Carrathool Public School
Annual School Report
2011
**Messages**

**Principal’s message**

In 2011 Carrathool Public School continued to provide quality teaching and learning programs for all students.

Our students enjoy a comprehensive curriculum and have the opportunity to participate in a range of extra-curricular activities including, sporting, cultural, recreational and academic challenges.

All the staff at Carrathool Public School are dedicated professionals who work diligently to provide a nurturing, safe environment, where all children are given the opportunity to achieve their personal best.

This year saw the school population fluctuate between 9 and 15 students, with 2 new families moving into the community. However, we were sad to see 2 families move out of the area.

We also had a number of staff changes in 2011.

Firstly, I would like to acknowledge the hard work of Mrs Bev Headon for her role as relieving principal during Term 1 before I was appointed as the new principal at the beginning of Term 2.

Secondly, our School Administrative Manager, Mrs Christine Colbert, was successful in obtaining a full-time position, which she took up at the beginning of Term 3. We were fortunate to have Mrs Sue Woods fill the role as relieving School Administrative Manager.

Carrathool Public School enjoys a productive partnership between the home, school and wider community. We have a small but hard-working P&C who have continued to provide support for the children in terms of experiences and resources for the school.

As we take the time to review 2011 at Carrathool Public School, I am proud of the achievements of the students and staff and look forward to another successful year in 2012.

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.

Mrs Lesa Bevan

**P & C message**

The Carrathool Public School P&C Association has been very successful raising funds this year. We held a cake stall and a raffle at the school the morning of the Federal election.

Unfortunately, the Carrathool Races were cancelled (yes, again this year!) and so was the main fund raising event for the P&C. During the next monthly meeting it was suggested that the P&C organise a Trivia Night. Our “1st Annual Trivia Night and Silent Auction” was held on the 17th September and was a great night out enjoyed by many. We raised a total of $1300. A very special Thank You has to go to all the businesses in surrounding towns who generously donated goods or services towards the event and all the P&C members and helpers who did such a beautiful job setting up and running the night so smoothly.

The funds raised from the Trivia Night and Silent Auction were put towards lowering the price of the senior students’ excursion to Dubbo and covered the cost of taking the remaining junior students, along with their younger siblings, for a game of bowling in Griffith before going to Hunky Dory’s for lunch.

The P&C also established a veggie garden at school with the help of a Council grant. A working bee was held at school to construct the garden beds and fill them with soil.

We also hosted a Disco in the school library and made a donation to the school towards books for readers and the library. In addition to this we provided book prizes for the students at the end of year Presentation Night.

To the many helpers and P&C members who have put in the extra yards and especially those who assisted with the Trivia Night; a very big thank you!

All in all the Carrathool P&C Association has had a great year and we look forward to another productive year ahead. I would like to take a second to thank our previous president, Kerri Mijok, for the time and effort she put into P&C and the various fund raising events held during the year.

Paula Hayes
President
Carrathool Public School P&C Committee
Student representative’s message

Wow! We’ve had a great year in 2011.

We have had lots of fun things to do as well as our usual class work.

We have been on many trips to Griffith and Hay as well as having lots of people come to visit us at school.

Our senior students went on a major excursion for three days with Tharbolong PS to Dubbo and surrounding areas. It was fantastic!

We went to the Regional Theatre to see Emily Eyefinger, KROP, The Happiest Show on Earth and The Flying Fruit Fly Circus.

Students competed in the swimming, cross country and athletics carnivals against other small schools.

Lots of guests came to Carrathool this year, including Kath Powderly, Gubba Woods, Responsible Pet Program, Waste Watchers, Rural Fire Service, Commonwealth Bank, Circus Challenge, Gymnastics, Monkey Baa drama workshop and Mr Cronin for tennis lessons.

We had a number of fun days to raise money for other people, such as Jump Rope for Heart, Loud Shirt Day, Stewart House and Footy Colours Day for Diabetes Australia.

We’re sure next year will be just as good.

Tom Hammond
School Leader 2011

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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>
**Student attendance profile**

School attendance is monitored daily and recorded on the school’s centralised computer system. Student attendance rates are reported to parents twice per year at the end of each semester.

The average daily attendance in 2011 was 89.8%. The majority of our students attend school regularly and parents explain their children’s absences.

Management of non-attendance

Throughout 2011 the school actively sought an explanation for all absences. A number of strategies are in place for managing non-attendance, including, phone contact, reminder letters and the Home School Liaison Office intervention and improvement plan.

**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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-6H</td>
<td>K</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>K-6H</td>
<td>1</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>K-6H</td>
<td>2</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>K-6H</td>
<td>3</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>K-6H</td>
<td>4</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>K-6H</td>
<td>5</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>

**Structure of classes**

In 2011 there was a single multi-grade 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.

In 2011 the school had a staffing entitlement of 1.31 teaching positions. This included a full time principal and a regular part time teacher three days per fortnight.

Teaching staff were supported by a School Administrative Manager five days per fortnight, a Learning Support Officer three days per fortnight and a part time General Assistant. The school had a School Counsellor allocation of two days per year.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Part Time Classroom Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Relief from Face to Face Teacher</td>
<td>0.042</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Schools Priority Funding</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.496</td>
</tr>
<tr>
<td>Total</td>
<td>1.806</td>
</tr>
</tbody>
</table>

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

There are no staff members at the school from an Aboriginal or Torres Strait Islander background.

**Staff retention**

In 2011 a new principal was appointed at the beginning of Term 2 to replace the previous principal who gained a transfer.

**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: 30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward 36 766.78</td>
</tr>
<tr>
<td>Global funds 41 985.01</td>
</tr>
<tr>
<td>Tied funds 42 425.90</td>
</tr>
<tr>
<td>School &amp; community sources 4 518.21</td>
</tr>
<tr>
<td>Interest 2 373.98</td>
</tr>
<tr>
<td>Trust receipts 320.00</td>
</tr>
<tr>
<td>Canteen 0.00</td>
</tr>
<tr>
<td><strong>Total income</strong> 128 389.88</td>
</tr>
</tbody>
</table>

| **Expenditure**                        |
| Teaching & learning                   |
| Key learning areas 7 860.43           |
| Excursions 1 583.33                   |
| Extracurricular dissections 3 118.13  |
| Library 2 467.32                      |
| Training & development 4 386.10       |
| Tied funds 45 366.27                  |
| Casual relief teachers 1 238.93       |
| Administration & office 8 067.78      |
| School-operated canteen 0.00          |
| Utilities 5 600.20                    |
| Maintenance 5 241.25                  |
| Trust accounts 326.00                  |
| Capital programs 0.00                  |
| **Total expenditure** 85 255.74       |
| **Balance carried forward** 43 134.14  |

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

At Carrathool Public School we endeavour to provide our students with the opportunity to develop their interests and talents in all fields of the Arts.

- Students have attended various live performances at the Griffith Regional Theatre. *Emily Eyefinger, KROP, The Happiest Show on Earth*, and *The Flying Fruit Fly Circus* were enjoyed by the students.

- Students presented items at end of term and presentation assemblies, these included musical and dramatic items for parents and guests.

- Students submitted work for the Hay Show with many students receiving awards in their relevant sections.

- Students participated in the Monkey Baa workshop to develop skills in drama and the performing arts.

- Students participated in a two day pottery workshop with visiting artist Kath Powderly.

- Students joined with Booligal Public School and Hay School of the Air to attend workshops with a visiting author.
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.

- In Term 1 all students participated in tennis lessons from a qualified coach.
- In Term 2 students who were in years 3-6 were given the opportunity to participate in the Macquarie Sports Country Super Clinic in Hay which was run by NRL stars.
- Gymnastics lessons were conducted by a professional instructor in Term 2.
- Amber, Lauren, Georgia and Sarah were invited to participate by Goolgowi Public School in a league tag gala day. Lauren was named as best player of the day.
- Amber competed in the Riverina Region Cross Country finishing 9th in the 10 year girls event.
- Sarah, Lauren and Georgia, and Amber participated in a netball clinic run by Susan Pratley of the Sydney Swifts.
- All students participated in Jump Rope for Heart which increased fitness levels and endurance.
- In Term 3 all students were given the opportunity to participate in the Small Schools Athletics Carnival in Hay. Amber was awarded Junior Girls Champion and Lauren was awarded 11 years Girl Champion.
- Lauren competed in the Regional Athletics Carnival and ran a personal best time in the 100m final to finish 5th.
- All students were given the opportunity to participate in the School Swimming Program held weekly in Term 4 at Griffith Swimming Pool.

Other

Circus Challenge Workshop

We had the Circus Challenge team visit our school once again. The Circus Challenge is all about getting active and developing new skills. They started the visit with a motivational skills show for the whole school. In the workshops the students learnt a range of skills including juggling, diabolo, spinning plates, spin tricks and balance props. All students received a participation certificate.
Pottery Workshop with Kath Powderly

Kath Powderly, a very talented artist from Wagga Wagga, held a pottery workshop at our school this year. During the workshop students made vessels, animals and pots. The students learnt how to knead, sculpt and join pieces of clay and create various patterns in the clay and paint all creations.

Fundraisers

Students this year have participated in a variety of fundraisers to donate money to very special causes including; Jump Rope for Heart, Loud Shirt Day, Australia’s Biggest Morning Tea, Clean Up Australia Day, Stewart House and Diabetes Australia.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Literacy – NAPLAN Year 3

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

Numeracy – NAPLAN Year 3

As for NAPLAN Year 3 Literacy

Literacy – NAPLAN Year 5

As for NAPLAN Year 3 Literacy

Numeracy – NAPLAN Year 5

As for NAPLAN Year 3 Literacy

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3 and 5.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal education is an integral component of the culture of Carrathool Public School and is embedded into all teaching and learning programs.

Specific initiatives that highlight Aboriginal education and raise awareness of Aboriginal history and culture in Australian society include;

- the inclusion of “Acknowledgement to Country” by student leaders and teachers at all assemblies and special occasions.
- the celebration of NAIDOC week culminating in a visit to the school by a local elder, Gubba Woods.
Multicultural Education

Cultural diversity is acknowledged and celebrated at our school. Multicultural perspectives are integrated across all Key Learning Areas. We enjoy an inclusive school community and promote a racism free learning environment. The school has a trained Anti-Racism Contact Officer to deal with any complaints of a racial or discriminatory nature.

Other programs

Priority Schools Program (PSP)

As a supplementation to our regular funding, we have been included in the Priority Schools Program over a three year period up to the end of 2012. The aim of PSP is to increase the outcomes for all children in literacy and numeracy, as well as, increased student engagement in learning.

PSP funding has allowed us to purchase new reading resources and to improve the quality of teaching and learning programs through staff development. We have also used the PSP staffing supplement and funds to employ additional teacher time for the explicit teaching of literacy and numeracy in smaller stage groups.

We have also initiated a number of community inclusive activities such as our “Fun Day” and “Maths Day”.

Country Areas Program (CAP)

The Country Areas Program also provides additional funding to address the effects of geographic isolation and improve student outcomes in literacy and numeracy. CAP funding is provided over a four year period up to the end of 2012.

In 2011 specific initiatives funded by CAP have included;

- enhanced curriculum access by providing expert tuition and transport to drama, science workshop, gymnastics, tennis and swimming lessons.
- peer interaction with local small schools during shared days with a visiting author.
- connected learning opportunities by using technology to link to schools in Sydney to broaden children’s experiences.
- travelling to Griffith to experience live theatre.

Premier’s Challenges

Participation in the annual Premier’s Reading Challenge was again conducted and supported through peer reading and the class library program. In 2011, 80% of students completed the challenge, an increase of 55% from 2010.

This year as a school we also completed the Premier’s Sporting Challenge for the first time. The challenge endeavours to increase the amount of time children are being active. Children monitored and recorded the number of minutes each day they engaged in physical activity over a ten week period. All students achieved Gold Awards in this year’s challenge.
Progress on 2011 targets

Target 1

All students in Year 3 should achieve at or above their staged based outcome in NAPLAN writing. 75% of students in Year 5 should achieve Band 5 or above in NAPLAN writing.

Although our targets were not met, all of the children have made personal progress in their writing outcomes.

Our achievements include:

- 50% of our Year 3 students achieved at their staged based outcome in writing.
- 50% of our Year 5 students achieved Band 5 in NAPLAN writing.
- All of our Year 5 students achieved growth in NAPLAN Spelling, Grammar and Punctuation.
- All students gained valuable knowledge about their writing by attending a workshop with a local author.
- Staff professional learning focused on developing children’s outcomes in writing.

Target 2

All students in Year 3 and Year 5 should achieve at or above the state achievement level in all areas of numeracy.

Our achievements include:

- 100% of Year 3 students achieved National Minimum Standard in numeracy.
- 100% of Year 5 students achieved National Minimum Standard in numeracy.
- All of our Year 5 students achieved growth in NAPLAN Numeracy.

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 2011 our school carried out evaluations of school culture and spelling.

Educational and management practice

School Culture

Background

As a new member of staff, hoping to understand how the school is viewed by all members of the community, school culture was selected as the management practice to be evaluated in 2011. The School Map questionnaire was the measuring instrument used to collect and evaluate information on the school culture at Carrathool Public School.

Findings and conclusions

Almost all responses indicate that school practices are consistent with the community values and beliefs.

All surveyed reported that they are usually proud of their school. Staff, students and parents speak positively about the school.

75% of responses agreed that the culture of the school promotes improved student learning outcomes.

Future directions

The school will continue to provide a close relationship with parents, staff and students to meet the needs of all students, and foster a sense of belonging and pride in our school and its achievements.

Curriculum

English - Spelling

Background

Student achievement in spelling in NAPLAN was highlighted as an area for improvement.

Parents were asked for their opinion on the importance of spelling in their child’s education.

Students were asked about the importance of spelling and whether they enjoyed spelling activities.

A teacher survey was undertaken to assess how spelling was taught at Carrathool Public School and what ways could this be improved.

Findings and conclusions

All parents indicated that spelling was an important part of their child's education and were aware that spelling was part of the regular homework set each week.
Most children enjoyed spelling activities and were aware of their weekly test results. A significant number of children were reluctant to complete writing tasks when they didn’t know how to spell a word needed. All teachers were able to devise teaching and learning programs to address the needs of each individual student. Teachers were also concerned that success in weekly tests did not always reflect success in writing activities.

**Future directions**

A structured and sequenced approach to teaching spelling and spelling rules will be implemented.

Engagement of children with computer based programs and interactive whiteboard activities to allow for enhanced student enjoyment of spelling.

Regular standardised testing of students in spelling to monitor achievement and improved outcomes.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

There was strong to very strong agreement by all respondents that;

- students are the main focus of the school.
- the school teaches and promotes core values.
- the school is connected to its community and welcomes parent involvement.

Most students agreed that school was a fun and interesting place to learn. They especially enjoyed being recognised and praised for their personal achievements at weekly and end of term assemblies.

The staff are professional and supportive. They work collaboratively to plan and deliver interesting and appropriate learning experiences which encourage students to achieve their best.

**Future directions**

In response to the survey’s findings the school will;

- continue to acknowledge and celebrate student achievements.
- continue to create a stimulating and interesting environment which focuses on the student.
- evaluate and improve management of student behavior to ensure consistency.
- maintain and improve the communication between school and families to ensure a continued focus on school development.

**Professional learning**

All teachers at Carrathool Public School are committed to their ongoing professional development. Our professional learning is aligned to our school targets and focuses on the development of quality teaching and learning.

In 2011 funding was used for courses, conferences and staff development days in;

- student welfare, first aid, and emergency care.
- Beginning Writers and numeracy programs such as “Count Me In”.

Expenditure for the year in professional learning was $5002, which includes course fees, relief staff and travel costs.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

*Increased levels of achievement in writing for every student in line with state plan targets.*

*Improve all students’ achievements in spelling.*

2012 Targets to achieve this outcome include:

- At least 70% of students reach achievement (C) or better in writing.
- All students’ spelling age to be at least 1 chronological year above their preceding year’s benchmark result.

Strategies to achieve these targets include:

- Analysing school assessment, Best Start and NAPLAN data to identify aspects of underperformance for individual students.
- Explicit teaching of spelling and grammar conventions in a sequential and structured program.
- Increased opportunities for writing for a larger audience, with links to local schools and participation in community programs.

School priority 2

Outcome for 2012–2014

*Increased levels of student achievement in Numeracy.*

2012 Targets to achieve this outcome include:

- At least 60% of students achieve at or above numeracy proficiency in line with state levels.
- At least 60% of students reach sound achievement (C) or better in all areas of Numeracy.

Strategies to achieve these targets include:

- Analysing school assessment, Best Start and NAPLAN data to plan and implement teaching and learning programs in numeracy.
- Utilising CMIT and Counting On strategies to enhance student deep understanding of concepts.
- Assessing student progress each semester with an appropriate standard diagnostic test.

School priority 3

Outcome for 2012–2014

*A school culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential.*

2012 Targets to achieve this outcome include:

- Reduce the average number of partial absences per student, per year, from 12 to 10.
- Increase the whole school attendance rate from below regional average to equal regional average.

Strategies to achieve these targets include:

- Review and update student welfare policy.
- Establish effective partnerships with families to support the learning of each child.
- Involve community members to volunteer their expertise to work with students to improve learning outcomes.
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.

Paula Hayes  P & C President
Sue Woods     School Administrative Manager (Relieving)
Rebecca Jones  Teacher
Beverley Headon  Teacher
Lesa Bevan   Principal

School contact information

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Fax: 02 6993 5002
Email: carrathool-p.school@det.nsw.edu.au
Web: www.carrathool-p.schools.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: