2009 Annual School Report
Johns River Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Enrolments increased over the year and the school grew to 35 students, comprising 16 girls and 19 boys.

Staff
The school has a diverse, skilled and dedicated staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
- Student Welfare (Aussie Fair Rules)
- 2BOB Radio experience
- Life Education Van
- Targeted sports programs
- Student leadership development

Messages

Principal's message
Johns River Public School is the focal point for a small rural community. The school and the community both benefit from an open, inclusive relationship.

In partnership with families and the community our aim is to educate students to high academic standards within a safe, stimulating environment. We strive to provide students with the knowledge, understanding, skills, strategies and values that will empower them to become lifelong learners.

Our primary purpose is to help our students to participate in the school positively, interacting and working as part of a team. A co-operative atmosphere is fostered in which all feel secure and valued.

Staff and students have appreciated the contribution of our parents and friends. Their efforts and continued support have ensured a strong partnership between home and school.

Congratulations to students, staff, parents and friends on a successful year.

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.

Sheree Quinlivan
Principal

P&C and/or School Council message
The P&C was involved in various aspects of school life during 2009. Many fundraisers were held including a pie drive, a car boot sale, a cake stall an Easter raffle and ended the year with a giant Christmas raffle. The prize for the Christmas raffle was a trip for a family to the Gold Coast, including visits to theme parks.

The P & C also donated money to pay for the bus to take children to Kendall for the end of year intensive swimming scheme. The cost of the bus was $1300 which is a huge expense. However this keeps the price down making it more affordable for families.

With a dedicated parent body providing transport, our students were able to attend many sporting events, plays and presentations at other locations. Transport is an ongoing issue at the school.

We thank everyone involved in the P&C for their past and continued support. Without dedicated volunteers our students would miss many wonderful opportunities.

Krystle Grayson
P&C President

Student representative’s message
The Student Representative Council (SRC) achieved outstanding results in 2009.

The council, which consisted of Lily Williams, Sarah Godwin and Taylor Lockhart, worked hard throughout the year to raise money for the school. Throughout the year we organised raffles, mufti days, a jelly bean guessing competition and stalls at local markets.

We farewelled Year 6 students by holding a disco after our Presentation Night. Everyone had fun dancing to their favourite songs.

We’re very proud to have been elected to represent our school and have enjoyed acting as a student voice for our classmates.

Lily Williams
2009 SRC Representative
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

There was a significant increase of enrolments in 2008 and particularly in 2009. This increase saw the school classification change from a P6 to a P5.

![Enrolments graph]

Student attendance profile

While student attendance is below both region and state averages, a small number of students have severely impacted on our overall result. We are confident our average student attendance will improve and close the gap in relation to region and state figures, as systems have been put in place for student attendance rate to improve.

Management of non-attendance

All absences must be explained either verbally or in written form within 7 school days. A record of enrolments and daily student attendance is maintained. A positive rewards system operates for students who are punctual and attend school regularly. Student school attendance requirements are regularly communicated in the fortnightly school newsletter.

Unresolved issues of unjustified or unexplained absences are referred to the Home School Liaison Officer.

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 - 6</td>
<td>3</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>3 - 6</td>
<td>4</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>3 - 6</td>
<td>5</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>3 - 6</td>
<td>6</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>K - 2</td>
<td>1</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>K - 2</td>
<td>2</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>K - 2</td>
<td>K</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

Structure of classes

There were two multi stage classes in 2009. K/1/2 and 3/4/5/6. Both classrooms were supported by a teacher and an SLSO assisted during morning sessions. A temporary teacher was employed to share between the two classes allowing for team-teaching situations or smaller group tuition.

Peer tutoring
Staff information

In 2009 our school was staffed by one teaching principal, one full time teacher and one full time temporary teacher.

We were also supported by a School Administrative Manager (SAM) seven days per fortnight and a General Assistant (GA) for one day per week. A temporary School Learning Support Officer (SLSO) was employed for four hours per week.

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
</tr>
</tbody>
</table>

Environmental education

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.

Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th></th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>88958.66</td>
</tr>
<tr>
<td>Global funds</td>
<td>56875.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>21043.42</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>4192.50</td>
</tr>
<tr>
<td>Interest</td>
<td>2709.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>618.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>174397.72</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>35138.60</td>
</tr>
<tr>
<td>Excursions</td>
<td>2937.37</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2649.20</td>
</tr>
<tr>
<td>Library</td>
<td>6830.82</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>550.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>25869.78</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4935.63</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>14314.84</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6375.86</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7508.27</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>618.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>107729.27</td>
</tr>
</tbody>
</table>

Balance carried forward 66668.45

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
Students had many opportunities to be involved in visual arts, music, drama and dance and this was part of the school’s Key Evaluations for 2009. The following were highlights of the arts program:

- Camden Haven Art Show
- Camden Haven Art Festival for Schools (CHAFFS) performance
- Keyboard lessons with Arwen
- Wednesday afternoon craft lessons with Mrs Stinson
- Picture Book Performance: Nobody Owns the Moon.
- Drama Performance: Human Race.

Sport
The school has a long tradition of sporting excellence and has a reputation for the excellent fitness program provided by the school.

Other activities include:

- All students participated in a small schools swimming carnival. Students were selected to represent the school at a regional level in Taree.
- Students participated in a Rugby League coaching clinic and from this, a Joey League Coaching Clinic was organised for a four week period. A specialist provider delivered the program and commented on the fitness levels of students.
- The whole school participated in an intensive School Swimming Scheme in Term 4.

Other

- The school employed a specialist music teacher to teach keyboard lessons to all students. These lessons occur on a weekly basis and students showcase their newly acquired skills at an end of year concert, entertaining the whole school community. Students were very proud of their efforts and some students have shown an interest in continuing private music tuition outside of school.
- Students from Years 3, 4, 5 and 6 attended the Great Aussie Bush Camp in Term 3. Students were given many opportunities to challenge themselves mentally and physically over three days of various activities which promoted problem solving and teamwork skills. Follow-up activities at school indicated that all students enjoyed the confronting but fun experiences and are now better equipped with skills to utilise in their daily interactions.
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)

Small group tuition

Literacy and Numeracy NAPLAN Year 3

Due to the small number of children sitting for the test, comparisons to the state were not valid. Parents were informed of their children’s results. End results will be used as a diagnostic tool for learning programs in 2010. All students’ results in literacy and numeracy were above state average.

Literacy and Numeracy NAPLAN Year 5

As for year 3 NAPLAN, due to the small number of children sitting for the test, comparisons to the state were not valid.

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 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 achieving at or above the minimum standard in 2009 |
|---------------------------------|---|
| Reading                         | 100 |
| Writing                         | 100 |
| Spelling                        | 100 |
| Punctuation and grammar         | 100 |
| Numeracy                        | 100 |

| Percentage of Year 5 students achieving at or above the minimum standard in 2009 |
|---------------------------------|---|
| Reading                         | 100 |
| Writing                         | 100 |
| Spelling                        | 80  |
| Punctuation and grammar         | 80  |
| Numeracy                        | 100 |

Significant programs and initiatives

Aboriginal education

Our school continues to provide support for aboriginal students and to provide programs designed to educate all students about aboriginal history, culture and contemporary Aboriginal Australia.

The Aboriginal Education Policy is implemented across all Key Learning Areas (KLA’S). Its inclusion in Human Society and its Environment (HSIE) enables our students to study, reflect and appreciate aspects of Indigenous Australian culture as it is embedded in our K-6 curriculum.

A special unit of work was implemented across the school to celebrate and acknowledge NAIDOC week.

Multicultural education

Our school endeavours to ensure that multiculturalism is a fundamental value within the total school curriculum.

We aim to develop:

- An understanding and appreciation of the multicultural nature of contemporary Australian society.
An awareness of the contribution that people of different cultural backgrounds have made and continue to make to our society.

Acceptance and tolerance of cultural difference within our community.

**Respect and responsibility**

Our school participated in a number of activities which promote our school community core values including respect and responsibility. Some of these activities include:

- Anti Bullying
- Inter school cultural exchange
- Student led assemblies
- Clean up Australia
- Student gardening club
- Walkathon
- Social Skills Program

**Other programs**

**Priority Schools Program (PSP)**

The school has received funding through PSP and this has enabled the school to focus additional resources towards literacy and numeracy.

By continuing the PSP staffing allocation with other Department of Education and Training (DET) allocations, an additional staff member was employed at the school with the main focus on additional literacy and numeracy support.

**Progress on 2009 targets**

**Target 1**

*84% of students to achieve stage outcomes in Literacy.*

Our achievements include:

- All students in beginning years benchmarked using Best Start Assessment Program.
- 86% of students achieving Stage Outcomes.
- Increased level of parent response to Home Reading Program.

**Target 2**

*78% of students to achieve stage outcomes in numeracy.*

Our achievements include:

- All Kindergarten students benchmarked using Best Start Assessment Program.
- 78% of students achieving stage outcomes or better.
- Teachers accessing IWB to demonstrate aspects of numeracy learning to both students and parents.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Culture and Information and Communication Technology (ICT).

**Educational and management practice**

**School Culture**

**Background**

School Culture was chosen as an area of evaluation as part of the school education cycle. To do this evaluation School Map surveys, as well as surveys developed by the school were used. The surveys were completed by students, parents and staff with 76% of parents participating and 100% return from students and staff.

**Findings and conclusions**

Parents:

- Most parents indicated that the school should continue to promote team spirit and school pride as a priority.
All parents felt the school was friendly and it was easy to contact the school to express interest or discuss concerns relating to their children.

All parents agreed with statements related to positive communications and relationships as well as the excellent school reputation.

Students:

All students indicated that the school was a happy, safe environment where all felt valued.

All students felt the school had adequate grounds with particular reference to the modern playground equipment.

All children acknowledged the value of consequence plans developed by students to be implemented for inappropriate behaviour.

Staff:

All staff agreed that the school is a positive environment which promotes harmony within the workplace and high student achievement.

All staff indicated that they value the positive relationships that have been developed between staff, students, parents and the wider community.

All staff were aware of the school’s excellent reputation for working in partnerships with the school education community.

Overall the survey indicated that the school sought to improve performance through minor changes whilst giving care and support to students, parents and staff. It also indicated that the school was welcoming where all felt valued and secure and it communicated effectively with students and parents.

Future directions

As a result of this evaluation the school will:

Continue to positively reinforce Values Education across the whole school, ensuring effective communication to parents.

Curriculum

Information and Communication Technology (ICT)

Background

All students at Johns River Public School have access to a computer in all Key Learning Areas (KLA’s) within the classroom on a daily basis. An interactive whiteboard is utilised regularly to enhance teaching and learning programs as well as demonstrating specific computer operations.

ICT was determined as an area to be evaluated to determine how successful programs were in this Key Learning Area. Students, parents and staff were surveyed. Of the parents surveyed, 71% returned the survey while 100% of students and staff responded.

Using the Interactive Whiteboard as a tool for teaching and learning

Findings and conclusions

Parents:

50% of parents made a comment about the importance of students improving typing skills.

Most parents were satisfied with the teaching and learning of computer skills.

23% of parents disagreed with the statement, “Parents are kept well informed about the use of computers in the classroom.”

Students:

25% of students would like more opportunities to use their e-mail account.
Power Point presentations were very popular and students indicated they would like to learn more about the development and presentation of a Slide Show.

Most students would like to use computers more frequently across all KLA’s.

**Staff:**

- All staff agreed with the statement, “I am confident in my use of technology.”
- A small number of staff, 25% indicated that inadequate storage of laptop computers was a concern.
- All staff agreed or strongly agreed with the statement, “I am programming for the use of computers in my classroom.”

**Future directions**

As a result of this survey the school will:

- Develop a whole school computer technology scope and sequence in consultation with families and students, which will include aspects such as typing, email, Power Point presentations etc.
- Communicate to parents the use of computers and invite parents into the classroom to observe computer usage.
- Purchase a mobile laptop storage trolley to secure laptops safely and allow for easy access.

**Parent, student, and teacher satisfaction**

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

The opinions of staff were sought through a number of consultations including Staff Meetings as well as Teacher Assessment and Review Meetings. These responses were noted and taken into consideration during future school planning and evaluation.

Parent surveys indicated a high degree of satisfaction with the school and its culture. Positive responses to school improvement and communicating activities at the school confirmed this satisfaction level.

Student responses to various areas of the curriculum and school activities were clearly positive.

From surveys conducted during the year on various aspects of school life, the following were indicated as areas of satisfaction:

- Parents were very satisfied with the quality and content of the fortnightly newsletter as a means of communication. Suggestions for improvement included the addition of a student profile section.
- Students were satisfied with the high expectations placed on them and were proud of their achievements. They were also confident that they could produce quality work when required.
- Teachers were satisfied that their teaching and learning programs met syllabus requirements and that leaders of the school implemented change that would improve student outcomes.

**Professional learning**

Throughout the 2009 school year staff were able to take part in professional development activities. These included:

- Accelerated Literacy
- Best Start Assessment
- Principals’ Conferences
- Community of Schools meetings
- Beginning Teachers Conferences
- Brain Gym Course
- Quality Teaching Conference
School development 2009 – 2011

Our school has developed a School Plan that clearly states areas for development and specific targets to be achieved over a three year period. Targets for 2010 and strategies are listed below.

Targets for 2010

Target 1
Students will spell frequently used words accurately in NAPLAN writing tasks and school based assessments.

Strategies to achieve this target include:
- Implementation of the North Coast Spelling Strategy.
- Professional Learning for staff in Accelerated Literacy.
- The development of an editing program to be implemented across the whole school.

Our success will be measured by:
- Results from NAPLAN testing.
- Pre and post testing showing student growth.
- Classroom writing tasks will demonstrate effective editing skills.

Target 2
All students will achieve equal to or beyond state and regional results in the measurement strand of numeracy in NAPLAN.

Strategies to achieve this target include:
- An audit of existing numeracy resources and the purchase of a range of new resources to support the measurement strand.
- Professional Learning for staff to deepen knowledge of syllabus content.
- Programming which is responsive to student needs.

Our success will be measured by:
- NAPLAN results showing students achieving above or beyond state and regional level in measurement.

- Assessment of teaching criteria indicates all students achieving individual learning goals.
- Pre and post testing demonstrates increased knowledge of measurement.

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.

Sheree Quinlivan  Principal
Josh Tomasone  Teacher
Krystle Grayson  P & C President
Elsie Stinson  Community Member

School contact information

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School Code: 2243

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: