2008 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 614 students are comprised of 295 girls and 319 boys.

A total of 342 students or almost 56% are from non-English speaking backgrounds and there are 19, or almost 3% of students who identify as Aboriginal.

Staff

There were 32.525 members of the teaching staff and the average daily attendance rate for staff in 2008 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.

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

Significant programs and initiatives

In 2008 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;
- Connected Classroom Program with video conference capabilities;
- Positive Behaviour For Learning;
- Even Start National Tutoring program; and
- Global Ripples Project with support from the University of Western Sydney and Penrith Selective High School.

Student achievement in 2008

Literacy – NAPLAN Year 3

In 2008, the students in Year 3 have achieved extremely well in the National Assessment Program in Literacy and Numeracy.

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.

As a result, the school’s overall performance in Year 3 Literacy in the NAPLAN tests for 2008 was above state average. Care however, must be taken in analysing this data as this is the first year of the NAPLAN tests. Comparison with previous Basic Skills Test results is based on sample testing and a note of caution must be used in interpreting data.

Numeracy – NAPLAN Year 3

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

Care however, must be taken in analysing this data as this is the first year of the NAPLAN tests. Comparison with previous Basic Skills Test results is based on sample testing and a note of caution must be used in interpreting data.

During 2009, the school will link with the University of Western Sydney and involve visiting guest lecturers from the Mathematics faculty in assisting staff to enhance their capacity to provide quality teaching in mathematics.

Further detail on student performance in Year 3 in the key areas of Literacy and Numeracy is provided in more detail later in this report.

Literacy – NAPLAN Year 5

In 2008, 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.

Whilst this is a very impressive result, care must be exercised in analysing this data as this is the first year of the NAPLAN tests. Comparison with previous Basic Skills Test results is based on sample testing and a note of caution must be used in interpreting and linking trend data.

**Numeracy – NAPLAN Year 5**

In 2008, the students in Year 5 have achieved extremely well in the National Assessment Program in Literacy and Numeracy.

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 2008, Colyton Public School has continued its long and proud history and extended its established connectedness with the local community.

During 2008, the school has continued to introduce a raft of changes in order to develop and grow to meet the changing needs and aspirations of our diverse urban and multicultural community.

We remain focussed on students’ learning and 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. We introduced the Best Start assessment and early learning program for Kindergarten students, expanded our Positive Behaviour For Learning, program, continued the ASISTM Science Stormwater management project and participated in the Global Ripples project.

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

**P&C message**

The outstanding continuing support of parents and teachers this year has been extraordinary. The year has been very successful. With the support and help from the school’s community, we have managed to raise $24,000.

To achieve this, we have held six barbeques, car boot sales, discos, toy shopping nights, Cadbury and Krispy Crème Doughnut drives, ice-block days, multi-days and a very successful and happy skip-a-thon.

We are one but we really are many and from all the lands we come.

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

**Dip. Teaching**


**P&C message**

The outstanding continuing support of parents and teachers this year has been extraordinary. The year has been very successful. With the support and help from the school's community, we have managed to raise $24,000.

To achieve this, we have held six barbeques, car boot sales, discos, toy shopping nights, Cadbury and Krispy Crème Doughnut drives, ice-block days, multi-days and a very successful and happy skip-a-thon.
We held Mother’s Day and Father’s Day stalls as well as raffles at Easter, Mother’s Day, Father’s Day and Christmas.

With enthusiastic participation from students we also conducted Easter and Christmas colouring-in competitions.

During the year we provided Grandparents Day morning tea and tea and coffee stalls at various school functions including Kindergarten Orientation days.

The P&C have provided a total of $19,300 to the school. We have considered the school’s needs and our parents’ views. As a result, these funds are being spent on class reading books $6,000, home readers $2,000, sporting equipment $1,000, air-conditioner maintenance / repairs, and technology support $6,000. We have determined to assist the school by giving $1,500 for security screens for the connected classroom, whiteboards $500 as well as $500 for electric sharpeners.

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

Cindy Davis
P&C President
On behalf of the 2008 P&C Committee

Student representatives’ message
On behalf of the students at our school we would like to thank our caring teachers and our parents for their support, encouragement and assistance.

We have enjoyed our years at Colyton Public School and believe our teachers have helped us greatly to achieve our best.

We would like to congratulate our fellow prefects for their efforts throughout the year and we would also like to thank the members of the Student Representative Council for their efforts to help make our school a better place.

This year our student leaders proudly presented our Values In Action at a combined forum of schools from across the Colyton Learning Community.

We would also like to express our appreciation for our teachers and parents who have made it possible for us to enjoy school so much. In particular we would like to thank everyone for supporting us to attend excursions throughout our years at school, PSSA sport, representative sporting trials, the Canberra Snowy Mountains excursion and the Year 6 Farewell.

We believe our teachers have given us a great start for high school and we are proud to have completed our year as Captains of this fine school.

Jessica Lai - John Lardizabal
School Captains 2008

Captains and Prefects 2008
Photographed where our new hall will be constructed in 2009

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
In 2008, the number of male students enrolled at the school increased to 319 and this is significantly greater than the 295 female students attending the school. This is the greatest difference between the number of male and female students that has existed in the reporting years from 2004 to 2008.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>301</td>
<td>304</td>
<td>306</td>
<td>309</td>
<td>319</td>
</tr>
<tr>
<td>Female</td>
<td>299</td>
<td>311</td>
<td>316</td>
<td>299</td>
<td>295</td>
</tr>
</tbody>
</table>

Student attendance profile

School attendance rates continued to improve and this is highlighted in the more detailed data below.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.9</td>
<td>93.0</td>
<td>93.8</td>
<td>94.1</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.8</td>
<td>93.9</td>
<td>94.1</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

School attendance rates showed a continual and consistent improvement from 2007. In 2008, the school achieved attendance rates similar to Western Sydney Region and the NSW State average.

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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>K/1L</td>
<td>K</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>KDM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>K/1L</td>
<td>1</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1J</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1N</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3R</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5D</td>
<td>4</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4/5D</td>
<td>5</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>5L</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5N</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5R</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6E</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6J</td>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>6T</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of classes

There were 23 classes at Colyton Public School and the majority of classes were formed on a year basis. There were two composite classes one in Kindergarten /Year 1 and one in Year 4/Year 5.

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

Dancing with the Stars – 2008 at Colyton Public School
Staff information

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>23</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>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

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

Staff retention

During the year, three teachers were successful in gaining service transfers and one teacher was successful in gaining a promotion to a non-school based position.

The number of teachers accessing maternity leave is anticipated to increase. In 2009, this will mean that there will be an increase in the number of temporary teacher appointments made at the school.

Staff attendance

Staff members have access to leave entitlements such as sick leave. In 2008, the average daily attendance rate for staff, as determined by the Department, was 96.2%.

Staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>36%</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>222 033.90</td>
</tr>
<tr>
<td>Global funds</td>
<td>220 809.93</td>
</tr>
<tr>
<td>Tied funds</td>
<td>74 103.87</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>177 511.13</td>
</tr>
<tr>
<td>Interest</td>
<td>16 452.94</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>31 469.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>742 381.72</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>36 064.98</td>
</tr>
<tr>
<td>Excursions</td>
<td>84 107.15</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>57 175.15</td>
</tr>
<tr>
<td>Library</td>
<td>6 366.70</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 444.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>92 710.55</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>55 497.71</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>65 255.40</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>46 074.60</td>
</tr>
<tr>
<td>Maintenance</td>
<td>27 350.17</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>29 058.17</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>501 104.70</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>241 277.02</td>
</tr>
</tbody>
</table>

The school has unreconciled payments of $7,956.64 for Integration – Funding Support, $1,152.96 for Teacher Professional Learning and $1,362.91 for the Success for Boys initiative. An adjusted balance for Tied Funds of $90,266.51 is indicated. A total of $76,620 will be expended in 2009 on the installation of air conditioners in the administration block as well as the construction of COLAs for Year 5 and Year 6 students.

A full copy of the school's 2008 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.

Teachers engaged in professional learning in action at Colyton Public School. Stage 3 teachers engaged in professional learning and planning.
School performance 2008

Achievements

Arts

In 2008 four student artworks were submitted for inclusion in the art exhibition at the Lewer's Gallery, Emu Plains. Jessica Lai, Kevin Robinson, Wafa Khan and Bianca Pascoa produced diverse and stunning paintings in the categories of Places and Spaces, Living Things and Events.

Wafa Khan’s – ‘Cows in A Meadow’

Jessica Lai's outstanding "Sunrise" artwork was selected to be displayed at Bear Cottage after being sent on tour of the NSW Regional Galleries. The original artworks have been returned to our school and are proudly displayed in our school foyer.

The Opportunity Classes OC once again successfully auditioned and then performed at the Sydney West Music Festival held at the Joan Sutherland Performing Arts Centre. Classes 6E and 5R performed a well-structured, moving version of "Memory". After another successful audition the OC classes performed at Rooty Hill RSL to celebrate Public Education Week along with many other primary and secondary schools from across Mt Druitt and Minchinbury.

Colyton was extremely well-represented at the Combined Schools' Showcase this year held at St Marys Senior High School early in term two. Our combined infants/primary choir performed "Whole World in His Hands" ably conducted for the first time by Ms Laura Hengl.

Guy Hayman performed an outstanding solo on the drums and Andrew Topino, also from year six, gave a stunning solo singing performance.

Bobby Harrison on his trumpet and Guy Hayman on drums performed with the Combined Schools training band for the first time.

Our K-2 Dance Group danced to "Don't Stop the Music" and the 3-6 group danced to "Grace Kelly 24" under the choreography of Ms Lock, Mrs Palmos, Miss Graham and Mr Bourke. To conclude a wonderful showcase of talent Ms Lowe conducted the Mass Choir. Mrs Mathews also did an amazing job behind the scenes to stage manage this quality event.

As a new initiative our Dance Group, Senior Choir and a singing solo by Andrew Topino were submitted to the Schools' Spectacular for consideration. Colyton students had a fantastic experience participating in the "Count Us In" music program which involved our whole school and over 25,000 students nationwide singing simultaneously.

Sport

Our school's aim with sport is to give all children the opportunity to participate in a wide selection of sporting activities. Our sports program provides every student a wide range of activities, from participation in the special swimming scheme to sporting groups on Fridays at Mt Druitt Park to PSSA team sports.

The confidence, fitness and skill levels of our students continue to improve. In 2008, the school revised its organisation of the annual swimming carnival and noted a significant increase in student participation.

In 2009, the school will again hold a 3-6 athletics carnival with 8 year old students also being invited to attend.

Swimming champions for 2008
Janet Mulder         Jackson Moss

Cross Country champions for 2008
Janet Mulder         Paul McCarthy

Athletics champions for 2008
Janet Mulder         Paul McCarthy

Jackson Moss represented the school in the Sydney Metropolitan Water Polo Gala Day.

Sportsperson for 2008
Janet Mulder

Academic

Colyton Public School encourages students to participate in the EAA academic challenges coordinated by the University of New South Wales. In 2008 students achieved the following results:

Science    17 Distinctions  32 Credits
Mathematics  1 High Distinctions  
27 Distinctions  43 Credits 

English  1 High Distinction  
9 Distinctions  47 Credits 

Analysis of school based assessment data revealed that 48% of Kindergarten students had achieved reading recovery level 8+ or better at the end of Kindergarten in 2008.

School based data revealed that 74% of Year 1 students achieved level 18 or better and 60% of Year 2 students achieved level 26+.

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

As can be seen above, the percentage of students achieving band 5 and 3 levels of performance in reading increased and the percentage of students achieving band 2 and 1 levels of performance fell when compared to the school average 2005-2007.

Strong learning achievement in Year 3 writing is evident in the previous graph. We are pleased to report a significant growth in the percentage of students in Year 3 achieving band 6 and 5 levels of achievement in writing. These are both above the like school group and state average.

We believe the Teaching Handwriting Reading And Spelling Skills (THRASS) phonemic awareness program in operation at the school, intensive use of the reading recovery strategy for modelling writing and consistent best practice by teachers have combined to support strong student achievement in writing. We aim to maintain and sustain such impressive learning achievement over time.

Our discussions regarding these results also lead us to feel the efforts of class teachers working in conjunction with the school’s Learning Support Team (LST), Support Teachers Learning Assistance (STLA) and English as a Second Language (ESL) programs have helped students reach higher levels of achievement in reading.

Jessica Lai’s – Dawn Is Just The Beginning.
As can be seen in the graphical data above the percentage of students band 6 and 4 levels of performance in spelling were above the achievements of students in the like school group and above the state average. The percentage of students achieving band 2 and 1 levels of performance in spelling also fell.

The achievements of Year 3 students have also been assisted by many parent volunteers helping out at school over the early years of students’ learning. The support, encouragement and help of parents at school and at home is greatly appreciated and also assists students to achieve in their learning endeavours.

The graph indicates that the percentage of students in Year 3 achieving band 1 and 2 levels in grammar and punctuation was lower than students in the like school group but slightly higher than the state average. The percentage of students achieving band 5 and 3 levels of performance was higher than students in the like school group and state average.

The graph above demonstrates that the percentage of Year 3 students achieving band 4, 5 and 6 levels of achievement was above the school average for the years 2005 -2007.

Significantly, the percentage of students achieving band 1 levels of achievement in 2008 was below state average.

Literacy – NAPLAN Year 5

The above graph clearly indicates that a greater percentage of Year 5 students have achieved band 8 levels of achievement and a significantly lower percentage of students achieved band 1 levels of achievement in reading.
The above graph clearly indicates that a greater percentage of year 5 students have achieved band 7 and 8 levels of achievement in writing. A significantly lower percentage of students achieved band 1 levels of achievement in writing.

The graph above clearly indicates that the percentage of Year 5 students achieving band 7 and 8 levels of achievement in spelling was above the like school group and state average. Significantly, the percentage of students achieving band 3 levels of performance was lower than the state average.

The above graph clearly indicates that the percentage of Year 5 students achieving band 8 levels of achievement in grammar and punctuation was above the like school group and state average. Significantly, the percentage of students achieving band 3 levels of performance was lower than the like school group.

**Numeracy – NAPLAN Year 5**

The percentage of students achieving band 8 levels of achievement in Year 5 numeracy increased markedly in 2008. The percentage of students achieving band 3 levels of achievement fell. These are pleasing results that we will be seeking to maintain and sustain.
Progress in literacy

The school has improved student learning growth in reading between Year 3 and Year 5 to the point where last year it was above that of the like school group but slightly lower than the state average.

Progress in numeracy

The school has improved student growth in numeracy between Year 3 and Year 5 and narrowed the gap between our students learning growth rates and state average learning growth rates in numeracy. The school intends to maintain efforts to ensure student growth data reflects state and like school group growth.

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 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>99</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

Strong student achievement in Year 3 is evident in the above data. The school will continue to maintain and sustain current achievement as well as improving student achievement in punctuation and grammar and numeracy.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>99</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

Consistent student achievement is evident in the data above. The school is continuing efforts to maintain and improve student achievement especially in the area of numeracy, punctuation and grammar.

Significant programs and initiatives

Learning support

In 2008 the school received an allocation of one full time and one three days per week teachers to provide learning support assistance for students.

We trained our full time Support Teacher Learning Assistance (STLA) in advanced certificate level in THRASS. Our trained staff member then conducted training sessions for staff and an afternoon parent information session. THRASS charts are also available for parents from the school and provide parents with an excellent opportunity to help students to learn the early basics of reading and writing.
Our STLAs accessed resources from Mt Druitt Learning Support Centre to assist students with special learning needs.

Our STLAs are also part of the school’s comprehensive Learning Support Team. The LST continued to meet weekly to assist and provide learning support and advice for students and teachers.

Aboriginal education

In 2008, teaching staff were surveyed using a Dare to Lead checklist developed by the Dare to Lead National Steering Committee, APADC national stakeholders and other key stakeholders.

The survey sought teacher responses to 248 items related to acknowledging and celebrating, building partnerships, meeting individual needs, strategic planning, setting high expectations, promoting understanding, employing, leading and encouraging mentors and models.

As a result of analysing the survey results staff will be engaged in refining and updating their understanding and awareness on the Aboriginal Education policy in 2009.

Multicultural education

Our school has a culturally rich and diverse student population with 55% of students coming from backgrounds other than English. At Colyton Public School we have one full time ESL teacher, a New Arrivals Program teacher for one day a week and a part-time ESL teacher for two days a week.

The English as a Second Language (ESL) program aims to develop the ability of ESL students in English language and improve their learning throughout the curriculum so they can fully participate in schooling. The ESL teachers are responsible for programming lessons to meet the different needs of ESL students at different stages of learning. Both intensive and post-intensive support for learning English is given to newly arrived students and continuing ESL students. The planning of ESL programs is made with the collaboration of classroom teachers to best meet the needs of the children. Their learning is assisted in grade literacy groups, team teaching writing lessons, and withdrawal groups for intensive learning assistance in smaller groups.

The annual Multicultural Day celebration promotes the value of cultural and linguistic diversity. This year parents again provided an amazing range of food for the ‘Food Fair’ and many parents enjoyed eating with their children. The delicious choices of foods and the community atmosphere made this event a great success.

Many parents also stayed to watch the Multicultural Dress Parade and listened to students greet the audience in various languages. Just over two thousand dollars was raised. Half of the funds raised were used to support our World Vision Sponsor Child and the rest to school resources for teaching.

A wonderful and very tasty range of foods were available at the ‘Food Fair’. Congratulations to the chefs of Colyton!

For the remainder of the day students learnt about a country based on the many backgrounds in our school population. The HSIE committee lead by Miss Lowe helped organise this activity with classroom teachers, which culminated in an Olympic Country Trivia Quiz. Students showed great enthusiasm for this event and retained a great deal of information on their class’ country.

The Anti-Racism Officer role is shared between the principal and full-time ESL teacher. Two minor complaints were made in Term 1. The students involved were informed about the nature of racism and the school’s policy. No further incidents were recorded which is a reflection of the tolerance and acceptance that pervades our Colyton School culture.

During Term Four, Parent Information Sessions, led by our Community Information Officer, Seini Afeaki, were held in the Principal’s Residence. The sessions coincided with the second phase of our Kindergarten Orientations so that new and continuing parents could attend on the 26th and 27th of November.

Nine parents attended the first session and asked many relevant questions. The second session had thirteen parents in attendance, including three dads. These sessions were informal with opportunity for parents to share experiences and ask questions. The ESL teacher explained how teachers use play to teach children and also informed them of sessions planned for next year.
The session topics planned for 2009 include: Homework, with a visit to the local library and Migrant Ethnic Community Agency (MECA) which has a homework centre; NAPLAN tests for Years 3 and 5 and a visit and guided tour of Blue Gum Lodge.

Next year, planning for the Multicultural Day will also include an invitation to the community to share their cultural heritage with classroom visits and/or community performances. Classroom teachers will also focus on teaching visual and performing arts appreciation of a selected culture.

**Respect and responsibility**

Throughout 2008 the school continued to refine and revise its ‘Colyton Public School – Values in Action’.

Students from our school shared our ‘Values in Action’ with students and parents from the schools in the Colyton Learning Community. The Values forum evening was a great credit to students and the schools involved. The presentations demonstrated a variety of approaches and strategies as well as a broad range of skills from students in primary and secondary schools.

In 2009, it is envisaged that we will form and implement a parliamentary model to engage our Student Representative Council, Prefects and Captains in forming a school parliament. We believe that this will further imbed and enhance in our students greater understanding of democracy and involvement in decision making.

**Progress on 2008 targets**

**Target 1**

To raise the percentage of students in Year 3 achieving Band 3, 4, and 5 levels of achievement in literacy from 65% to 90%.

- In 2008, we raised the percentage of students in Year 3 achieving Band 3, 4, 5 and 6 levels of achievement in literacy from 65% to a staggering 97%.

To raise the percentage of students in Year 5 achieving Band 4, 5 and 6 levels of achievement in literacy from 61% to 95%.

- In 2008, we raised the percentage of students in Year 5 achieving Band 4, 5, 6, 7 and 8 levels of achievement in literacy from 61% to an amazing 94%. This has been an outstanding achievement and is a great credit to students, teachers and parents. In the 2008 NAPLAN tests in numeracy band 1, 2, 3, 4, 5 and 6 levels of achievement were able to be achieved by students in Year 3.

Strategies implemented to achieve this target included:

- Teachers trained in reciprocal teaching strategies to develop broader teaching repertoires.
- Discussions occurred regarding assessment by Stage 3 and 4 teachers from the Colyton Learning Community at a combined school development day in term 3, 2008. However, a proposed combined assessment tool was not confirmed.

**Target 2**

To raise the percentage of students in Year 3 achieving Band 3, 4, and 5 levels of achievement in numeracy from 65% to 93%.

- In 2008, we raised the percentage of students in Year 3 achieving Band 3, 4, 5 and 6 levels of achievement in numeracy from 65% to 89%. This has been an excellent achievement and is a great credit to students, teachers and parents. In the 2008 NAPLAN tests in numeracy band 1, 2, 3, 4, 5 and 6 levels of achievement were able to be achieved by students in Year 3.

To raise the percentage of students in Year 5 achieving Band 4, 5 and 6 levels of achievement in numeracy from 61% to 95%.

- In 2008, we raised the percentage of students in Year 5 achieving Band 4, 5, 6, 7 and 8 levels of achievement in numeracy from 61% to 94%. This has been an outstanding achievement and is a great credit to students, teachers and parents. In the 2008, NAPLAN tests in numeracy band 3, 4, 5, 6, 7 and 8 levels of achievement were able to be achieved by students in Year 5.

Strategies implemented to achieve this target included:

- Teachers trained and implementing Count Me In Too learning strategies for students in Kindergarten to Year 4.
- Teaching staff developed a Counting On project and are using the Counting On teaching strategies. Students were grouped for numeracy activities thereby receiving instruction at their level.
- Stage 3 and 4 teachers collaboratively shared expectations, programming and teaching strategies, to develop consistency of teacher judgements regarding students’ levels of achievement in numeracy.
- The school’s numeracy team shared data with staff from NAPLAN tests as well as a variety of teaching, learning and assessment tasks for numeracy.
Students’ comments, work samples and teacher observations revealed deeper engagement of learners in numeracy lessons and assessment data reveals improved numeracy skills.

Stage 3 and 4 teachers from the Colyton Learning Community met and discussed Counting On Strategies. A proposed combined school’s numeracy assessment tool was not confirmed.

Target 3
To develop students’ scientific skills, knowledge and values that prepares them for future learning and taking care of our environment.

Strategies implemented to achieve this target included:

- Student participation in science lessons at Colyton High School and St Marys Senior High School.
- Teachers engaged in professional learning, planning and implementing innovative teaching strategies. Students were involved in conducting audits of school’s water, electricity, paper, and photocopier usage as well as mapping and auditing the local water catchments areas.
- Documentation of the school’s School Environmental Management Plan (SEMP) was completed.
- Student and staff observations, comments and work samples produced during the ASISTM Stormwater Project science investigations were very positive.
- Students who participated in the ASISTM Science Stormwater project reported that they felt much more confident when reporting the findings of the investigations and learning in science to class members and teachers.
- Students from the Colyton Learning Community presented their research into Stormwater Management at a combined school forum at St Marys Senior High School.

Target 4
To ensure that students develop the technology skills that prepares them for future learning.

Strategies implemented to achieve this target included:

- Implementation of the 2007 SITES audit recommendations. Installation of a new server, managed switches and fibre optic patch leads creating improve download speeds, internet access reliability and functionality of the school’s intranet.
- An assessment of the school’s current computer skills scope and sequence plan was conducted and it is proposed that a revised computer skills scope and sequence plan be designed and implemented in 2009.
- Staff, student and parent usage data indicates the enhanced network is delivering consistent use and access to the internet and intranet.
- Digital camera and LCD use by students and staff has increased. Staff and students have indicated that they feel more confident in using these devices to enhance their training and learning. Increasingly staff communications are taking advantage of the school’s intranet. In 2009, the school’s daily communications will be as paperless as is possible.

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 2008 our school carried out evaluations of Teaching and Human Society and its Environment.

Educational and management practice
In 2008 surveys regarding ‘Teaching’ were given to staff, Year 5 and 6 students and made available for parents through the schools newsletter. The surveys were in the form of a SchoolMap survey developed for schools by the School Accountability and Improvement Directorate in 2001.

The survey tool sought responses to 8 or 9 Best Practice Statements and required respondents to reply using a scale described by the indicators, Almost always, Usually, Sometimes and Rarely.

Background
We consider the ‘Teaching’ dimension of school management practice to be the most important in helping children to learn and teachers to teach. In adopting SchoolMap as our survey tool we have continued the school’s current process for gathering information from all stakeholders.

A total of 324 Teaching SchoolMap survey responses were received from students, 20 responses from staff and 69 responses were received from parents.

Responses have been turned into percentages and the responses to Questions 2, 4, 6 and 7 in the survey are compared and included in this report.
Findings and conclusions

Students almost always or usually agreed that their teachers prepared interesting lessons that helped them to learn.

Teachers almost always or usually agreed that they prepared and delivered teaching and learning programs that responded to the needs, interests and abilities of students.

Parent responses indicated that they almost always or usually agreed that teachers provided class activities that were interesting and appropriate to the needs of their children.

Significantly, 86% of students surveyed almost always or usually felt that they way their teachers managed the class helped them to learn.

As can clearly be seen from the graph above teachers who completed the survey strongly felt that they had classroom management strategies in place to maximise student engagement and learning.

A range of responses were noted from parents when asked to indicate a response to the statement “The way my child’s teacher manages the class helps her/him learn.”
Significantly, 81% of parents almost always or usually agreed that the way their child’s teacher managed the class helped her/him to learn.

The above three graphs demonstrate the common view of students, teachers and parents. That is, records were kept and that teachers maintained a record of student progress. In 2009 parents of Kindergarten students will receive detailed reports of their child’s school entry levels of achievement, as part of the Best Start initiative. Best Start reports will be available at the end of the year for the parents of Kindergarten students that will map their levels of achievement to the curriculum.

In 2009, all students in Kindergarten will be assessed during the Australian Early Development Index, (AEDI). These assessments will provide the federal government with important data regarding students’ early learning levels and help in meeting future needs.

The responses of students, teachers and parents clearly demonstrate that all groups felt that more needed to be done to inform students about how student learning will be assessed.

Future directions

The school will seek to provide parents and students with the opportunity to meet with each other to discuss learning and achievement.

A ‘meet the teacher’ session will be added early in the year to provide an opportunity for parents to learn about what is being taught, how it will be assessed and how parents can help students in their future learning endeavours.
Curriculum
In Human Society and Its Environment (HSIE) students learn about history, geography, civics and citizenship. Students investigate their personal and community identity, and gain an understanding of their nation and its place in the world. Students also learn to participate effectively in maintaining and improving the quality of their society and its environment.

Background
Currently, teachers deliver HSIE lessons to students in all classes across the following stages.

Early Stage 1  (Kindergarten)
Stage 1  (Year 1 and Year 2)
Stage 2  (Year 3 and Year 4)
Stage 3  (Year 5 and Year 6)

Students from Year 2, 3, 4 and 6 were surveyed using a survey tool designed by the school. Their responses to survey item questions 2, 4 and 6 are included. A total of 137 students participated in the HSIE survey.

Parents were also offered the opportunity to respond to our HSIE survey. A total of 23 parent responses were received and are reported as responses to questions 2, 4 and 6 in the survey.

Teaching staff across all stages were surveyed and a sample of their responses is included in the graphs below.

Findings and conclusions
Future directions

The school will continue its efforts to provide students with interesting opportunities to learn about democracy, civics and citizenship. The formation of a school parliament in 2009 is central to the school’s ongoing efforts to help students to learn to make effective contributions towards improving the quality of their society and its environment.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses in relation to communication for teaching and learning are presented below.

A combined total of 87% of students, parents and teachers expressed the view that they were almost always or usually satisfied with their levels of communication for teaching and learning. However, the school will continue to encourage parents, students and teachers to work closely and cooperatively to ensure maximum student learning outcomes are achieved.
Professional learning
A total of $22,358 was available for teacher professional learning in 2008. At the end of the school financial year the school had paid out $20,647 for teacher professional learning. A balance of $1,684 was carried forward.

The expenditure on teacher professional learning was applied to:

- Beginning teachers $290
- Use of ICT $2,423
- Quality teaching $2,034
- Literacy and numeracy $6,938
- Syllabus implementation $2,330
- Welfare and equity $4,137

Significantly, funds of $6,993 were paid in respect of course fees and $11,637 in respect of casual salaries to replace teachers undertaking training activities.

It is anticipated that course fees will continue to increase as teachers take up opportunities to participate in the Western Sydney Region’s teacher learning forums held after school each term.

School development 2009 – 2011
A School Plan has been developed for the period 2009-2011 and will be reviewed and revised annually. Targets for each year are determined following consideration of available school based and NAPLAN assessment data.

Targets for 2009

Target 1

To develop growth in student literacy levels of achievement as measured 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%.

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%.

Strategies to achieve this target include:

- Teachers trained and implementing Best Start assessment and curriculum implementation strategies for students in Kindergarten.
- Teaching staff developing a Counting On project and using the Counting On teaching strategies to assist students in Year 5 and Year 6. Students grouped for numeracy activities and receiving instruction at their level.
- Sharing of ‘best practice’ teaching, learning and assessment tasks between teaching staff.

Our success will be measured by:

- 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.

Target 2

To develop growth in student literacy levels of achievement as measured 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 measurement, space and data from 83% to 90%.

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%.

Strategies to achieve this target include:

- Teachers trained and implementing Best Start assessment and curriculum implementation strategies for students in Kindergarten.
- Teacher observations reveal deeper understanding as reflected in oral and written reading comprehension lessons and assessment data reveals improved reading, grammar and punctuation skills.

Our success will be measured by:

- 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 via their learning logs, oral feedback, work samples and teacher observations reveal deeper engagement of learners in numeracy lessons and school assessment data reveals improved numeracy skills.

• A collaboratively developed assessment tools utilizing the Quality Teaching Framework, the ARC and TaLe websites are used by Stage 1, 2 and 3 teachers.

Target 3
To develop students’ scientific skills, knowledge and values that prepares them for future learning and taking care of our environment.

Strategies to achieve this target include:

• Teachers engaged in professional learning, planning and implementing innovative teaching strategies. Students involved in conducting audits of schools water, electricity and paper, photocopier usage as well as mapping and auditing the local water catchments areas.

Our success will be measured by:

• Student and staff observations, comments and work samples produced during the science lessons at Colyton and St Marys Senior High School.

• Consideration of the data gathered and assembled by students regarding the use of resources and the management of storm water in the local area. Observation and evaluation of students’ written, pictorial and video clips of their scientific investigations reflect quality learning.

• A new school website is launched providing transparent and constantly updated information to students, parents and staff.

• A school promotions committee formed and trained in communications and promotion of the school.

Target 4
To ensure that students develop the technology skills that prepares them for future learning.

Strategies to achieve this target include:

• The Connected Classroom Project is implemented. Teaching staff and students are able to use Notebook 1.0 software.

• Purchase and installation of (4) additional Electronic White Boards to assist students and teachers in their teaching and learning activities. ie 3 additional digital cameras are purchased and an LCD projector is installed in the new hall.

Our success will be measured by:

• Staff, student and parent usage data that indicates the enhanced network is delivering more opportunities to use and access of internet and intranet.

• Increasing use of the Connected Classroom Electronic Whiteboards, digital cameras and LCD technology by staff and students. Virtual excursions conducted using the Connected Classroom and video conferencing learning and teaching strategies are being used.

• Implementation of a revised computer skills scope and sequence plan.

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

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Donna Reid  Assistant Principal
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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: