

2009 Annual School Report Mount Colah Public School

NSW Public Schools – Leading the way



Messages

Principal's message

Mount Colah Public School is always a busy and productive school. I would like to take this opportunity to acknowledge and thank all school staff – teaching and support staff for their ongoing commitment to and hard work in providing a happy productive learning environment for our students.

I would also like to take this opportunity to thank my predecessor Mr Terry Greedy for his dedication to the school for the past 5 years.

I thank the parents and community for their high level of participation and support that is both appreciated and valued.

It has been an honour and a privilege to lead the school and work with the wider school community to enhance our student's learning experiences.

During the course of each year the school collects and records data from a variety of sources. The data is then analysed in order to evaluate the effectiveness of our operation and management across all areas of school development. Data is collected via staff, parent and student surveys, results from nationwide testing programs, school program and grade reports, meetings, liaison with our local secondary schools and neighbouring primary schools, liaison with area and regional personnel and with our Parents and Citizens Association (P&C). This process of analysis and evaluation forms the basis for the information contained in this report and guides future planning.

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.

Bill Gillespie

Principal

P&C message

In 2009, the partnership between Mount Colah Public School and the school community has been of great benefit to our children.

Willing parents and carers contributed to and supported school programs, in partnership with the dedicated principal and teachers, resulting in great educational facilities, opportunities and experiences for our children.

We have had strong attendance and engagement at P&C meetings this year and are appreciative of

the willingness of the principal and staff to consider parents' input.

Throughout the year there has been enthusiastic support for fundraising, community events and performances.

This year, members of the P&C Association have continued to run a variety of ongoing activities within the school. These include the School Canteen, Music Program, School Banking, Uniform Shop, Student Yearbook, Garden Maintenance Program and more.

In 2009 the P&C funded projects worth over \$55,000 including the following:

- Installation of several modern electronic Interactive White Boards.
- Additional school teaching resources including reading books, maths resources and sports equipment.
- A new Computing Package for Advanced Student Data Records keeping.
- Support for the School Choir and School Sport Teams to travel to events.
- Additional equipment for the School Canteen.
- Financial assistance towards the Before and After School Care building extensions.

We wish to thank everyone who has been involved with our school this year. Your participation is greatly appreciated by both parents and students.

Tony Winch

P & C President

Student representative's message

Being school captain was an honour. It was an amazing privilege to go to the leadership camp and to run Friday assemblies. My fellow captains and I have had a great time leading the school. I'm sad to be leaving Mount Colah because coming to school has been so much fun. I wish the future captains good luck

Jake Batcheldor – School Captain

Mount Colah is a great school and being school captain during my last year here has been an amazing experience. I've enjoyed running assemblies, presentation day, being SRC leader and many other things. I would encourage everyone to try out becoming a leader at Mount Colah; it's an experience you'll never forget.

Elyse McSweeney – School Captain

To become a school captain for 2009 was such an honour. I am proud to be someone that the younger children can look up to. It has been a great privilege to be a captain and I am going to miss Mount Colah Public School very much.

Lucy Dalziel – Vice-captain

Becoming vice-captain has been an honour. Being elected has made me more confident and a better school leader. Leadership camp was so much fun and we learnt heaps of leadership skills.

Levi Jackson – School Vice-captain

School context

Mount Colah Public School is a high performing school with a tradition of excellence across a number of areas. We are a co-educational school offering students strong academic, sporting, creative and performing arts programs. Our diverse curriculum and extracurricular programs cater for students with a full range of abilities and interests.

The dedicated, experienced teachers foster a culture of excellence that encourages all students to achieve their personal best. The school respects students as individuals who have rights, but also responsibilities and promotes the values of integrity, excellence, respect and responsibility across the school and within the community.

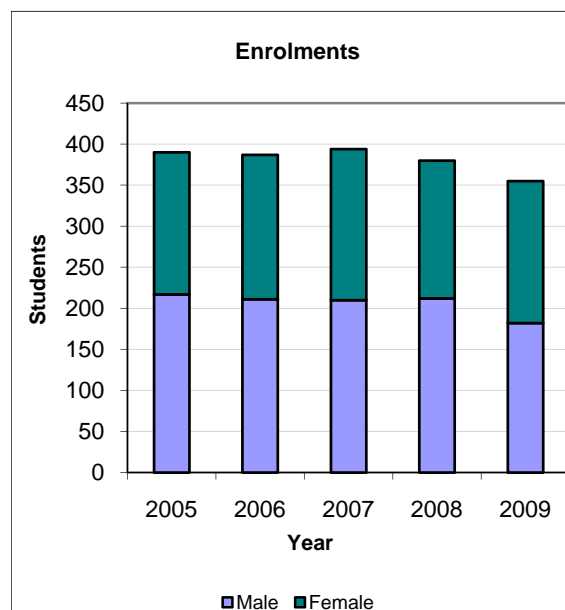
Mt Colah Public School is located in the leafy suburb of Mt Colah and has excellent facilities and extensive, beautiful grounds with many large trees. The school is a medium sized primary school situated in a residential area. Housing is mainly low to medium density with the majority of students living in free standing homes. The school is well serviced by commercial and school bus routes and is set adjacent to the Mount Colah Railway Station. Students are drawn from across the full range of socio-economic levels.

Student information

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

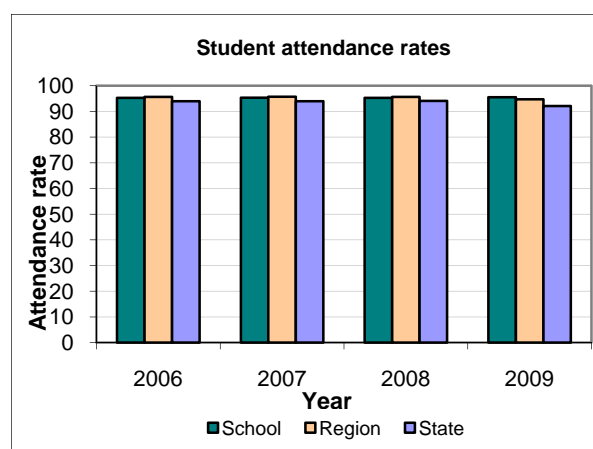
Student enrolment profile

In 2009 there were 355 students enrolled at the school, including 183 boys and 172 girls.



Student attendance profile

Student attendance is closely monitored. The attendance rate at Mount Colah Public School in 2009 was 95.5 % which is above the average attendance levels for the state (92.1%) and the region (94.7%).



Management of non-attendance

All school attendance rolls are checked each term by the Home School Liaison Office (HSLO) to monitor attendance. Where necessary, appropriate procedures are implemented to improve attendance.

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 in the 2009 class size audit conducted on Wednesday 18 March 2009.

Roll Class	Year	Total per Year	Total in Class
1C	1	24	24
1S	1	24	24
2B	2	27	27
2P	2	27	27
3B	3	27	27
3J	3	26	26
4 S	4	27	27
4L	4	27	27
5/6C	5	10	25
5/6C	6	15	25
5B	5	22	22
5P	5	24	24
6D	6	26	26
K/1OB	1	8	20
K/1OB	K	12	20
KD	K	20	20
KP	K	20	20

Staff information

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

The school had 19.03 teaching positions allocated in 2009 and an entitlement of 3.022 non-teaching staff.

Staff establishment

The school is staffed with a principal, three assistant principals, 12 teachers and a teacher librarian four days a week.

Support staff is employed to teach computer studies and to provide assistance to students who are experiencing difficulties in literacy and numeracy.

A school counsellor works at the school one and a half days a week.

Two school assistants work in the office and a general assistant is employed three days a week.

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teachers	12
Support Teacher Learning Assistance	1
Teacher Librarian	0.8

RFF and Part Time supplementation	1.23
Counsellor	0.3
School Administrative & Support Staff (SASS)	3.022
Total	22.352

Mount Colah Public School does not have any indigenous staff members.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	79
Postgraduate	21

Financial summary

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

Date of financial summary:	30/11/2009
Income	\$
Balance brought forward	62 682.22
Global funds	175 273.40
Tied funds	49 822.23
School & community sources	173 134.22
Interest	2 737.85
Trust receipts	27 010.97
Canteen	0.00
Total income	490 660.89
Expenditure	
Teaching & learning	
Key learning areas	21 428.74
Excursions	37 840.91
Extracurricular dissections	29 695.98
Library	209.00
Training & development	2 373.85
Tied funds	65 324.74
Casual relief teachers	47 112.37
Administration & office	47 830.05
School-operated canteen	0.00
Utilities	32 409.92
Maintenance	21 400.77
Trust accounts	25 328.63
Capital programs	68 664.24
Total expenditure	399 619.20
Balance carried forward	91 041.69

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the P & C. Further details concerning

the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

Students are provided with a variety of opportunities to develop and display their creative talents. With junior and senior choirs, Waratah and Concert Band and a dance group, the following activities were highlights for 2009:

- Guitar Ensemble grew in popularity and performed at the Annual Gala Night.
- The senior Choir of 52 students participated in the Hornsby District Music Festival combined choir, Gala Night and the Asquith Boys High School Variety Matinee.
- The Waratah Choir performed at Gala Night and school assemblies.
- The annual band camp was held at Baden Powell Scout Camp.
- The Concert Band achieved Highly Commended at the Ryde Eisteddfod and Silver at the Yamaha Festival. They also performed at the school Open Morning, Grandparent's Day, Hornsby Music Festival, Presentation Day and McDonalds for McHappy Day.
- The Waratah Band produced an excellent performance at the Galston Eisteddfod. They also performed at Norwood Preschool's 50th birthday celebrations.
- Gala Night in December was a stunning event with the choirs, bands, ensemble groups and talented individual musicians acquitting themselves admirably.

Sport

The school sports program has, as its main focus, the development of specific fundamental movement skills that provide all students with the skills they need to actively participate in regular physical activity. Years two and three had sport on a Friday morning where they participated in activities specifically designed to build their fundamental movement skills. As the year progressed, the year three program expanded to include more major games so skills learnt could

be transferred to games situations. Years four, five and six had Friday sport where the students were further able to develop their skills in the major ball games.

In swimming 34 students attended the Zone Carnival with 1 student being selected to represent the Area. From the school cross-country 38 students were selected to represent Mount Colah at the Zone Carnival with 4 continuing on to represent at the Area Carnival. In athletics 53 students took part at the Zone Carnival with 4 going on to represent the Area at the Zone Carnival.

The school also entered the Hornsby Zone Winter and Summer Sports competition with netball, cricket, T-ball, softball and soccer teams.

A number of teams, including boys touch football, girls soccer, boys soccer and netball participated in the state knock out competition in 2009.

The school received a grant of \$3 000 from the Premier's Sporting Challenge. This enabled the school to purchase sporting equipment for K-6 sporting and fitness programs running within the school.

Public Speaking

'Talkfest', a public speaking program for students in kindergarten through to year 6 was once again conducted in 2009. Class representatives were selected to compete in finals to select the year winners.

Stage 3 had the opportunity to enhance their debating skills as they participated in a public speaking program culminating in an inter-class debating competition. The program guided students through the process of writing speeches as well as the finer points of debating. Following a series of class debates, a final representative team from each class was selected.

The final debate provided an excellent example of debating skills and style with the winning student awarded the perpetual trophy.

Academic

In the National Assessment Program in Literacy and Numeracy (NAPLAN), 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)

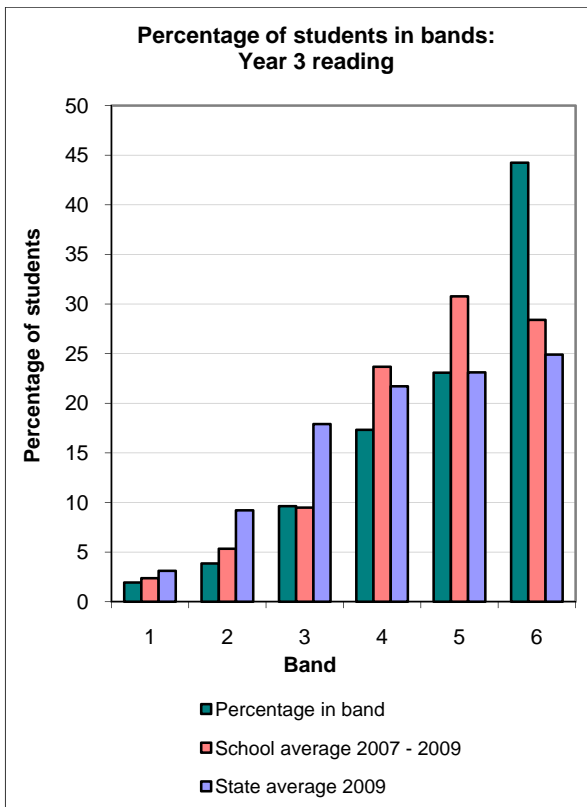
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In 2009, 52 Year 3 students sat the NAPLAN tests.

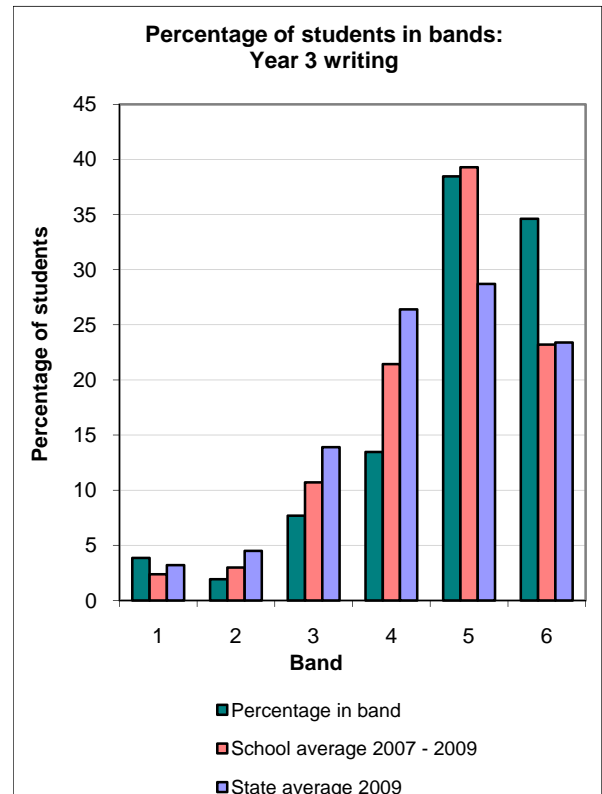
The Literacy test has three components: Writing, Grammar and Punctuation and Reading. The mean score for Year 3 in overall literacy was 455 compared with the state mean of 424.6 with girls outperforming the boys in all areas of Literacy. 72% of students placed in the top two bands compared with 51% for the state.

The graph below clearly indicates an increase in the number of students in the top bands for Reading compared with previous years.

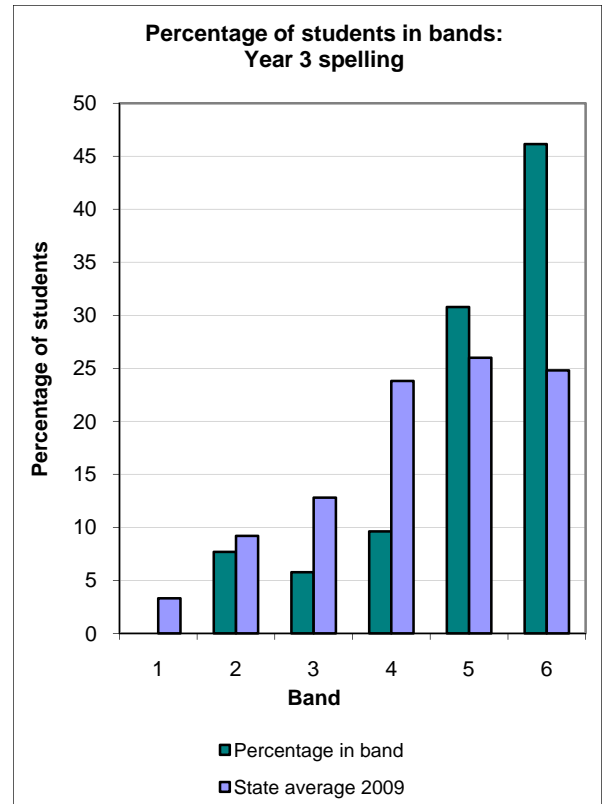


There has been a significant increase in the number of students in Band 6 for writing in 2009, however, when we look at the number of students in Bands 4, 5 and 6 for the 2007-2009 school average, the results are slightly below the state average.

Writing will be a focus area in 2010, see Target 4 in the Targets for 2010 section of this report.

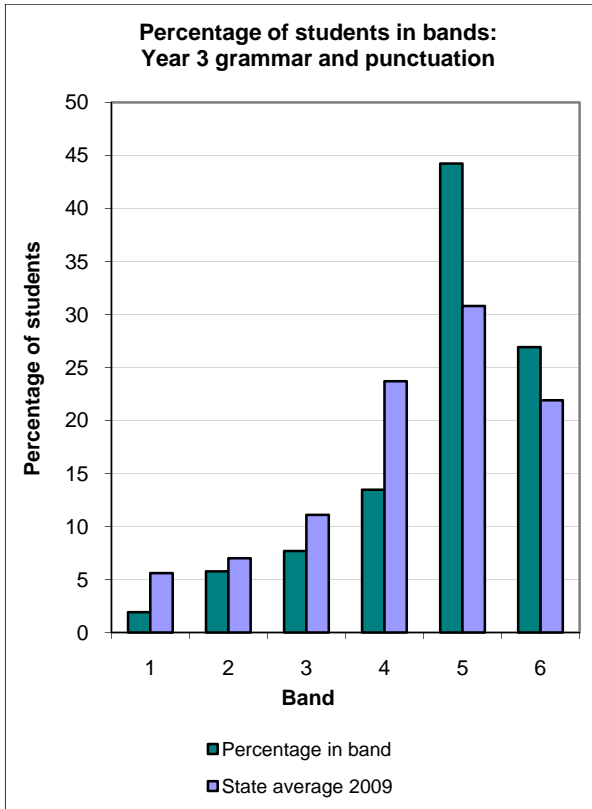


Spelling continues to be a strength at the school with 77% of students in the top two Bands compared to 51% for the state.



In 2009 the students in Year 3 excelled in the grammar and punctuation area of the NAPLAN.

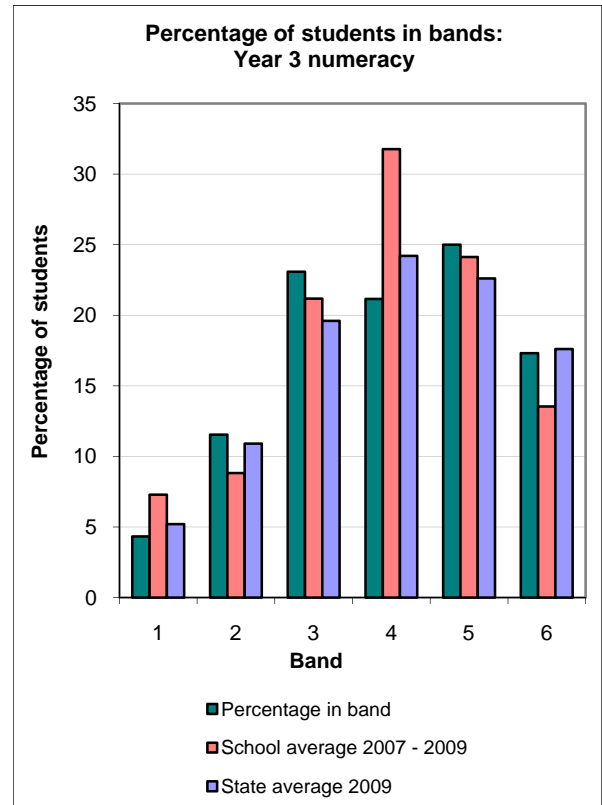
Mount Colah Public School had 81% of students in the top two Bands, while the percentage for the state was 53%.



Numeracy – NAPLAN Year 3

The numeracy test has the following components: Number, Patterns and Algebra and Measurement, Data, Space and Geometry. The mean score for Year 3 in overall Numeracy was 406 compared with the state mean of 408. 42% of students placed in the top two bands compared to 41% for the state.

This is an area that will be a focus for planning in 2010. See Target 1 in the Targets for 2010 section of this report for more information.

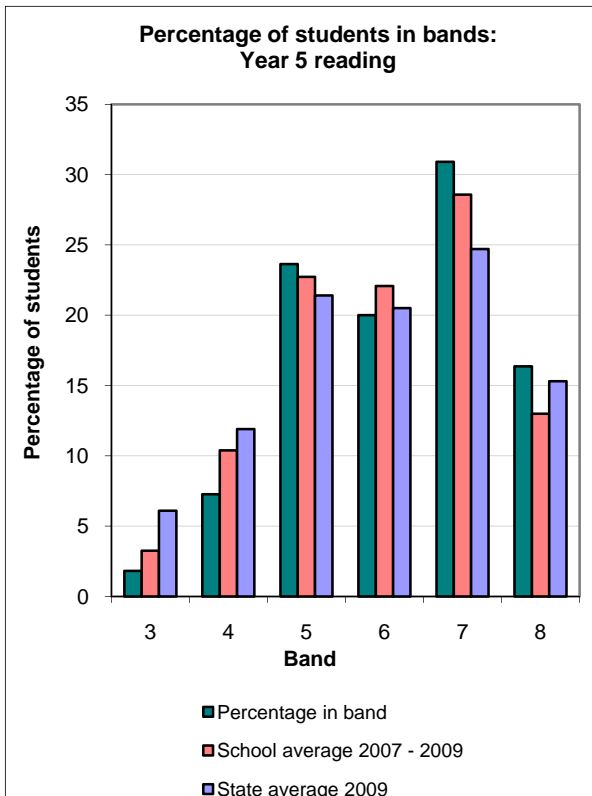


Literacy – NAPLAN Year 5

In Year 5, 56 students sat the test. The mean score for Year 5 in overall literacy was 508.5 compared with the state mean of 500.4 with girls outperformed boys in all area of literacy.

In 2009, 33% of students placed in the top two bands compared with 34% for the state. The school had 80% of student in the top three bands compared with 64% for the state. The challenge for the school will be to move the large number of students in band 6, 49%, to the higher bands in the future.

The graph on page 8 clearly illustrates the improvement in reading for 2009.

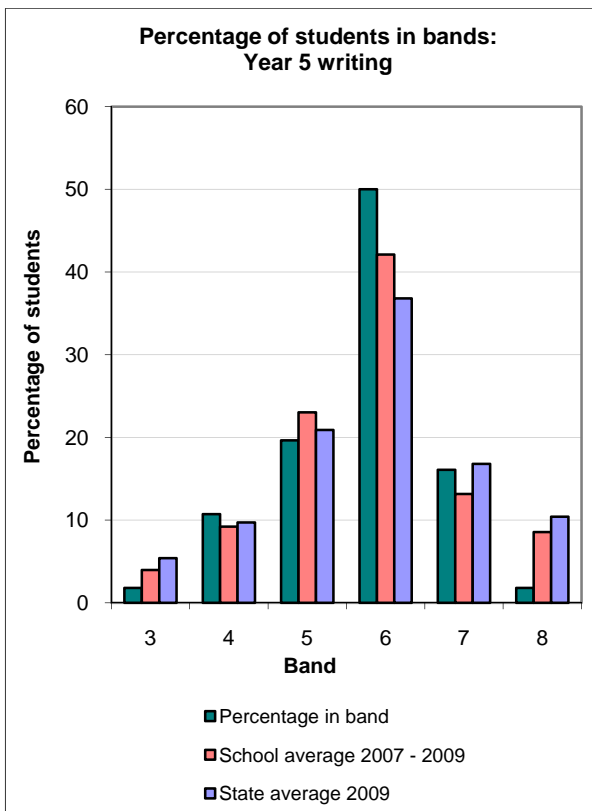
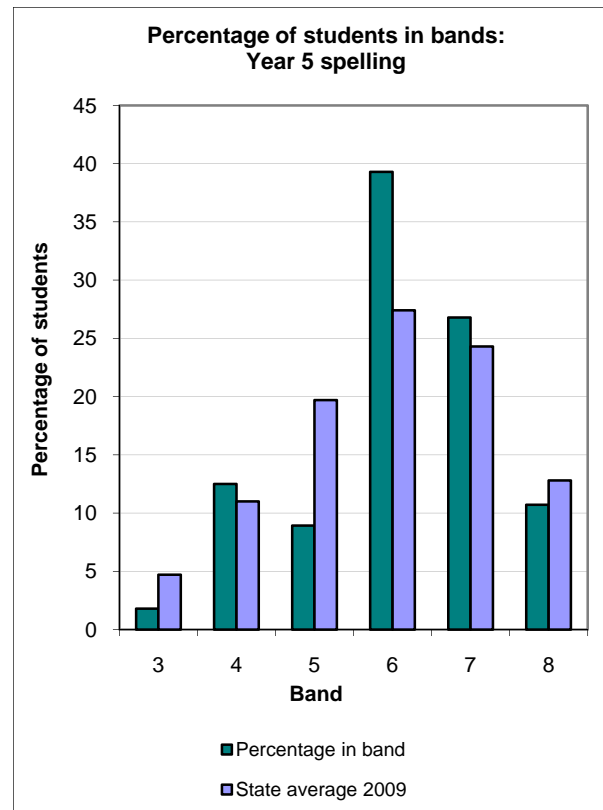


The graph for spelling shows that the school had 38% of students in the top two bands compared with 37% for the state.

What is pleasing to see is that the school only had 24% of students in the bottom three bands. This compares favourably to the state average where 36% of students were in the bottom three bands.

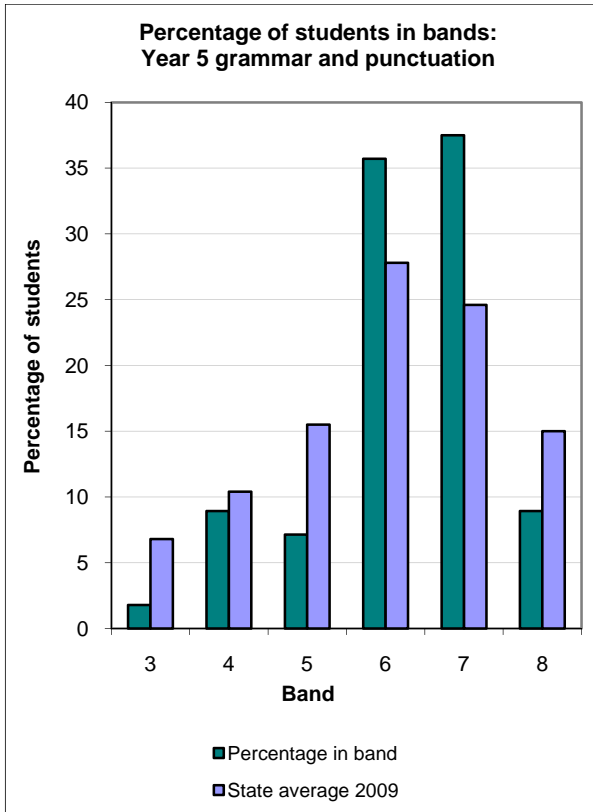
In 2009 the school had 18% in the top two bands in writing compared 27% for the state. This is below the school average for 2007-2009.

Writing will be a focus area in 2010, see Target 4 in the Targets for 2010 section of this report.



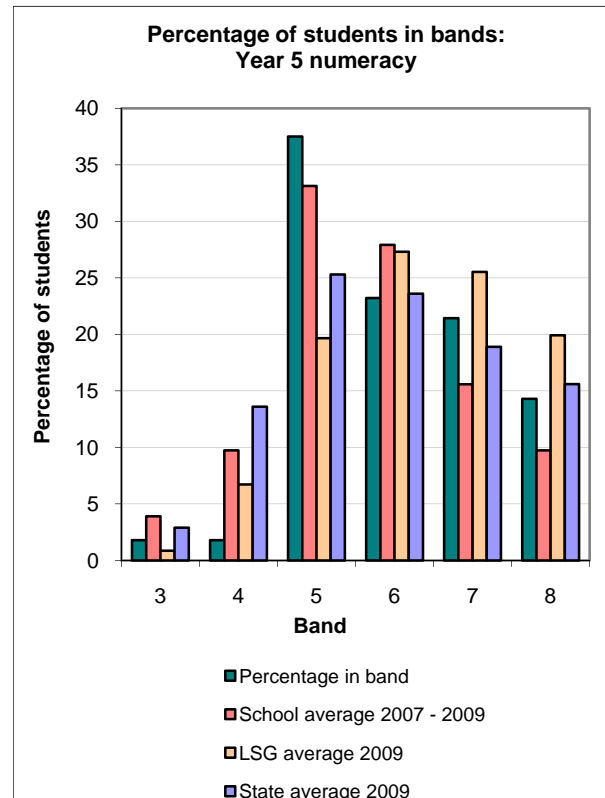
In 2009, 47% of Year 5 students at Mount Colah Public School were in the top two bands in grammar and punctuation compared to 40% for the state.

The pleasing aspect of the graph is the low number of students in the bottom three bands, 18%. This compares quite favourably to the state average which is 33%.



Numeracy – NAPLAN Year 5

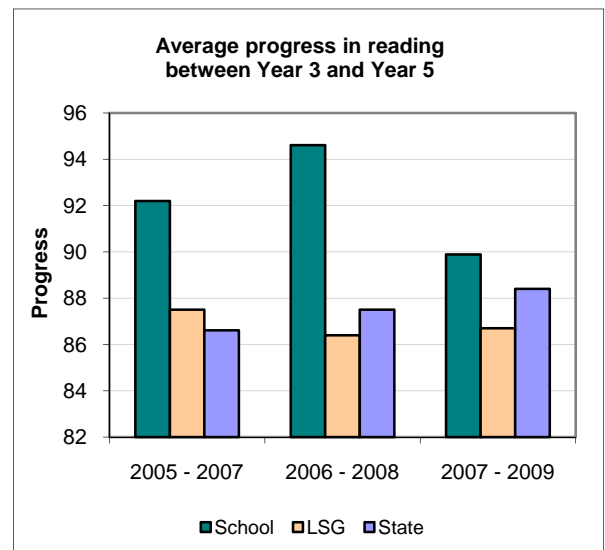
In Numeracy the overall mean score for Year 5 was 505.1 compared with the state mean of 502.8. The concern is the large percentage of students in bands five and six and the small number achieving in bands seven and eight. A review of present practice in Numeracy teaching will be initiated to identify changes needed to improve results. This will continue to be one of the targets for 2010.



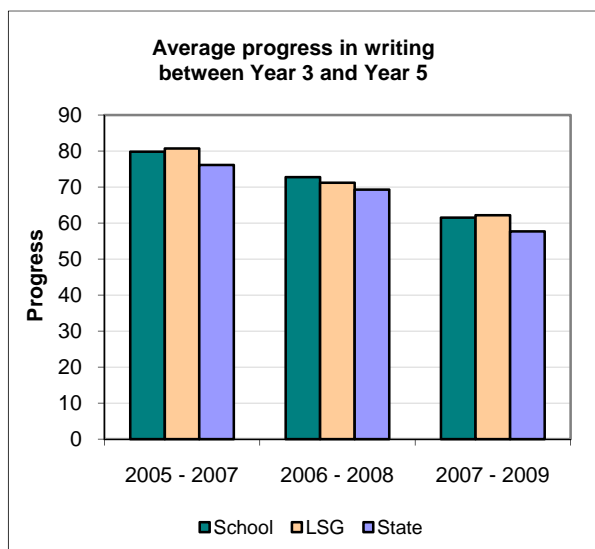
Progress in literacy

It is expected that students will move one skill band from year 3 to year 5.

The percentage of students demonstrating growth greater than one skill band in reading was 59.2% for the school.



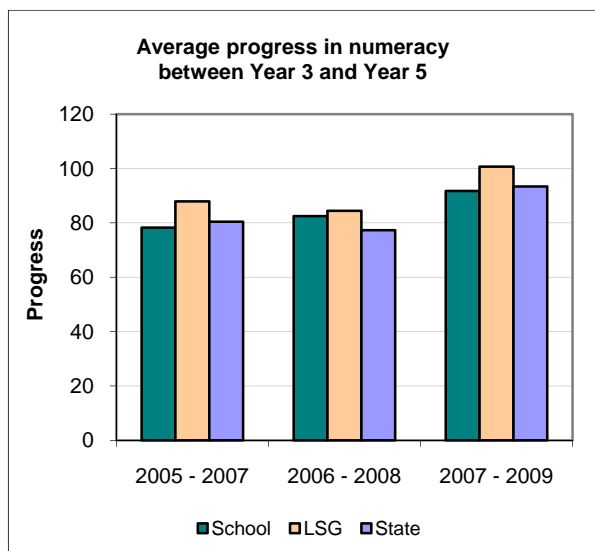
Writing results indicated 58.3% of students making progress better than one skill band.



Overall in Literacy we had 57.4% of our students progressing better than one skill band.

Progress in numeracy

The percentage of students demonstrating growth greater than one skill band was 56% for the school. It is hoped that with changes to teaching practice in this area results will show an increase in the future.



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 2009

Percentage of Year 3 students achieving at and above minimum standard	
Reading	98
Writing	96
Spelling	100
Punctuation and grammar	98
Numeracy	98

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

Percentage of Year 5 students achieving at and above minimum standard	
Reading	98
Writing	98
Spelling	98
Punctuation and grammar	98
Numeracy	98

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives in teaching and learning programs continued as a priority across the curriculum. The emphasis at Mount Colah is placed on educating all students about Aboriginal Australia.

Multicultural education

Multicultural education remained an integral part of the teaching and learning programs implemented across the curriculum. Human Society and Its Environment units such as "People and Their Beliefs" and "Celebrations" were used to foster an understanding of other cultures. Active participation in days such as Harmony Day also helped to build an understanding of other cultures and understanding of diversity.

Respect and responsibility

Values education underpins all aspects of life at Mount Colah Public School. Respect and

responsibility are recognised as important integral to our values based education. Our values are embedded in the curriculum and are incorporated in all key learning areas. They are fundamental to our school welfare and discipline policies and are an essential part of our "Mounties" reward system.

In 2009, these values continued to provide a framework for promoting and reinforcing a positive school culture and life-long social skills. This area will be an area for review in 2010.



Progress on 2009 targets

Following is a summary of the progress made in addressing the targets for key focus areas as set out in the school management plan for 2009.

Target 1

Improve learning in Mathematics across all grades by improving the quality of the teaching of mathematics and identifying and meeting the needs of all students across the learning spectrum.

Our achievements include:

- Review of Count Me In Too (CMIT) across grades K-2 and introduction of CMIT practices into Year 3.
- Review and refinement of across stage maths groups for primary classes.
- Provision of professional development for staff on implementing maths in the classroom.
- Removal of textbooks from classrooms and purchase of additional resources to support the teaching of maths in the classroom.
- An increase in the percentage of Year 3 students in the top two bands of NAPLAN assessment from 34% - 42%

Target 2

Improve Assessment and Reporting of student progress in all key learning areas.

Our achievements include:

- Review and extension of consistent teacher judgement (CTJ) practices.
- Implementation of Departmental reporting procedures.
- Development of grade assessment sheets and marking codes to assist CTJ.

Target 3

Improve the quality of explicit and systematic teaching and learning practices in literacy and improve student learning outcomes in literacy from Kindergarten to Year 3 and Year 3 to Year 6

Our achievements include:

- Expansion of reading resources to support guided and home reading programs.
- Professional development of staff in best practice in literacy.
- Mandatory daily literacy sessions in K-6.
- 62% of students in Year 3 in the top two bands of NAPLAN in 2009 compared to 55% in 2008.
- 80% of students in Year 5 in the top three bands of NAPLAN in 2009 compared to 61% in 2008.

Target 4

Introduce policies, programs and procedures to identify and address the learning needs of gifted and talented students.

Our achievements include:

- Participation of students in competitions that cater for gift and talented (G & T) students. This includes International Competition Assessment for School's writing, spelling, maths, English and computer skills competitions and the Department of Education and Training's Connected Learning Awards
- Professional development for staff on Six Thinking Hats and identification of G & T students
- Initiated a Stage 2 G & T group

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 in the areas of mathematics, the management of teaching and learning practices and student welfare.

Educational and management practice

Learning and student engagement

Background

Student engagement in learning is a vital component in student's achieving satisfactory outcomes.

Parents were surveyed to determine their views on the current learning occurring at the school and the level of student engagement.

Findings and conclusions

From the responses received:

- 79% of parents agreed or strongly agreed that the school has good teachers who use quality teaching practices.
- 29% disagreed when asked if they are fully informed about their child's progress.
- 94% agree or strongly agree that students are engaged in learning at the school.
- 91% of parents think the school offers a range of extra-curricular programs.
- 86% think the school has an all-round balanced education program, 11% disagreed with this statement.
- 90% of respondents think that teachers K-6 offer challenging academic programs.

Future directions

While the majority of parents and care givers are happy with the current level of student engagement and learning practices at the school this is an area that the school will continue to monitor to ensure that the current levels of teaching and engagement are maintained.

An obvious area of concern from the survey is the number of parents who don't believe that they are fully informed about their student's progress. To overcome parental concerns the reporting of student progress to parents will be a focus area in 2010.

Student welfare

Background

The current welfare system was last reviewed in 2007. As part of the review process it was decided to survey students, parents and teachers to rate its effectiveness of the system in 2009.

From the responses received:

- 89% of parents thought that overall the students at Mount Colah Public School were well behaved.
- 15% of parents didn't think that fair discipline exists at the school, while 21% of students didn't believe that the school ensured that everyone is treated fairly
- 15% of parents didn't think the school's current fair discipline and positive behaviour system was working successfully
- 17% of parents weren't confident that all teachers K-6 handled K-6 bullying or aberrant behaviour issues successfully

While the vast majority of students at Mount Colah are well behaved, responses indicate that the current system still needs some modification.

Future directions

It is important that strategies are put in place to support students within the school and to ensure that students attending Mount Colah Public School feel safe while they attend the school and are treated in a fair manner. Student welfare will become a focus area for 2010 (see Target 3 for 2010 for more detailed information).

Curriculum

Mathematics

Background

Mathematics was identified as a key focus area in 2008 and 2009. With the change of school leadership in 2009 and a review of Basic Skills Test data collected on student performance in mathematics it became clear that there was a need for a more diverse approach to teaching to cater for the needs of all students.

At the beginning of December, staff, students and parents were surveyed. The main purpose of the survey was to establish the importance of mathematics in the curriculum, the parent's knowledge of the current curriculum, how

interested in mathematics the students were and how effective were the programs across the school.

Findings and conclusions

From the responses received:

- 100% of parents either agreed or strongly agreed that mathematics was an important learning area at school
- 91% of parents and 91% of students agreed that there had been and improvement in the students mathematical skills
- 60% of parents and 70% of students agree, that in the primary, stage groups rather than class are a more effective method of teaching maths
- 42 % of parents didn't have a good understanding of the maths syllabus and 89% of parents would like to attend parent information workshops or parent information sessions
- 80% of students think there has been an improvement in the way maths groups have been taught since their initiation

Future directions

Responses from parents clearly indicated a need to provide information on the maths syllabus. Plans are in place for parent workshops on maths in 2010.

Continued professional development in mathematics remains a high priority as does the need for reflection on current teaching and learning practices.

Mathematics will continue to be an area targeted for improvement in 2010.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Responses gathered through surveys, meetings and formal and informal discussions show the school enjoys a positive relationship with the parent community.

Their responses are presented below.

- 100% of parents feel that Mount Colah Public School is a good place in which to learn
- 96% of parents feel welcome in every classroom
- 91% of parents responded that their children enjoy coming to the school

- 91% of students agreed that teachers communicate with students about their work and find ways to help them improve

The school and the community have a close relationship and this is evident in the strong support demonstrated by parents in assisting with classroom programs. Parents believe the school offers a caring and nurturing learning environment which meets the individual learning needs of students.

Professional learning

All staff members attended professional development on anaphylaxis, the use of epi pens, asthma and Cardio Pulmonary Resuscitation (CPR).

All teaching staff participated in regular collegial training sessions during the year on topics pertinent to their stage level. They also attended Count Me in Too courses. Kindergarten teachers received professional development in Best Start.

A committed team of teachers attended weekly technology training sessions.



School development 2009 – 2011

Targets for 2010

Target 1

Improve learning in Mathematics across all grades by developing teaching and learning programs to meet the needs of all students

Strategies to achieve this target include:

- Reassessing the school's scope and sequence documents to ensure a close alignment with the Board of Studies syllabus.
- Participating in regional mathematics projects.

- Utilising NAPLAN data to develop programs to support the needs of students across the learning spectrum
- Continuing Professional Development in Count Me In Too to ensure the full understanding and pedagogical application of the Learning Framework.
- Implementing tracking programs to support the needs of all students.
- Using Best Start data to identify areas of strength and need and use this information as a basis for developing programs based on the learning continuum.

Our success will be measured by:

- Increased student enjoyment and progress in Mathematics.
- Improved tracking of student progress.
- 10% Increase in students in the top three bands in Year 3 and Year 5 in NAPLAN tests.
- Increased teacher understanding of numeracy skills.
- Teachers utilising a diverse range of numeracy tasks and scaffolds in teaching mathematics.

Target 2

Improved Assessment and Reporting of student progress in all key learning areas

Strategies to achieve this target include:

- Implementing student data management system to track student progress.
- Refining consistent teacher judgement practices.
- Implementing new reports in line with Department of Education practices.
- Provision of professional learning for all staff on the incorporation of assessment into programs and teaching practices.

Our success will be measured by:

- A consistent approach to assessment and reporting across all stages.
- Authentic and effective assessment tasks.
- Clearly understandable and effective reporting to parents on student progress.

Target 3

Introduce programs and policies to identify and address the needs of students in the area of student welfare.

Strategies to achieve this target include:

- Review of current student welfare practices
- Convening a forum of parents, students and teachers to work towards a common student welfare policy.
- Using data management software to track welfare issues and then develop proactive strategies.
- Developing staff expertise in identifying and addressing student welfare issues

Our success will be measured by:

- Improved student engagement.
- Reduction in student welfare issues.
- A welfare policy that meets the needs of all students and covers aspects such as leadership, values and welfare.
- Decreased student referrals for behaviours requiring discipline.
- Increased recognition of students displaying positive behaviours.

Target 4

Improve the explicit and systematic teaching of literacy, in particular writing, and improve student outcomes K-6.

Strategies to achieve this target include:

- Participating in writing projects with other schools.
- Analysis of NAPLAN data to identify areas of need and implementation of specific strategies to address these areas e.g. literacy toolkits/scaffolds for all stages.
- Provision of professional learning for all staff on the incorporation of literacy initiatives into programs and teaching practice.
- Reviewing scope and sequence for writing.
- Implementing a data management system to track student progress.

Our success will be measured by:

- Increased student enjoyment in writing.
- Improved learning outcomes demonstrated on internal and external assessments.
- 10% increase in students in the top bands in writing in Year 3 and Year 5 NAPLAN assessment.

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.

Mr Bill Gillespie Principal

Mrs Jenny Williams Community Representative

Mrs Nicole Morrison Community Representative

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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>