Edward Public School
Annual School Report

2011
Our school at a glance

Students
In 2011 our student population remained steady at around 190 students. This is pleasing to note. The school welcomed many new students from interstate.

Staff
Staff at Edward Public School are characterized by their dedication and enthusiasm. The permanent staff is very experienced and the many early career teachers who support the school, benefit from the mentoring and modelling of their more experienced colleagues.

All teaching staff meet the professional requirements for teaching in NSW Public Schools.

Significant programs and initiatives

Literacy and Numeracy Focus
Our school’s successful implementation of early intervention and support strategies for literacy and numeracy in Early Stage 1 and Stage 1 have ensured success for our students as independent learners. Reading Recovery, Home Reading Scheme, Best Start, Count Me In Too have been successful programs.

The Breakfast Program
Our school received a nourishing start to each day with our Stage 3 Rising Generations and Stage 2 social development students serving toast and Milo every morning. Providing a leadership opportunity for Stage 3 students, and a Personal Development initiative for Stage 2 students, who served, while promoting the importance of a healthy breakfast for all.

Norta Norta
Significant difference was recorded in the engagement and achievement of students who received tuition provided by Norta Norta funding. Spelling, writing and mathematics skills improved in particular. The confidence and self esteem of students was also markedly raised.

Student achievement in 2011
In all strands of Literacy and Numeracy our Year 3 students achieved above the average of the ‘like school’ group.

Reading and Grammar results in the Year 5 Cohort were satisfactory and an emphasis on achieving more students in Bands 5 and 6 is a future direction.

Messages
Principal’s message
Edward Public School is an evolving dynamic learning environment which is inclusive of all students and strives for excellence in all facets of school life. With a developing culture of learning excellence, a significant number of extracurricular activities are provided for our students with the view that all students can excel in some area.

The importance of Teacher Professional Development was emphasized in 2011. Teachers, as learners, are consolidating newly learned pedagogy in areas of Literacy: Early Stage One teachers engaged in the Becoming A Writer Program; Stages 2 and 3 continue to action the skills learned in the Focus On Reading Program in their classrooms; the vibrant work of Sue Najor lifted the learning achievements of students across the school in both, Literacy and Numeracy.

Equipping teachers with current programs, and effective skills in increasing personal development strengths in students has been a focus. With a direction for raising the level of student engagement is the implementation of a Gifted and Talented Program in 2012, with more emphasis on curriculum differentiation.

Our wider school community, including our parents and local organisations such as the Deniliquin High School, RSL, Lyons Club, Murray Irrigation, Local Businesses and long time associates of our school provide support and encouragement of our endeavours. This continues to strengthen invaluable community partnerships.

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.

Joy Soper, Principal
**P & C message**

The Edward P & C in 2011 has continued with its efforts to support and enhance the wonderful learning environment offered to our students. We are so fortunate to receive the support of the whole school and local community with our efforts.

The Edward canteen again offered an affordable and nutritious menu and was well utilised by families. The hard work and dedication of Gail and Jim Howitt to run the canteen on behalf of the P & C is gratefully acknowledged. This year they were helped by a smaller number of parent and community helpers and we thank them for their efforts too.

The P & C were pleased to be involved in celebrating the retirement of teacher Wayne Bradley. His commitment to the children of Edward Public over his 37 years of service through his teaching, coordinating of extra curricular activities and involvement with the P & C was acknowledged by past and present families.

Improvements to the resources offered to children at Edward has again been a focus of the P & C. This year we were pleased to donate money to the school for use in the purchase of 6 IPADS and associated technology, new readers, mats for children to sit on in the new hall, pads for the new football posts and basketball posts and a fridge for the kinder classroom.

The P & C has also donated money to the development of the grounds of Edward Public. We have put signs around the school and purchased a yet to be erected front notice board to help keep the school community up to date with events around the school.

A successful working bee resulted in the erection of very popular footy posts, and the planting of 25 shade trees and replacement of boundary native shrubs.

Of course fundraising was a major focus of the P & C. The success of the P & C is due to the hard work of many individuals who help when and how they can. As in past years the canteen and Conargo markets, Mothers and Fathers Day stalls, race gates and chocolate drive were all well supported by the school community. This year we were also lucky to be offered the opportunity to have catering stalls at the Regional Cross Country and the Motor Home Convention both held at Memorial Park and a raffle on both nights of the school production. The major raffle was also successful- raising over $2000.

