Our school at a glance

Students
Our student enrolment at the completion of 2009 was 27 students, comprising 17 girls and 10 boys.

In 2009, we had two established classes. One class of Year One and Year Two students. In this class, there were nine Year One students and three Year Two students.

Students in Year Three, Year Four, Year Five and Year Six formed the other class. In this class, there were five Year Three students, three Year Four students, three Year Five students and five Year Six students.

Premier's Sporting Challenge
All students from Kindergarten to Year 6 participated in the Premier's Sporting Challenge for the first time. All students were successful in achieving a gold level award. We were successful in gaining a seeding grant, which allowed us to purchase mini tennis kits including nets, racquets and balls.

Bucketts of Paint Art Exhibition/Artist in Residence
As part of the Bucketts Way Community of Schools initiative the students worked with two artists to create art works for the exhibition. Elizabeth Bartlett worked with the students to create mandalas, while Kate Melmeth worked with the students to create colourful appliqué vegetable pieces.

Nutritionist Visit
Anne Hills, Community Nutritionist with Hunter New England Health visited our school for two cooking workshops during 2009. Anne demonstrated several recipes for both classes and these workshops also involved learning about healthy food choices. At the end of the workshop, the recipes were sent home.

Staff
On staff in 2009, there were one full time teaching principal, one full time classroom teacher, a part time teacher who covered release from face to face teaching, library and other duties. We also employed two school learning support officers. A school administrative manager and a permanent part time general assistant are also employed.

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

Significant programs and initiatives
In 2009, several significant programs were implemented successfully at Stroud Road Public School.

These were:

- Positive Behaviour for Learning
  Three staff members participated in the Positive Behaviour for Learning professional learning at the beginning of 2009. Following this our PBL team was formed and has worked closely with North Coast Region staff to implement this program into our school, with the focus on four key words: Respect, Care, Learn and Share.
Student achievement in 2009

Literacy NAPLAN Year 3
Five students in Year 3 sat for the NAPLAN literacy assessments. 80% were in band 3 or higher.

Numeracy NAPLAN Year 3
In numeracy our students performed with 100% of students achieving Band 2 or higher.

Literacy NAPLAN Year 5
In overall literacy 100% of our students were placed in Bands 5 or higher compared with 64% statewide.

Numeracy NAPLAN Year 5
In numeracy our Year 5 students performed with 100% of them being placed in Bands 4 or above.

Messages

Principal’s message
2009 has been another exciting and fulfilling year at our great school. I am constantly amazed at how many activities are completed by the students cover the course of the year.

Many programs have continued during 2009, including Active After School, Good for Kids, Art Club, Music being taught by a specialist teacher and the Premier’s Reading Challenge.

We have also seen the installation of Connected Classroom Equipment, including an interactive whiteboard and video conferencing facilities into the stage 2/3 classroom and an interactive whiteboard installed in the K-2 classroom. This new equipment has enhanced the teaching of ICT and student outcomes and skills in this area.

The year has seen the implementation of several new programs and initiatives including, Nutritionist Workshops, Premiers Sporting Challenge, Positive Behaviour for Learning and Bucketts of Paint Exhibition.

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.

David Simes
Principal

P&C Message
The aim of the Stroud Road P&C is to promote the interests of Stroud Road Public School by bringing parents, the community, pupils and teaching staff into close cooperation.

Monthly meetings allow us to discuss the needs of the teaching staff and students and assist in any possible improvements.

The P&C is made up of volunteer parents and citizens fundraising and giving new ideas to raise monies for Stroud Road Public School.

In 2009, the P&C Committee achieved great things. The fundraising consisted of pie drives, raffles, bulbs, publication of a cookbook, Fathers Day stall, chocolate drive, garage sale/sausage sizzle, catering at the Stroud Brickthrowing, Country Fair cake and produce stall and artwork calendars. The funds raised from the above activities supported much needed equipment for our school.

The P&C also met with the Manager of Bunnings Forster, Mr Paul Holbrook and created a wish list. Thank you to Bunnings, Forster the wishes came true.

I hope that in 2010 the P&C Association will work together as well as the 2009 committee.

Donna Murray
P&C President

Student representative's message
This year for the first time, the school leaders travelled to Newcastle to participate in the Impact Leadership Conference held at the Panthers Club. The day gave us the opportunity to learn about leadership and to mix with many other school leaders.

We continued to complete our roles and responsibilities within the school and classroom including ringing the bell, raising the flag, handing and collecting sporting equipment and checking the computers each day.

We participated in transition days with our future high schools and made many new friends.

We have all enjoyed our school years at Stroud Road Public School and we will miss it as we go to High School next year.

Year 6 students/ School Leaders
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

![Student enrolment profile graph]

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>2006</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>2007</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>2008</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>2009</td>
<td>19</td>
<td>29</td>
</tr>
</tbody>
</table>

<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>3/4/5/6</td>
<td>3</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>

Structure of classes

There were two multi-stage classes operating in our small school structure. Early Stage 1 and Stage 1 were grouped in one class. Stage 2 and Stage 3 students were in the other multi-stage class.

Staff information

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

Staff Retention

In 2009, 100% of staff were retained.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.168</td>
</tr>
<tr>
<td>Teacher Librarian/RFF</td>
<td>.168</td>
</tr>
<tr>
<td>Total</td>
<td>2.336</td>
</tr>
</tbody>
</table>

In 2009 there were no members of staff employed at Stroud Road Public School from an indigenous background.

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>33.3%</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is monitored by classroom teachers, principal and home school liaison officer. Attendance is of a high standard.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>3/4/5/6</td>
<td>3</td>
<td>5</td>
<td>16</td>
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<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>3</td>
<td>16</td>
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<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>3</td>
<td>12</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.

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>57 001.38</td>
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<tr>
<td>Global funds</td>
<td>48 135.55</td>
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<tr>
<td>Tied funds</td>
<td>27 239.63</td>
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<tr>
<td>School &amp; community sources</td>
<td>19 788.79</td>
</tr>
<tr>
<td>Interest</td>
<td>2 025.88</td>
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<tr>
<td>Trust receipts</td>
<td>3 401.85</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>157 593.08</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>5 614.10</td>
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<tr>
<td>Excursions</td>
<td>7 675.50</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>14 731.65</td>
</tr>
<tr>
<td>Library</td>
<td>2 191.64</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 271.06</td>
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<tr>
<td>Tied funds</td>
<td>44 582.01</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5 650.02</td>
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<tr>
<td>Administration &amp; office</td>
<td>21 652.22</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>8 307.06</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1 463.57</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3 262.35</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>116 401.18</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>41 191.90</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009

Achievements

Arts

During 2009, continual emphasis was placed upon the Creative Arts and all students were encouraged to participate.

Significant activities undertaken in 2009 included:

- Successful participation by the students in the Buckets of Paint Art Exhibition held at the Gloucester Recreation Centre.
- Successful participation of our Starstruck team in the 2009 Starstruck production held at the Newcastle Entertainment Centre. Our Starstruck team performed in one item as well as the finale.
- Students contributed to displays and entries in the annual Stroud Show with several students being successful in winning prizes and awards.
- Students participated in a Christmas art/craft program organised by Mrs Melmeth towards the end of 2009.
- A whole school music program was completed in Terms 2 and 4 (every second week). This was taught by a specialist music teacher, Mrs Annette Burrows. This program involved many musical activities including singing, percussion, reading music and recorder.
- Students in Years 5 and 6 participated in the Digi-Ed claymation workshops with the students from Stroud Public School. The students worked together in small groups to design and film their own claymation movies.
- Various items and performances at the school annual end of year presentation evening. These were performed by all students from Year 1 to Year 6 and included; The Litter Munchers, Cindy-Ella and Reading, Writing and Little Red Riding Hood amongst others.
- Students also participated in a variety of visiting performances and workshops. These included; The Emperor’s New Beatbox amongst others.
- Stage 2 and 3 students travelled to the Civic Theatre, Newcastle to watch the performance of ‘I Am Jack’. This play discussed the issue of bullying amongst others.

Sport

Sport and physical education is an important and popular component at Stroud Road Public School.

- All students from Year 1 to Year 6 participated in the Active After School program. Students participated in a tennis program, a circus skills program and lawn bowls program. These were all very successful activities with positive results for our students.
- All students participated in the Rugby League Blitz Day organised by Hunter Rugby League and the Newcastle Knights.
- All students participated in a rugby league skills clinic facilitated by Hunter Rugby League.
- Students participated in a tabloid sports day held at the Stroud Showground. This was a combined event with Stroud Public School.
Our school participated in combined carnivals in swimming, cross country and athletics with Booral and Stroud Public Schools.

We held our own athletics carnival at the Stroud Showground with age champions being awarded.

Two students played as part of the Stroud Road and Stroud netball team.

Six students represented Stroud Road Public School at zone cross country.

Three students represented Stroud Road Public School at zone track/field events, while two students represented the school at zone athletics.

Two boys played in the combined Stroud Road and Stroud cricket team.

All students participated in a ten day intensive swimming program facilitated by Austswim Instructors.

participating in an early morning zoo walk, which took the students behind the enclosures at Western Plains Zoo;

exploring the sights and sounds of Old Dubbo Gaol;

learning more about space and the planets at the CSIRO Radio Telescope at Parkes;

going ten pin bowling;

learning more about coal mining at Singleton on the way home.

The excursion was very worthwhile in enhancing and achieving educational outcomes.

Sydney

In October 2009 stage one students, several parents and 2 staff members travelled to Sydney for their excursion. The students’ first stop was Taronga Zoo where they viewed and learnt about many amazing animals from around the world. The next part of the journey was a ferry ride across Sydney Harbour taking the many sights and sounds including the harbour traffic and Sydney landmarks, such as the Opera House and the Sydney Harbour Bridge. The students then had a walking tour of Darling Harbour before rejoining the bus and heading home, after a meal stop at McDonalds. A very worthwhile educational excursion with the students participating in many new and exciting adventures.

Hunter Valley Gardens

In the final week of Term 4, the whole school and teaching staff departed Stroud Road Public School for the Hunter Valley Gardens at Pokolbin. The students and staff spent most of their day exploring the awesome and fascinating gardens, waterfalls, garden features that are found within this amazing place. Our favourite garden was the Storybook Garden, which had many storybook characters such as, Alice in Wonderland in it. The day concluded with afternoon tea at the Village Green and a visit to the British Lolly Shop.

Year Six Farewell

The five Year Six students along with Mrs Madden, Mrs McNeice and Mr Simes celebrated the end of their primary school education with several games of ten pin bowling at Raymond Terrace, dinner at KFC followed by a trip to the movies to see ‘Cloudy With A Chance of Meatballs’.

Leadership Forum
The five Year Six School Leaders attended the Impact Leadership conference held at Newcastle Panthers. The school leaders left the conference with a clear vision, a solid understanding and lots of ideas for being a leader.

**Young Teen Talk**

Year Six students participated in a Young Teen Talk presented by Susie Blackwood from Community Health Initiatives. This workshop discussed issues such as, decision making, interpersonal relationships and growth and development.

**Fundraising**

During 2009 the students and community supported a variety of charities and were successful in donating funds for their causes. These included:

- The Victorian Bushfire Appeal – Through the school aid organisation the school community dated $485.00. This was achieved by cake stalls, selling vegetables and a pancake and milkshake day.
- Jean for Genes – the selling of promotional items raised $138.00 towards this cause.
- The Heart Foundation – Students participated in the Jump Rope for Heart activities and raised $715.00.
- Bookfair – This year we held our first Bookfair during the school’s Book Week Celebrations. It was a very successful event, allowing the school to purchase many new books for our library.

**Premier’s Reading Challenge**

Sixteen students completed the 2009 Premier’s Reading Challenge.

**Academic**

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

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

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

Due to the small number of students that sat the NAPLAN assessments full results cannot be published. This is consistent with privacy and personal information policies.

**Literacy – NAPLAN Year 3**

In 2009 five students in Year 3 sat the NAPLAN assessments.

- 60% of students achieved Bands 5 and 6 in grammar and punctuation.
- 80% of students achieved Band 3 or higher in writing.

This data indicates that the school needs to focus on literacy and the implementation of the Accelerated Literacy program will continue to improve the outcomes for our students.

**Numeracy – NAPLAN Year 3**

Five students in Year 3 sat the NAPLAN assessments in numeracy.

The majority of students achieved Bands 4 or higher. The average mark for numeracy in our school was 418.6 compared with like school groups of 406.1 and the state of 405.8.

**Literacy – NAPLAN Year 5**

Three students in Year 5 sat the NAPLAN Literacy assessments.

- 100% of students achieved Band 5 or higher in reading.
- 100% of students achieved Band 6 or higher in grammar and punctuation.

The average mark for reading at our school was 507.6 compared with the like school group of 500.1 and the state of 503.2.

**Numeracy – NAPLAN Year 5**

Three students in Year 5 sat the NAPLAN Numeracy assessments.

- 100% of students achieved Bands 4 or higher.

The growth rate for students was above the state average and also above the North Coast Region average.

**Progress in literacy**

In 2009, the school’s average progress in reading was 116.1 compared to the state of 88.4.

**Progress in numeracy**

In 2009, the school’s average progress in numeracy was 98.8 compared with the like school group of 95.6 and the state of 93.4.

**Minimum standards**
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>80</td>
</tr>
<tr>
<td>Spelling</td>
<td>80</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

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

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

Significant programs and initiatives

Aboriginal education

Aboriginal education is of major importance at Stroud Road Public School.

An aboriginal perspective is supplied when Australian history is studied by students in COGS units with a view that all students develop an informed understanding of Australia’s indigenous people, their culture and the importance of the reconciliation process.

Students in Years 3-6 studied the achievements of many indigenous Australians as one of their English activities.

All students from Kindergarten to Year 6 combined with students from Stroud Public School to participate in a half day workshop. This workshop involved art activities, dance and storytelling.

Multicultural education

The students had a Thai food lunch at school organised by our canteen volunteers. This lunch gave the students the opportunity to experience the food of a different country.

Multicultural education was taught in all Key Learning Areas including Human Society and Its Environment.

Our relationship with the students and staff of Salamo Primary School in Papua New Guinea have continued to enhance the students knowledge and cultural understandings.

The students have continued to write letters and send gifts to each other which have given the students an interesting insight into their culture.

Respect and responsibility

One of the school’s new programs which commenced in 2009 was the Positive Behaviour for Learning (PBL) program. One of our key words of our PBL program is respect and it comes from Respect and Care, Learn and Share, which is the central focus of our PBL expectations.

Students demonstrated respect and responsibility through the participation in the ANZAC ceremony at school, which was attended by members of the Dungog RSL Branch.

Another key program which reflects respect and responsibility is our support of various charities throughout the year. These include:
- The Victorian Bushfire Appeal
- Healthy Harold
- Genes for Jeans

All students learnt about respect and responsibility through their participation in a police visit, conducted by staff at Raymond Terrace Police Station.

Other programs

Environment Education

Environmental Education continued to play an important role in the curriculum at Stroud Road Public School. This emphasis was demonstrated through:
- The continuation of the Waterwatch program facilitated by Hunter Catchment Group. The students in Years 3/4/5/6 collected water samples from the Karuah River at Stroud Road several times each term. These samples were tested and analysed by the students and the results were placed on the Waterwatch website.
All students from Kindergarten to Year 6 participated in a Wastewatchers program funded by Great Lakes Council, in conjunction with Keep Australia Beautiful.

Two new vegetable gardens were constructed, these complemented the ones that were already established by the Stroud Garden Club.

A compost program and worm farm was also established.

Drug Education
During Term 3, the teaching staff with the assistance of Mr Warren Jones, North Coast Region Drug Education Consultant implemented the small schools drug education modules.

Bucketts Way Community of Schools
In 2009, our community of schools group which includes eight surrounding schools continued to meet on a term basis. The aim of our community is to develop and expand programs to support and enhance the education of all of our students.

These programs included:
- Bucketts of Talent Art Exhibition which involved the students working with artists to create art works. These were exhibited at the Gloucester Recreation Centre.
- continued engagement of an Itinerant support Teacher for behaviour (ISTB); and
- shared targets in literacy, numeracy and Positive Behaviour for Learning for all schools.

Progress on 2009 targets

Target 1
To have 70% of students in both Year 3 and Year 5 achieving Bands 3 or higher in the grammar strand of the NAPLAN assessments.

Our achievements include:
- the success design and implementation of the grammar scope and sequence document;
- all staff revisiting the relevant grammar sections of the English syllabus and formulating ideas for implementation into their teaching; and
- staff discussing the NAPLAN results in grammar and viewing the teaching strategies associated with this component.

Target 2
To have 70% of students in both Year 3 and Year 5 achieving bands 3 or higher in the number strand of the numeracy component of the NAPLAN assessments.

Our achievements include:
- all staff completing professional learning in the area of Newman’s Error Analysis during several school developments days;
- reviewed the areas of need in number. This gave our evaluation a future direction and ensured that our teaching would continue to be focused on the areas of need;
- staff reviewed and discussed the relevant teaching strategies from the NAPLAN document; and
- students demonstrated improved results in number in both school based assessments and the NAPLAN assessments.

Target 3
To successfully implement the ‘Good for Kids-Get Fit, Get Active and Go’ program at Stroud Road Public School.

Our achievements include:
- our School Champion attended the professional learning for this program;
- school staff discussed the implementation of the program as a whole school focus;
- the policy for the program was written with the assistance of ‘Good for Kids’ staff; and
- all students successfully participated the Premier’s Sporting Challenge as a new program. Both classes achieved gold awards in the program.
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.

Educational and management practice

In 2009 our school carried out evaluations of Leadership.

Background

In 2009 Leadership was evaluated through the completion of surveys to all families and to students in Years 3-6 and staff. The school map best practice statements and surveys were utilised.

100% of parent surveys were returned and 15 student surveys were completed.

Findings and conclusions

- 81% of parents, 100% of staff and 87% of students stated that our school leaders introduce changes that are good for students;
- 81% of parents, 100% of staff stated that usually school staff accept responsibility for the quality of student outcomes;
- 63% of parents and 100% of staff stated that usually school staff discuss ways to improve my child’s learning; and
- 100% of staff, 61% of parents and 60% of students stated that usually students were encouraged to take on leadership roles at the school.

Future directions

- To design and implement a system which allows staff to discuss with parents how to develop their child’s learning.
- To review the leadership roles taken on by Year 6 students and to change if necessary.

Curriculum

Information and Communication Technology

Background

In 2009, it was decided to evaluate information and communication technology as a focus area. During 2008, we were very lucky to have a connected classroom installed and we purchased an Interactive Whiteboard for the K-2 classroom. The new ICT tools were one of the reasons behind this evaluation.

Data was collected from parents, students in Years 3-6 and teaching staff.

100% of surveys were completed by parents, while 100% of students completed their surveys.

Findings and conclusions

- 100% of staff, 95% of parents and 100% of students stated that technology was an important part of learning;
- 100% of students, 100% of parents and 100% of staff stated that they or their students/children enjoy using technology, including interactive whiteboards;
- 74% of parents stated that they did not use the school’s website to keep up to date; and
- 89% of parents, 7% of students stated that the school did not have plenty of equipment to teach technology.

Future directions

- To promote the school website more frequently within the school community, especially as an additional communication tool.
- To communicate and promote the technology equipment that is available within the school.
- Promotion of how the ICT equipment is utilised successfully by staff and students within the school.
- Organise and complete a parent workshop utilising the connected classroom and interactive whiteboards.
- Continue with the professional learning program in ICT for all staff, including interactive whiteboards.

Other evaluations

Parent, student, and teacher satisfaction

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

Their responses are presented below.

- 100% of parents and 93% of students and 100% of staff stated that the teachers had participated in Professional Learning and Technology and had a good knowledge of the subject area;
- 88% of parents stated that usually the staff understand the school and get the best from the students;
- 75% of parents, 100% of staff and 40% of students stated that usually the school leaders value the contribution of individuals and groups; and
- 75% of parents and 100% of staff stated that usually school staff were open to new ideas.
Professional learning

During 2009 all staff participated in varied professional learning opportunities.

- Two teaching staff and one Senior Administration Manager completed professional learning in Positive Behaviour for Learning;
- K-2 classroom teacher participated in the BestStart initiative for Kindergarten students;
- All members of the teaching staff participated in the connected classroom professional learning;
- The Principal attended the North Coast Region Principal's conference held at Coffs Harbour; and
- The Principal completed the Accelerated Literacy workshops. This consisted of 6 days of professional learning.

Professional learning completed on School Development Days included:

- CPR mandatory training;
- Mandatory training in Keeping Them Safe procedures;
- Newman's Error Analysis;
- Quality Teaching;
- Emergency Care procedures;
- Student Welfare;
- Positive Behaviour for Learning; and
- Notebook 10 and Interactive Whiteboards.

School development 2009 – 2011

Our school’s Self Evaluation Committee has established target areas for 2009, based on learning outcome data collected at school, with the aim of achieving excellence in education outcomes for all students, including progress in achieving state wide and school priorities.

The plan will include strategic directions, long term and short term goals and will incorporate the Bucketts Way Community of Schools strategic plan.

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Targets for 2010

Target 1

To have an increase from 70% to 75% of students in Year 3 achieving bands 3 or higher and Year 5 achieving band 5 or higher in number in the NAPLAN assessments.

Strategies to achieve this target include:

- Explicit teaching of skills and strategies associated with reading and comprehension. The staff will utilise and implement the teaching strategies from the 2009 NAPLAN assessments;
- Participation in IACS Tests in English by all students in Years 3, 4, 5, and 6;
- Staff participate in professional learning in the teaching of comprehension;
- Staff will participate in various professional learning activities including: Criterion Writing Stages 1 and 2, and using E-Smart data;
- Staff will review and workshop the English K-6 Syllabus in particular reading and comprehension; and
- Staff will implement the Accelerated Literacy program in stages 2 and 3.

Our success will be measured by:

- Improved student achievement results in the NAPLAN with emphasis on reading and comprehension;
- Teachers have revisited reading and comprehension components of English documents;
- Staff are utilising the methodology of Accelerated Literacy in their classrooms; and
- Students have a greater understanding of the Accelerated Literacy concepts being taught.

Target 2

To have an increase from 70% to 75% of students in Year 3 achieving bands 3 or higher and Year 5 achieving band 5 or higher in number in the NAPLAN assessments.

To successfully transfer the Professional Learning knowledge gained by staff on Newman’s error analysis into the classroom.

Strategies to achieve this target include:

- Review and evaluate the areas of need in the number strand based on the NAPLAN results and school assessments;
- Analysis and implementation of the teaching strategies associated with NAPLAN;
- Participation in professional learning opportunities including E-Smart data;
- Quality Teaching elements to be incorporated into all aspects of numeracy;
- Transference of professional learning knowledge on Newman's into the students' learning;
• professional learning for teaching staff in numeracy lesson study; and
• staff utilise IWB to compliment their teaching of mathematics using notebook and websites.

Our success will be measured by:
• teachers have a greater understanding of Newman’s Error Analysis;
• evidence of Quality Teaching strategies in teaching practice;
• evidence of Quality Teaching strategies in programs;
• evidence of a 50% improvement in the understanding of questions using the Newman analysis;
• teachers demonstrate a greater understanding of the number strand of the K-6 Mathematics syllabus; and
• students have an improved knowledge of Newman’s Error Analysis in school based maths assessments.

Target 3

To successfully implement the Good for Kids – Get Fit Active component at Stroud Road Public School.

Strategies to achieve this target include:
• design and complete the implementation matrix;
• successfully implementing this component as a whole school focus;
• conducting a parent workshop on the Good for Kids Program;
• Good for Kids Program used as part of Kindergarten orientation;
• continue to participate in the Premier’s Sporting Challenge; and
• conduct an evaluation of all components of the Good for Kids Program.

Our success will be measured by:
• 100% of students participating in the program by November;
• program being taught across the whole school;
• increased level of physical activity;
• 70% of parents attending the workshop stating they have a greater understanding; and
• continued successful implementation of the Premier’s Sporting Challenge.

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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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:


Four expectations of Positive Behaviour for Learning