011

Targets for 2010

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 1-2 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%.

Strategies to achieve this target include;

- Implementation of the Best Start program, curriculum implementation and assessment program for Kindergarten students.
- Access New Arrivals Program (NAP) funding and support students new to Australia to achieve at or above band 1 and 2 levels of achievement in reading.
- Implementation of an in class intensive tuition program in reading for Aboriginal students.
- Our success will be measured by:
  - Student reading levels as reflected in NAPLAN reading assessments.
  - Student reading levels as reflected in school based teacher assessment data.
  - Parent attendance records at school organised in-service courses.

Target 2

To raise the percentage of students in year 5 achieving band 2-6 levels of achievement in reading to 91.5%, reduce the percentage of students achieving band 1-2 to less than 22.4% and maintain the percentage of students at ‘proficiency’ band 5 or 6 levels of achievement to at or above 33.3%.

Strategies to achieve this target include;

- Continued implementation of literacy groups for year 5 and 6 students.
- Access New Arrivals Program (NAP) funding and support students new to Australia to achieve at or above band 1 and 2 levels of achievement in reading.
- Implement comprehensive Learning Support programs across the K-6 cohort.
- Implementation of an in-class intensive tuition program in reading for Aboriginal students in years 3 and 5.
Our success will be measured by:
Student reading levels as reflected in NAPLAN reading assessments.
Student reading levels as reflected in school based teacher assessment data.
Parent attendance records at school organised in-service courses.

**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 1-2 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 3-4 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%.

Strategies to achieve this target include:
Ongoing implementation of *Count Me In Too*.
Using SMART data analysis to inform and guide teaching practice.
Access New Arrivals Program (NAP) funding and support students new to Australia to achieve at or above band 3 and 4 levels of achievement in overall numeracy.
Implementation of an in class intensive tuition program in reading for Aboriginal students.

Our success will be measured by:
Student overall numeracy levels, as reflected in NAPLAN numeracy assessments.
Student overall levels as reflected in school based teacher assessment data.
Student achievement in the Mathematics Olympiad and UNSW learning challenges.

**Target 4**
Modernise the school for the ongoing and future benefit of students and the community. Implement the Building the Education Revolution (BER) program.

Strategies to achieve this target include:
Building two new classrooms at the school
Refurbishment of the school’s Library.
Refurbishing and modernising 23 of the classrooms at the school.

Our success will be measured by:
Student achievements levels as reflected in NAPLAN and school based assessment data.
Construction and implementation of a major modernisation and refurbishment program at the school in a safe and systematic manner.
Comments and feedback received from parents, students and staff via school surveys and meetings.

Observation and evaluation of the Occupational Health and Safety records maintained at the school.

**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.

Geoffrey Yates  Principal
Tracy Kemp  Deputy Principal
Greg Edwards  Assistant Principal
Cobi Candy  Assistant Principal
Narelle Stokes  Assistant Principal
Alison Miller  Class Teacher
Christine Pink  Support Teacher
Support Learning Assistance
Stacey Hind  Class Teacher
Cindy Davis  P&C President

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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: http://www.schools.nsw.edu.au/asr