Our school at a glance

Messages

Principal's message

I am pleased to present the 2008 Annual School Report to the Carrathool school community. This report contains information related to our achievement of set targets for the 2008 school year.

Our school has dedicated staff who strive to achieve the best outcomes for all students. Students experience quality teaching and learning which is enhanced by the communication and strong relationship between school and home. The support of the community for our school has been a key factor in our successful year.

Thank you to staff, parents and the wider community of Carrathool for their commitment to raising expectations and students’ outcomes at our school.

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.

Anna Markham
Principal

P&C message

2008 was a year of big changes for Carrathool Public School. Principal Fran Brown left at the end of Term 1 with a splendid legacy of school improvements and our successful reinstatement to the Country Areas Program for isolated schools.

Thank you to Mrs Bev Headon for acting as Principal during Term 2. Our children benefitted enormously from the continuity provided by Mrs Headon's curriculum.

Our school student population was down to four at the end of April but that was to change in a stunning turnaround with the arrival of the Roach family who have nine children. Terrance, Sarah, Alice, Ebony and Bianca are a wonderful addition to the school, and are to be joined by brothers Thomas and Cameron in 2009.

The end of Term 2 was marked by the exciting arrival of Miss Anna Markham, Acting Principal for rest of 2008. Miss Markham is an experienced country school teacher and her enthusiasm and commitment to classroom teaching has won the hearts of her students and the respect of very pleased parents. We were thrilled to have Miss Markham accept the Principal's permanent position.

Term 4 saw the welcome return of the Blair family, Shara, Jamie and Shane and the arrival of a Year 5 student, Sinead, from New Zealand.

Carrathool Public School has been granted Priority Schools Program (PSP) funding status which reflects that our district has been affected by drought for many years. CAP and PSP funding has allowed our school to provide extra resources and activities for our students such as the excursions to an Aboriginal Art day, Cinderella - The Opera and Emily Loves To Bounce.

In 2008 parents supported Carrathool Public School by coming in for reading (thank you Mrs Blair); cleaning library books after November’s big duststorm; fundraising by working the gate at the Carrathool Races ($1,000); transporting students to the combined schools days at Booligal and to swimming lessons at Darlington Point; and by using P&C funds to subsidize the Sydney excursion.

Carrathool Public School ended 2008 with the sound of happy children ringing through the playground, a great principal and staff and a very optimistic view of 2009. Here's to a bumper harvest next year.

Meg Merrylees
P&C Secretary

Student representative's message

It's been great here in Carrathool since we arrived in Term 3.

We have had great fun, many successes and done lots of hard work.

We have been on so many trips to Hay and Griffith in these two terms. On these trips we have seen Millie, Jack and the Dancing Cat, Emily Loves to Bounce, Cinderella opera and other interesting activities such as the Hay Gaol.

Earlier in the year the other students went on a trip to Sydney.
We have also had the opportunity to see Art in a Suitcase, visiting authors - Robert Trickey and Paul Stafford, we’ve been to Aboriginal Artist Days, Gala Writing Days and we are lucky enough to have Mr Kenny come to us for sport. We have had a great year and look forward to 2009.

Terrance Roach
School Leader

Students celebrating “P” Week

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

<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>Female</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

Most students have excellent attendance rates and in 2009 we will be encouraging every student to attend every day.

The school is open nineteen days every four weeks. The full teaching time is achieved by adding extra class time each day. This allows parents to organise medical and other appointments on this non-teaching day.

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>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>2</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total in Class</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>
At the end of Term 2 a family with 2 students left the school to pursue work in metropolitan areas. In Term 3 we had a new family of 5 enrol in our school. In Term 4 we had a family of 3 enrol in our school and a new family with 1 student enrolled in our school, taking our total to 13 students.

Structure of classes
In 2008 there was a single class at Carrathool Public School.

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

Staff establishment
Carrathool had teaching staff of a full time principal and regular part-time teacher one day per week.

Teaching staff were supported by a School Administrative Manager two days per week, a part-time Learning Support Officer and a part-time General Assistant.

<table>
<thead>
<tr>
<th>Position</th>
<th>Entitlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td><strong>1.31</strong></td>
</tr>
</tbody>
</table>

We are supported by a range of dedicated support staff.

Staff retention
There were several changes to staff in 2008. Mrs Fran Brown received a transfer at the end of Term 1 and Mrs Bev Headon relieved as principal during Term 2. Miss Markham relieved as principal for Terms 3 and 4 and was appointed as the permanent principal of the school at the end of Term 4.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, is not reported on due to the small number of teaching positions in our school.

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></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>50 295.26</td>
</tr>
<tr>
<td>Global funds</td>
<td>41 639.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>25 551.21</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2 805.82</td>
</tr>
<tr>
<td>Interest</td>
<td>3 410.74</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>696.24</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>124 398.89</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>8 222.84</td>
</tr>
<tr>
<td>Excursions</td>
<td>848.42</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1 983.64</td>
</tr>
<tr>
<td>Library</td>
<td>5 057.39</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>160.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>25 467.95</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>922.45</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>13 683.23</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4 617.08</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4 815.59</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>256.35</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16 888.18</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>82 923.12</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>41 475.77</td>
</tr>
</tbody>
</table>
In 2008 the school purchased an Interactive Whiteboard (IWB) and the P&C purchased the projector. This new technology will assist in providing more engaging lessons.

A full copy of the school’s 2008 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2008**

During 2008 the school provided opportunities for students to participate in performances and competitions in a number of academic, sporting and artistic areas. Students’ participation in these activities provided additional learning experiences and complemented and supported their learning in many areas.

**Achievements**

**Arts**

In 2008 Carrathool Public School students participated in many activities in the arts. Opportunities have been made available for students to participate. The following activities highlight our achievements in 2008.

- Students have attended various live performances at the Griffith Regional Theatre: “Flying Fruit Fly Circus”, “Milli, Jack and the Dancing Cat”, “Oz Opera – Cinderella” and “Emily Loves to Bounce.”
- Students presented items at mid-term, end of term and presentation assemblies. Children performed musical and dramatic items for parents and guests.
- Students submitted work for the Hay Show with many students receiving awards in their relevant section.
- Students experienced contemporary art pieces and artists when “Art in a Suitcase” visited the school for a day.

**Sport**

All children participate in physical education programs that emphasise fitness, individual and team skills. There is a strong commitment for students to participate in a range of sports.

- Students who were 8yrs and above had the opportunity to participate in the Small Schools Swimming Carnival in Term 1.
- All students were given the opportunity to participate in the School Swimming Program held weekly in Term 1 at Darlington Point Swimming Pool.
- In Term 2 students who were 8yrs and above were given the opportunity to participate in the Small School Athletics Carnival.
- Students received athletics coaching from a qualified coach.
- Students received weekly professional coaching in fitness during Term 3.
- Students received weekly tennis lessons by a qualified coach.
Students have also been involved in the Active After School Sports program, funded by the Australian Government. Sports presented were swimming, games and multi-skills.

**Other**

This year students had the opportunity to work with Michael Wagner – our artist in residence and have participated in Gala Writing Days with Booligal PS and School Of The Air (SOTA). This initiative has been a great success, students’ writing has improved significantly and a combined book of their best writing is currently being published.

The annual Mobile Life Education Van visit is part of our Drug Education Program.

Other significant initiatives included a record number of students participating in and completing the Premier’s Reading Challenge. Students had success in the University of NSW competitions of English, writing, science and mathematics.

Excursions this year have been to Sydney, Hay War Memorial High School museum, Hay Gaol, Griffith Pioneer Park Museum and the travelling Questacon show.

Other special days have been: Fire Safety Day, Crazy Hair Day, “P” Day and our very successful Carwash Day which raised money to purchase gifts under the Big W Christmas Wishing Tree.

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**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.

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)

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**Literacy – NAPLAN Year 3**

Due to the small number of students in our class group, results cannot be reported on in this report, as that may allow individual student to be recognised. Teachers have analysed results and discussed them with parents.

**Numeracy – NAPLAN Year 3**

Due to the small number of students in our class group, results cannot be reported on in this report, as that may allow individual student to be recognised. Teachers have analysed results and discussed them with parents.

**Literacy – NAPLAN Year 5**

No students sat for this assessment.

**Numeracy – NAPLAN Year 5**

No students sat for this assessment.

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**Significant programs and initiatives**

**Aboriginal education**

All students have completed work on Aboriginal culture and Aboriginal perspectives are addressed in Key Learning Areas.

In Term 4 the students worked for a full day with Indigenous artist, Uncle Merv Firebrace. Students played Indigenous traditional games, Indigenous musical activities and dances. He also told many Dreamtime stories to the students and emphasised the concept of harmony and appreciation of all cultures.

Recognition of the traditional custodians of the land is an integral part of our assemblies.

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**Multicultural education**

Multicultural perspectives are integrated across all Key Learning Areas.

Units of work are linked to the achievement of outcomes through the study of countries, cultures and world events.
Respect and responsibility
Values education underpins every area of school life at Carrathool Public School. Core values are embedded in classroom learning programs, anti bullying strategies and school policies. Awards are presented at our formal assemblies to recognise student performance and contributions to a safe, happy, caring and positive school environment.

Other programs
Country Areas Program (CAP)
Our school relies heavily on CAP funding:

- to provide quality teacher professional development
- to maximise learning outcomes for our students
- to give students outstanding learning experiences

Projects this year have been:

- Enhancing the curriculum by providing expert tuition in the area of sport.
- Purchasing “Comic Life” digital storytelling workshops.
- Travelling to Griffith to experience live theatre on stage
- Purchase of an electronic whiteboard

Progress on 2007 targets
Target 1
Students use rich and varied vocabulary in written tasks and achieve stage appropriate outcomes.

Strategies to achieve this target include:

- daily focused oral language activities;
- use of appropriate internet based reading material to provide a more varied range of modelled texts;
- professional learning for teachers through the Hay Small Schools Professional Learning Team;
- participation in Writer in Residence workshops; and
- continue daily strategic teaching in spelling and grammar.

Our achievements include:

- students’ work samples demonstrating attainment of stage appropriate outcomes.
- publication of best written work in book “A Ripping Yarn”; a collaboration of Carrathool, Booligal and SOTA students.
- students’ confidently leading assemblies and special ceremonies.

Target 2
Students achieve stage appropriate outcomes in Science and HSIE.

Strategies to achieve this target include:

- students engage in integrated learning activities;
- continued expansion of the non-fiction library collection;
- use of an interactive white board to broaden the manner information is presented; and
- participation in Hay Small Schools Science Days.

Our achievements include:

- integrated teaching and learning activities providing a quality learning environment; and
- increased engagement and motivation of students.
- students developing links with peers from other schools.
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 English - Spelling.

Educational and management practice

TEACHING

Background

Carrathool Public School’s cyclic review of Teaching was undertaken to ensure we are doing everything systematically to ensure we are providing the best possible opportunities for the children. Carrathool prides itself on ensuring all students achieve to the best of their ability.

Staff, parents and students were surveyed using School Map.

Findings and conclusions

All parents agreed that what students are asked to learn is important and that teachers provide class activities that are interesting and appropriate to their child’s needs and abilities.

All parents agreed that the way staff manage the class helps their child to learn and that the staff know what each child do and what they need to can learn.

All parents felt that the school provided clear information about student achievement through the school’s reporting process.

Some parents felt ill-informed about how students’ learning is assessed.

Students appreciated seeing the relevance of what they were learning and its application to later life.

All staff believes that the school offers changing programs for the students and maintains a focus on literacy and numeracy.

The results of the survey show that the school community is pleased with the teaching and learning practices at Carrathool Public School.

Future directions

The school will continue to focus on explicit teaching of each syllabus, using Quality Teaching and Learning strategies.

The school will provide information sessions to ensure that all parents understand how students’ learning will be assessed throughout the year.

Curriculum

ENGLISH - SPELLING

Background

Spelling skills and strategies are explicitly and sequentially taught across the stages. The NSW Syllabus is the framework. Students’ needs are identified and addressed.

Findings and conclusions

Spelling is valued by students and parents, but more feedback to parents is needed about student progress.

The new spelling program implemented in second semester has provided students with hands on learning activities and students felt that their skills in spelling have improved.

Some parents feel unsure about assisting students with spelling as they are not confident with all spelling rules and strategies.

Excursion to Hay Gaol

Future directions

The school will continue to implement the successful spelling program.

Teachers need to give regular feedback about students’ progress.

The spelling strategies and skills will be reinforced with homework to ensure that parents are able to be kept informed of the strategy being studied each week.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents were pleased with the sport program throughout 2008 and many have said that they have noticed an improvement in their child’s skills and fitness level.
Many were happy with the specialist tennis and fitness lessons provided by specialist coaches. Teachers are pleased with the increase in student's fitness levels.

All students indicated that they enjoyed these programs and believe that their skills and fitness have improved due to their involvement in these sessions.

All parents are pleased with the positive perception of the school within the local and wider community and believe that this reflects the positive learning environment that is being provided at our school. Most parents believe that this is also reflected in our increase in student enrolments. All parents agreed that our assemblies were a valuable addition to our school program and were pleased that students were given the opportunity to lead the assemblies and present a whole school item at each assembly.

Students believed that our school is fun, with a friendly and caring environment and that students showed respect for each other. All students believed that our school motivated them to learn, and they enjoy their work. They especially enjoyed technology and all enjoyed presenting at assembly.

Staff acknowledged the value of strong educational leadership, planning, support structures for teaching and learning, and collaborative decision making.

Directions for the plan come from staff, students and parents. Targets are modified each year to respond to the evolving needs of the school. Our school’s priority areas for the 2009 - 2011 period include Literacy, Numeracy, Quality Teaching and Learning and Technology.

**Targets for 2009**

The following targets have arisen from the school evaluation and planning process and are based on the analysis of student performance data and evaluations. They will be incorporated into the 2009 School Plan.

**Target 1**

*75% of Year 3 students achieve at or above stage based outcomes in writing and 75% of Year 5 students achieve Band 4 or above in NAPLAN writing*

Strategies to achieve this target include:

- Accelerated Literacy training undertaken by principal
- Analysis of individual students’ needs and provision of appropriate resources and strategies
- Explicit teaching of strategies in writing – emphasis on planning writing tasks
- Visiting authors working with students.
- Primary students attend Technology Camp to improve skills of staff and students in technology.
- Analysis of students needs in spelling and grammar and provision of appropriate resources undertaken by staff.

Our success will be measured by:

- Increased engagement and motivation of students in their writing.
- Students increasingly self-correct in their own writing.
- Targeted groups to show growth at least commensurate with school population.

**Professional learning**

Teacher Professional Learning (TPL) funding provides training and development activities for teaching staff in schools. In 2008 staff attended courses related to Literacy and Numeracy and Career development. Expenditure on Professional Learning for 2008 was $1769.30

**School development 2009 – 2011**

The purpose of the school plan is to strategically write targets and outcomes with strategies to meet the needs of students at Carrathool PS over a three year period.
Target 2

All students achieve at or above regional achievement level in all strands of numeracy

Strategies to achieve this target include:

- analysis of individual needs and provision of appropriate support in specific areas
- explicit teaching of numeracy strategies
- collaboratively planning and implementation of new maths program to ensure all syllabus outcomes are addressed across all stages.
- utilising new maths textbook “Maths Plus – in stage composite” and scope and sequence
- focus on consolidating basic number facts

Our success will be measured by:

- Individual learning support targeted to areas of need
- Improved student confidence in applying a range of mathematical strategies
- Quality programming evident
- Students grasp number concepts enabling them to work towards learning and consolidating new concepts
- Increase in student engagement, consolidation of concepts

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.

Meg Merrylees  P&C Secretary
Christine Colbert  School Administrative Manager
Beverley Headon  School Representative
Anna Markham  Principal

School contact information

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Glover Street, Carrathool, NSW, 2711
Ph: 02 69935143
Fax: 02 69935002
Email: carrathool-p.school@det.nsw.edu.au
School Code: 1517

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:


A visit from “Art in a Suitcase”