The uniform shop operated by the P & C has again offered parents high quality and affordable uniforms. The support of the school administration staff in the running of this shop is gratefully acknowledged!

Many new faces were welcomed to P & C meetings, which will change to the second Tuesday of every month at 7.30 in 2012. We also welcome new ideas and any offers of help!! The meetings are a great opportunity for parents to get information about what is going on at the school and to give feedback as well as organisational details.

The P & C is grateful to the dedicated, experienced and hardworking staff who offer such high quality learning experiences to our students.

We have already begun planning for 2012- and we look forward to the contribution of all of the school community towards the continued success of Edward Public School.

Felicity Michael, P&C President.

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**Student representative’s message**

It has been an enthusiastic, jam packed year. Many young and smiling faces joined the Edward community at the start of this year. We have had many opportunities for students this year, such as excursions and sporting trials for cricket, AFL, soccer, netball, basketball and many more. There were academic opportunities such as the annual NAPLAN for Year 3 and 5; we had representatives in the spelling bee.

This year has also had the Young Leaders’ convention that brought the school a healthy vegetable garden, nutritional Breakfast Program and a fun and exercising sport program. Each of these ran with great success.
Excursions have rolled around once again with bowling, no sleeping, and the occasional spot of gold to be found. Pioneer settlement was also enjoyed with horses and carts. The blacksmiths and lolly shop was great for unneeded energy.

Stage 1 enjoyed the Kyabram Fauna Park. Once again the incredible native wildlife enthralled them. Kinder enjoyed the yummy pizza and slushies, the tame and unusual animals at the Michael’s Farm, and the cute miniature ponies from Mrs Dann’s.

The Year 6 Dinner was truly magical. The teachers did a fabulous job of organizing it. The speeches were so lovely and brought back so many memories some of us won’t forget in a hurry.

Our times at Edward have been memorable and exciting, and we hope that people to come will enjoy this school and it’s opportunities.

Isabel Michael and Billy Seymour
School Captains 2011

School Context

Student information

Student enrolment profile

Student enrolments have steadily declined over the last five years. Edward Public School is looking forward to an increase in enrolments in 2012, with an increase in employment in Deniliquin as a result of a turn around of drought conditions.

<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>135</td>
<td>121</td>
<td>117</td>
<td>102</td>
<td>94</td>
</tr>
<tr>
<td>Female</td>
<td>120</td>
<td>121</td>
<td>114</td>
<td>115</td>
<td>97</td>
</tr>
</tbody>
</table>

![Enrolments Graph](image-url)
Management of non-attendance

Attendance is recorded daily on the class rolls. The information is then recorded on the OASIS system. If any absence is unexplained then a notice is forwarded to the parent or carer to explain.

There are a small number of students who have above average absences. Our Home School Liaison Officer is diligent with following up with parents and ensuring that explanations are received.

For another group of students, long absences for family holiday are planned by parents. We have made an effort to make sure that parents are aware that they need to apply for an exemption from attendance for these long absences and that the school should be given reasonable notice that these absences will occur.

Structure of classes

Classes are based on recommended state average class size. This sometimes results in the formation of composite classes. Great care is taken in the formation of these classes, and they are formed for different purposes, depending on the particular cohort of students.

Teachers meet the learning needs of each student, so composite classes are just like any other class. At Edward Public School we attend to the learning of each child, not simply the stage or class.

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 Mr Wayne Bradley completed a highly successful teaching career of thirty seven years, thirty five of those being at Edward Public School. He was awarded A Medallion for Services to the education of children. His outstanding contribution to the school was also recognized in the naming of the school hall.

Mrs Margaret Werner was awarded her teaching certificate in 2011.

Edward Public School hosted future teachers from the Beyond The Line Program, and Interns from the University of Newcastle and Charles Sturt University.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.6</td>
</tr>
<tr>
<td>Itinerant Support Teacher Hearing</td>
<td>.2</td>
</tr>
<tr>
<td>Itinerant Support Teacher Vision</td>
<td>.2</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>13.6</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. At Edward Public School there are two permanent positions held by indigenous

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.

Edward Public School

<table>
<thead>
<tr>
<th>Class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1JE</td>
<td>K</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>KDB</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>1/2GD</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>K/1JE</td>
<td>1</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>1/2GD</td>
<td>2</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>2GJ</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3/4NL</td>
<td>3</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>3/4RB</td>
<td>3</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>3/4NL</td>
<td>4</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>3/4RB</td>
<td>4</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>5/6PH</td>
<td>5</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>5/6YB</td>
<td>5</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5/6PH</td>
<td>6</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>5/6YB</td>
<td>6</td>
<td>16</td>
<td>28</td>
</tr>
</tbody>
</table>
employees: one classroom teaching position and one Aboriginal Education Officer position.

The school has also been fortunate in securing the services of three casual staff members who have made a significant contribution to strengthening positive community relationships, and raising the profile of Aboriginal students in the school, in support of the Aboriginal Education Agenda.

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>
</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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>179362.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>136107.44</td>
</tr>
<tr>
<td>Tied funds</td>
<td>267285.08</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>55688.83</td>
</tr>
<tr>
<td>Interest</td>
<td>9856.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12195.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>660495.36</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 12613.32   |
| Excursions                | 15613.74   |
| Extracurricular dissections| 18890.37   |
| Library                   | 3989.03    |
| Training & development    | 2120.38    |
| Tied funds                | 293499.50  |
| Casual relief teachers    | 32883.67   |
| Administration & office   | 33925.02   |
| School-operated canteen   | 0.00       |
| Utilities                 | 38956.64   |
| Maintenance               | 16099.33   |
| Trust accounts            | 14011.08   |
| Capital programs          | 0.00       |
| Total expenditure         | 482602.08  |

Balance carried forward includes funds that have been committed to salaries and unpaid accounts. $25 000 of funds carried forward have been earmarked for the purchase of ipad, ipod technologies. $20 000 has been set aside for literacy resources.

Priority Schools Funding Program and Country Areas Program supported Literacy and Numeracy Learning Programs.

Integration Funding ensured equitable access for students to curriculum and extra curricula learning activities.

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

School performance 2011
Achievements
Arts
Our students gave very confident and polished performances at our Production in Term 3. The importance of belonging was emphasised and team work was certainly enjoyed as each student had a very significant part to play in the presentation of their ‘class act’. Whether a singer, dancer, actor, tree, narrator – each class group’s performance was testament to the values embedded in our daily school life at Edward Public School: cooperation, friendship, caring about others, respecting difference, excellence and opportunity. It was great for our children to feel that they were a part of their supportive and encouraging class group and just as importantly, part of our very caring school. Grins from ear to ear on our children’s faces, sparkling costumes, dazzling lights and loud music added to the perfect atmosphere for a celebration of inclusion, creativity and talent.

The Out Back Theatre group was deeply into creating and thinking about their drama performance. A work in progress, the students enjoyed learning the skills in the processes of script writing, producing and performing their own play.
For the Art Show, students were engaged in painting, constructing, framing, gluing, crafting, all kinds of interesting and colourful materials into masterpieces of the creative kind all on the subject of the prizewinning books for Book Week.

During Reconciliation Week and Naidoc Weeks the students proudly showed their parents their piece of art work that contributed to a vibrant, whole school effort. Combined art works featuring the totems of the Wamba Wamba, and Parapa Parapa cultures were taken to the community in a prominent display at the front of the school.

Bonnie and Shawnee, who represented our school at the Aspire Me Camp at Moulamine enjoyed two days of creativity and socialising with our neighbours from other schools. They learned new skills using a range of media. Their exemplary behaviour was also noted by other school principals.

Two students, Ella Park and Taylah King, went to Sydney for the Aspire Me To Imagine project. The students attended the Schools Spectacular, as well as visiting some famous Sydney landmarks. They were excellent ambassadors for our school.

**Sport and Healthy Living**

The Fruit Break initiative continues to be an important nutrition ‘spot light’ for the school.

Our Year 2 students had the opportunity to develop swimming and water safety skills with the NSW DEC Special Swimming Scheme. This initiative was subsidised by Murray Irrigation.

Edward Public School students participated in PSSA netball, soccer, basketball, tennis and cricket competitions. Riverina representatives in Girls’ Soccer were Sophie Walmsley and Anna Bowie.

School carnivals were held in Cross Country, Swimming and Athletics. The overall Champion House for 2011 was McLean.

Traditional events: Jump Rope For Heart and the Rida-a-walk-athon were again highlighted this year. Our visiting school, Conargo, enjoyed the skipping team demonstration, while our students put the pedal to the metal in the forest for a great ride.

The Kickstart Program was a huge success thanks to the organisation and commitment of Jake Edwards, our Aboriginal Education Officer, with the support of Keith Hutchinson. The Football Program provided a great opportunity for the young students in Deniliquin to develop their skills, and an interest in the sport of AFL, while enjoying the social structures provided by organised sporting activities.

Staff volunteers ensured the continuation of the Active After School Communities Program. Bowling, water play, games skills were enjoyed by up to twenty five participants in each session.

Warm and woolly winter days were a feature of the lunch time Knitter’s Club activities. Members of our school community met each Thursday with over forty students each week, teaching the children the craft of knitting. Children from Kindergarten to Year 6 enjoy the company of the very experienced ladies as they learn their new skills. The senior students also help the youngsters knit items.

Community visits from the Police Liaison Officer complimented classroom studies in responsible ownership, cyber safety and child protection strategies.

**Other**

Together with the Outreach Team, a celebration of past and present school days was the theme for a day of learning with senior members of the community during Seniors Week. Students from Years 5 and 6 demonstrated the technologies of today’s classroom.

Thirteen students enjoyed the experience of attending camps made available by Cottage By The Sea, Stewart House and the Lyons Club initiatives.
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)

In 2011 twenty Year 3 students and twenty five Year 5 students participated in NAPLAN at Edward Public School. When analyzing results it must be remembered that, with small numbers, one or two student’s results can skew averages and make them unrepresentative.

Literacy – NAPLAN Year 3

• Overall the results for Spelling, Writing, Grammar and Punctuation were very pleasing. In each of the assessments the Year 3 students performed better, on average than the Similar School Group.

Reading

• There were higher percentages of students in bands 3, 4 and 5 than 2010 for Reading, with fewer students in band 6 than in the previous two years.

• Average score for Reading was 396, compare to 380 for the Similar School Group.

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2011</strong></td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>396.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>Percentage in Band</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
</tr>
</tbody>
</table>

Writing

• 58% of the students were in the top 2 bands for writing and almost 37% in the middle 2 bands.
**Spelling**

- 47% of students were in the top two bands for Spelling compared to 22.6% in 2010 and 47% in the middle 2 bands compared to 67.7% in 2010; a pleasing improvement.

- The average score for Spelling was 406 compared to 383 for the Similar School Group.

**Grammar and Punctuation**

- 47% of students were in the top 2 bands for Grammar and Punctuation compared to 38% in 2010.

- The average score for Grammar and Punctuation was 399 compared to 383 for the Similar School Group.

**Numeracy – NAPLAN Year 3**

- Average score for Year 3 student’s Numeracy was 384 compared to 370 for the similar school group.

- The performance of the Edward School Year 3 students was better in Data Space and Measurement than in Number, Patterns and Algebra. However in both cases their average was higher than the Similar School Group.
The Numeracy results were similar to 2010 and better than 2009.

- 25% of students scored in the top 2 bands, 65% in the middle 2 bands and 10% in band 1. No students were in band 2.

Literacy – NAPLAN Year 5

Reading

- The average Reading score for Year 5 students was 469 compared to 459 for the Similar School Group (SSG).
- Pleasingly, there were smaller percentages of students in the lowest 2 bands for Reading and 17% more in band 7 compared to 2010. However there were 6% few students in band 8 and 9% more students in band 5.

- For Reading, there was an improved performance against the Similar School Group. The results were better than for 2009 and 2010.

Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>469.4</td>
</tr>
</tbody>
</table>

Writing

- 72% of students scored in bands 5 and 6, 12% in band 7 and no students in band 8 for Writing.

Year 5 NAPLAN Writing

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>462.4</td>
</tr>
</tbody>
</table>

- These results were better than for 2009 and 2010.
Spelling

- 68% of the Year 5 students were in the middle 2 bands for Spelling and 29% in the top 2 bands. The average score for Year 5 students in Spelling was 478, compared to 465 for the Similar School Group.

Grammar and Punctuation

There is a pleasing improvement in the performance of students in Grammar and Punctuation in all bands. 52% scored in the top 3 bands. The student’s average score was 481 compared to 463 for the Similar School Group.
Numeracy – NAPLAN Year 5

- The Year 5 Numeracy results were similar to 2008 and 2009 and improved on 2010.
- The average Numeracy score for Edward School Year 5 students was 474 compared to 465 for the Similar School Group.
- The students were stronger in Data, Space and Measurement than in Number, Patterns and Algebra. In both areas, the performance of Edward School Year 5 students was similar to the school’s 2009 results and better than the 2010 results.
- There were no students in band 3, the lowest band, and a smaller percentage in Band 4 for Numeracy, compared to 2010.
- There were higher percentages of students scoring in the middle 2 bands and in Band 8 for Numeracy than in the previous 2 years. However, there was a smaller percentage scoring in Band 7.

Progress in literacy

The average progress between Year 3 and Year 5 for the Year 5 students in Reading and Spelling was significantly lower than for 2010 Year 5 students.

- 63% of boys achieved greater than or equal to, the expected growth for Reading while 27% of girls reached the expected growth.
- Almost half of the girls exceeded the State’s average growth in Grammar and Punctuation. However they had less than half the growth in Spelling.
- 63% of boys achieved greater than, or equal to, the expected growth for Grammar and Punctuation with an average score of 97.2, fifteen points above the average for all boys in the State, but were 15 points lower for Spelling.

Average progress in Reading between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>63.7</td>
<td>49.4</td>
</tr>
<tr>
<td>SSG</td>
<td>82.9</td>
<td>73.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

* Average progress data is for matched students from within the school.

Average progress in Spelling between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>76.1</td>
<td>44.7</td>
</tr>
<tr>
<td>SSG</td>
<td>87.2</td>
<td>77.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
</tr>
</tbody>
</table>
The average growth between Year 3 and Year 5 in numeracy for Edward School’s Year 5 students was slightly higher than that of all students in the State.

The boys had an average score for growth between Year 3 and Year 5 of 96, the same as all boys in the State, with the girls score being 94, two points higher than the average for all girls in the State.

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.

**Average progress in Numeracy between Year 3 and 5**

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>78.0</td>
<td>96.3</td>
</tr>
<tr>
<td>SSG</td>
<td>88.5</td>
<td>97.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

* Average progress data is for matched students from within the school.

**Minimum Standards data**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</strong></td>
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</tr>
<tr>
<td>Reading</td>
<td>95.2</td>
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<tr>
<td>Writing</td>
<td>95.0</td>
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<tr>
<td>Spelling</td>
<td>95.0</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>85.0</td>
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<tr>
<td>Numeracy</td>
<td>85.7</td>
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<tr>
<td><strong>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</strong></td>
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<td>Writing</td>
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<td>Grammar &amp; Punctuation</td>
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<td>Numeracy</td>
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**Significant programs and initiatives**

**Aboriginal Education**
Recognition for Reconciliation Week was heralded by a National Sorry Day assembly. Special guest, Noeline Edwards, Welcomed us to Country. John Charls played the didgeridoo while we reflected on this important day and its historical significance, and Michelle Jones talked to the children about the ‘Stolen Generation’. The whole school worked on the Visual Art display
organised by our AEO, Jake Edwards. Cultural and social learning experiences were focused on in ‘recognition’ of Reconciliation week.

NAIDOC week celebrations featured an Australia shaped visual art display of red, black, yellow. An information assembly, cultural talks and demonstrations by special guest speakers. Kangaroo meat tasting was enjoyed by the students.

Parents, family and community members came together in celebrating the success of Aboriginal students from Edward Public School, and all schools in the Riverina. Students were selected to receive ‘Proud and Deadly Awards’ in recognition of the achievement and excellence from Kindergarten to Year 12 in Public Education in the Riverina.

During the Wamba Wamba, Perrapa Perrapa Week celebration was enjoyed by our students from the Stage 2 classes. The Aboriginal cultural aspects of the local land was learned.

Other programs

Country Area Program CAP

Staff were employed to support Key Curriculum initiatives in the classroom, including the work of Sue Najor, Focus On Reading, Becoming a Writer, EWE writing. The issue of Geographical isolation was addressed by having the expert in residence on a regular and ongoing basis, and CAP funds were used for teachers and students to access the expertise on site, and to have the initiatives well supported and actioned. Special Program Initiatives for Years 3, 4, 5 and 6 were also participated in by Edward students.

On the ICT Camp students designed an advertisement for healthy living on the persuasive theme for this year’s event. Learning to use resources from the Adobe Suite, teams learnt the process of production of an advertisement, using software and digital technologies. Mrs Blacker worked with teachers from neighbouring schools to plan for this major CAP initiative.

In the Rising Generations Leadership Project

The Breakfast Club, The Vegetable Garden and the K-1 Sport afternoons proved to be highly successful in achieving the program’s goals of developing young leaders. These initiatives were taken on by the stage three students under the guidance of their lead teacher, Mrs Young.

Priority Schools Funding Program

Extra staff were employed to deliver Literacy and Numeracy support in all Stages. The opportunity for professional collegial dialogue and planning was established for all stages.

The professional learning initiatives: Best Start Leadership, Becoming a Writer in Kindergarten, and Focus On Reading Programs in Stages 2 and 3 were undertaken. This initiative continues as part of a two year learning project.

Sue Najor’s work with a Major Shift was implemented across the school K-6, with noticeable results. With a focus on analyzing assessment data for targeting areas in Literacy and Numeracy for improvement, Sue introduced highly effective, practical pedagogy which achieved measureably, improved results.

Norta Norta Program

Five students from Years 5 and 6 participated in a Learning Assisted program targeting Literacy and Numeracy outcomes. Funding provided support for students in Term 2 with Mr Bradley, and in Term 4 with Mrs S. Werner.

Classroom teachers report that assessment data indicated growth in the achievement of Literacy outcomes, particularly in spelling and writing.

Observations by classroom teachers report that all the students appeared to be more confidently participating in class learning activities, that they were more enthusiastically engaged.

Regional Aboriginal Funding

Regional Aboriginal Funding was provided for assisting with providing teacher release time for the development of nineteen Personalised Learning Plans in consultation with Aboriginal parents/carers, students, and AEO. With aims: for
improving Aboriginal student engagement, learning outcomes and leadership development.

LAP

‘Time to Talk’ was a featured project of LAP in 2011. Mrs Roebuck, STLA, modelled the pedagogy to Stage 1 teachers which teaches and develops language and communication skills for Stage 1 students. An SLSO was also employed to assist with Reading Programs.

Reading Recovery

Eight children accessed the Reading Recovery Program in 2011. Of these, four students were discontinued and were expected to be reading at the class average.

Creative Catchment Kids

A vibrant presentation of a botanic study of plant life from the MacLeans Beach area was a continuous project of research, creativity, interactivity and problem solving skills. A beautiful display of pressed floral specimens with a database of information will be presented to our school library for students in the future to refer to. Well done to our senior team and Mrs Young who worked on this project throughout the year.

Progress on 2011 targets

Target 1

5% increase in number of students in top 3 bands in overall literacy as measured by 2011 NAPLAN results. Results include:

- The Reading results for Year 3 were not achieved. There were 14% fewer students in the top 3 bands.
- Year 5 Reading achieved 13% more students in the top 3 bands.
- In Year 7 reading the results were not achieved- there were 18% fewer.

- Becoming a writer initiative formed networks for collegial sharing of ideas, and reinforced the value of interactive writing.
- The work of Sue Najor encouraged a change in the way literacy skills and knowledge was assessed and explicitly learned. Teachers raising the bar and setting higher expectations.
- Professional development initiatives are supporting developing pedagogies: Becoming a Writer, Focus On Reading. Teachers found these courses very practical and useful.

Target 2

Decrease by 5% the number of students in the bottom two bands in overall numeracy as measured by 2011 NAPLAN results.

- Year 3 numeracy achieved 6% fewer students in the bottom two bands.
- A positive shift towards the upper bands in numeracy for Year 5 was recorded with the target being achieved with 15% fewer students in the bottom bands.
- The Year 7 numeracy was not achieved. There were 6.3 % more students in the bottom bands.

- Collegial planning and programming days were effective for professional discussion and development of teaching strategies, grouping students, and placing students on the learning continuum.
- The work of Sue Najor was highly valued in the analysis of assessment tasks and the design of teaching strategies to address targeted and explicit learning outcomes. Practical and highly effective pedagogies were implemented with measurably increased results.

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 Policies and Procedures of Student Wellbeing and Personal Development Programs.

Educational and management practice

Policies and Procedures of Student Wellbeing

Background
The existing policy and procedures of student wellbeing have been in operation by the school for about ten years. This policy is based on a level system.

A review of Student Wellbeing gathered data from a variety of sources to report on and make recommendations about the current policies and procedures of Student Wellbeing.

From the review came the question: How do the Policy and Procedures improve learning and personal development outcomes for students?

Findings and conclusions
- Students have a deep understanding of the Rainbow Rules and the level system. Every student could recite the classroom rules. The prominence of the school’s Rainbow Rules and coloured visuals were evident in all classrooms and teaching spaces.
- Through document analysis it was noted that the current school student welfare policy doesn’t align with Department of Education and Communities (DEC) philosophy, and hasn’t been updated in a number of years.
- The review team could not find a Gifted and Talented school policy and there was no evidence of an overarching student wellbeing policy.
- A number of staff commented that the current school student welfare policy doesn’t work for those students who are always getting into trouble; it has many gaps and tends to be exclusion orientated.
- There is a need for a clear whole school vision for student wellbeing and that the DEC policy on inclusiveness for all students needed to be made known to the whole school community through updated policies, effective systems and improved procedures.
- Students are well rewarded for positive behavior and Student behaviour is generally very good.
- A number of parents interviewed like the current welfare system, as one said, ‘I love the current system, it is not hard to follow and has lots of positive rewards provided for students who do the right thing’.
- At the same time a number of parents indicated they didn’t fully understand the system as they haven’t had a child drop to the lower levels and they also indicated they would like to be part of the policy development process if the student wellbeing and welfare policies were to be reviewed in the future.

Future directions
Establish clear beliefs and mission statement using the Core Values.


Develop a student wellbeing policy and review all associated policies, aligning them with DEC policies and guidelines: Gifted and Talented to be included.

Explore and implement a DEC welfare strategy eg. Positive Behaviour for Learning.

Curriculum

Personal Development Programs.

Background
The school, over the years, has seen several initiatives supporting leadership development, and fostering gifted and talented education, come and go.

A review of Student Wellbeing gathered data from a variety of sources to report on and make recommendations about the current practices and provisions of Student Wellbeing programs.

From the review came the question of how does the current practice improve leadership and personal development outcomes for students?

Findings and conclusions
- Country Area Program (CAP) initiatives, such as the ‘Challenge Centre’ and other initiatives such as Creative Catchment Kids, ‘Books for Blokes’ and ‘Books for Babes’ are very effective but could be extended.
- Through document analysis is was evident that limited differentiation of learning was happening in a number of classroom programs but some parents perceived a lack of challenge for the more ‘able’ students in the school.
• Individual classroom teachers at times presented some ‘one off’ Gifted and Talented (GAT) activities but it was not consistent or related to core learning. It was found that there was no GAT School Policy or specific GAT programs. There is no formal GAT program at the school and that it would be beneficial to students to have such a program in place. A number of parents felt students were not challenged academically. A whole class teaching approach that targeted the middle with little focus on the learning needs of all students was evident.

• Students, parents and teachers expressed a desire for increased student participation through a Student Representative Council (SRC) or Student Parliament and Peer Support; with an opportunity to engage in ‘real world’ skills.

Future Directions
The school needs to consider the involvement of students in decision making that is going to affect them. The school has used the SRC as a vehicle for student involvement in the past. The students realistically need to have a say in the happenings around the school. The school needs to discuss the most appropriate way to re-instate the SRC and how it may best work for the school in the future.

The Peer Support process needs to be utilised to improve student wellbeing, and leadership opportunities.

Teacher professional learning plans, class programs, school activities, the school plan and all staff discussion and general professional learning must centre on learning.

The school continue with the involvement in ‘Focus on Reading’ and use the knowledge gained to develop a whole-school approach to programming for teaching and learning.

Every staff member engages in professional learning on the School Measurement, Assessment and Reporting Toolkit (SMART) data program with Data Analysis Skills Assessment (DASA) being used to monitor successful understanding of the SMART package. That the teaching strategies incorporated as part of SMART are then evident in class teaching programs.

Collaboratively define what is meant by high expectations for students in teaching and learning. These become evident in teaching and learning programs as well as being modeled by staff.

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.

• Staff and Parents want Edward to become a school which focusses on learning. To do this the school needs to re-evaluate what its core values and beliefs are; as one member of staff said, ‘What do we want to achieve? What do we want student learning and behaviour to look like?’

• As a learning community, the Executive feel it is imperative for the school to develop an overarching Student Wellbeing Policy that incorporates all aspects associated with student wellbeing. This should include the development of a Gifted and Talented policy and a SRC or Peer Support policy as well as a full review of all related policies.

• Staff and parents, felt the limited time allocation for the school counsellor, who is also in training, made it difficult for new students to be assessed in a timely manner and for existing students to receive adequate support. The possibility of engaging extra support to supplement the school counsellor time through the National School Chaplaincy program being offered through the Federal government by hiring a secular welfare worker, needs investigating.

• Staff, parents and students, reported that EPS is a happy school. All parents and teachers indicate they appreciated the communication regarding positive behaviours of students and the activities and rewards presented as a part of the process.

• Staff and parents agree that communication systems in regard to negative behaviours need to be improved with the provision of clear role statements and a framework that shows a clear line of management, adequate communication systems, up to date policies, Professional
Development of Staff in current quality pedagogy and student welfare.

Professional learning
In 2011 over $20,000 was spent on Teacher Professional Learning activities for teachers. Of this we received $14,000 as tied Teacher Professional Learning funding, the remainder was allocated from school funds.

The largest amount of funds was committed towards the development of teaching Pedagogy in support of Literacy and Numeracy programs: Becoming A Writer, Best Start Leadership, Focus On Reading, A Major Shift, Count Me In Too.

Release for teachers to view demonstration lessons, collaboratively plan and program, and engage in professional dialogue about practising newly acquired pedagogies was provided.

Mandatory DEC training sessions, ICT, Visual Arts, Healthy Living, Physical Education, Personal Development and Mental Health, Non Violent Crisis Intervention, and an introduction to Positive Behaviour for Learning were areas of Teacher Professional Learning also provided for.

The School Plan and Professional Learning Plan alignment will direct the focus for TPL in 2012.

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
Evidence of effective systems and structures to support revised Student Wellbeing policies and procedures.

2012 Targets to achieve this outcome include:
- Communication systems including SRC, Stage, Staff-TPL, Executive and Learning Support Team meetings are agendered weekly.
- Gifted and Talented Education is evidenced in all teaching programs and practice through program differentiation and focus learning hubs.
- Policies and procedures are current and reflect DEC philosophies and a recognised wellbeing program Positive Behaviour For Learning.

Strategies to achieve these targets include:
- develop an overarching Student Wellbeing policy that incorporates all aspects associated with student wellbeing. This should include the development of a Gifted and Talented policy and a Student Representative Council or Peer Support policy as well as a full review of all related policies.
- articulate clear lines of responsibility back or forward for students being disciplined. Develop a clear flow chart of responsibility which incorporates feedback to staff on action undertaken for a student as a part of this process.
- Clear lines of responsibility also need to be made in the use of the RISC data so timely interventions can be made for students.
- Weekly agendered meetings.
- Executive release time to be provided for attendance at Learning Support Team Meetings and Executive Meetings.

School priority 2
Outcome for 2012–2014
Edward Public School will be recognized as a centre for learning excellence: increased levels of overall numeracy achievement for every student in line with state and regional targets.

2012 Targets to achieve this outcome include:
- All staff using the SMART data, and whole school assessment schedule to analyse need and inform learning programs.
- Learning programs evidence gifted and talented outcomes using differentiation.
• Increase the percentage of Year 3 and Year 5 students achieving in the top two bands for Reading and Numeracy from 5% in 2011 to 15% in 2012, 25% in 2013 and 30% in 2014.

Strategies to achieve these targets include:

• A focus on learning as the core business of the school is clearly established in the school’s mission statement.

• Teacher Professional Learning is clearly supportive of the achievement of targets: Gifted and Talented Education and program differentiation; Focus on reading, Best Start, Kindergarten, L3

• Assessment is productive in informing learning programs and teachers assess for learning by providing explicit feedback to students.

• Systematic teaching of literacy and numeracy using pedagogy from ‘A Major Shift.’

• Learning is given priority.

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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Rhonda Blacker, Assistant Principal
Jo Evans, 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: