2010 Annual School Report
Somersby Public School

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

Somersby Public School offers students’ individualised, highly-resourced learning with extreme expectations of individual and collective success. Classrooms access technology through the use of interactive white boards and computers, with the new library soon to host a Connected Classroom.

The small size of Somersby Public School makes for a great school spirit and pride amongst students and their families. This family atmosphere touches all aspects of school life. All children develop strong networks through the grades, which enhances social skills in a positive, nurturing environment. High parent and community involvement is encouraged through open days, classroom assistance, sporting and community events, and an active P&C, supporting the school.

Our extensive grounds provide a variety of playground facilities including a large hall, environment area with vegetable gardens, soccer fields, basketball hoops, play equipment and a covered outdoor learning area.

Well trained staff, provide high quality teaching developed through tertiary qualifications and continuous professional development. Our small school allows teaching staff to devote more individual time and attention to students with emphasis on developing well-rounded young people, able to confidently face life’s challenges. These students have gone on to excel at tertiary level and in a wide variety of careers.

**Students**

During 2010, Somersby Public School had an enrolment that fluctuated between 97 and 92 students, who were grouped according to Stages. Provision was made for students to accelerate between Stages for some aspects of Literacy and Numeracy. Early Stage 1 and Stage 1 engaged in team teaching for most Literacy and Numeracy sessions throughout the year.

**Staff**

The teaching staff consisted of one teaching Principal; one permanent full-time class teacher; one full-time temporary casual class teacher; two part-time job share permanent class teachers, one of whom was also librarian; one part-time temporary class teacher who job shared with the Principal.

Non-teaching staff consisted of one permanent full-time Senior Administrative Manager; one permanent part-time School Administration Officer; one part-time temporary casual School Learning Support Officer; one cleaner and one part-time General Assistant. Our school is also serviced on a regular basis by a Support Teacher Learning Assistant and a School Counsellor.

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

**Significant programs and initiatives**

Throughout 2010 Somersby Public School continued to offer programs which encouraged students to become involved in a variety of extra-curricular activities to cater for the wider interests of our student population and to develop well-rounded individuals.

**Environmental Education**

Once again, Somersby Public School was involved in many initiatives to raise awareness of environmental issues in the community. Years 5 and 6 Environmental Leaders and their Year 4 assistants led the way in 2010. These leaders rotated on a term roster looking after various areas such as water, waste, energy and biodiversity. They continued many existing initiatives such as the schools veggie garden, collecting food scraps for the worm farm, recycling, collecting aluminium cans, frog pond and solar power; and implemented a new initiative called ‘the Power Police’, issuing fines for wastage of energy in classrooms.

The whole school took part in the Gosford City Council awards again in 2010, which were based
around the theme ‘Think Green, Eat Green’ and won a special prize for this participation.

In March our school entered three pumpkins in the Sydney Royal Easter Show Agricultural Society’s pumpkin competition. Winning 1st place in the ‘Giant Pumpkin under 50 kg category and a commendation in the ‘Celebrity Look-A-Like’ category. Before sending our pumpkins away to Sydney for judging, teachers organised a ‘Pumpkin Maths’ session where students participated in a number of activities. These included placing the pumpkins in order from smallest to largest, estimating the mass of the pumpkins in kilograms and weighing the pumpkins using kitchen scales.

Then participated at Ettalong Public School in the Regional final. Our students performed extremely well with two successfully representing the school in the final ten. Students are already practising to participate next year.

Creative Arts Afternoons
During 2010 students participated in a weekly creative arts afternoon where classes rotated, each enjoying a different strand of the creative arts syllabus. The students danced with Mrs Knight, sang with Mr Mitchell, created artworks with Mrs Cranstone and performed plays with Mrs Young. These afternoons were enjoyable and allowed significant time to be spent achieving creative arts outcomes.

Dance
2010 has been a busy year for dancing at Somersby Public School. All students were provided with the opportunity to join Footsteps Dance Company every Monday morning for a term. These students were able to build on their dances from 2009 and learn more dance skills, including group and partner work. Everybody enjoyed ending the term with a Footsteps Disco. Also this year our senior dance group once again gained a place in the Central Coast Dance Festival. This group has also been running a fundraiser to aid in purchasing costumes for the school and future Dance Festival performances.

Premiers’ Spelling Bee
This year our school was once again involved in the NSW Premier’s Spelling Bee. Stage 2 and Stage 3 held class Spelling Bee competitions to find two finalists from each class. These students then participated at Ettalong Public School in the Regional final. Our students performed extremely well with two successfully representing the school in the final ten. Students are already practising to participate next year.

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Library
This year there have been some enormous changes in regards to our school library. With the Building Education Revolution, we were the recipients of a brand new library building. It is a fabulous new site that also includes a library office and teachers’ resource store room. Students and staff assisted in setting up the new library, moving resources, setting up the books and equipment and offering opinions about furniture arrangements! During 2011 the library will be installed with an interactive whiteboard and data projector to allow it to become our “Connected Classroom.” We eagerly anticipate this addition to the school’s technology capabilities.
Student achievement in 2010

In 2010, twelve Year 3 and ten Year 5 students were eligible to sit the Naplan Tests. The tables below compare our school to state.

**Average progress in grammar & punctuation for matched students***

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>105.4</td>
</tr>
<tr>
<td>SSG</td>
<td>102.6</td>
</tr>
<tr>
<td>State DET</td>
<td>95.7</td>
</tr>
</tbody>
</table>

**Average progress in spelling for matched students***

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>124.6</td>
</tr>
<tr>
<td>SSG</td>
<td>96.9</td>
</tr>
<tr>
<td>State DET</td>
<td>84.5</td>
</tr>
</tbody>
</table>

Note: State growth scores are for students in DET schools only.

Growth data for Spelling and Grammar & Punctuation and comparison data for the newly created SSG categories is only available for the period 2008-10.

International Competitions and Assessments

Throughout 2010 between eight and sixteen students sat for the International Competitions and Assessments for Schools tests.

Distinction and Credit results were as follows:

- Computer: 1 Distinction, 1 Credit
- Science: 5 Credits
- Writing: 1 Distinction, 1 Credit
- English: 4 Credits
- Mathematics: 3 Credits

Messages

Principal’s message

During 2010, the Building Education Revolution moved our school into the 21st century with a state of the art library and soon to be installed Connected Classroom, a new administration area, sick bay, Counsellor’s office and very well-deserved staffroom for the wonderful teachers.

Somersby P&C is renowned for their impressive fund-raising ability and this year assisted with school improvements, installing a new Smartboard in the Kindergarten room, purchasing new reading resources for each classroom and donating a sum of money to each classroom for class specific resources. We thank you for your generous support throughout the year.

Our excellent Naplan results are reflective of the high standard of teaching and learning in the school and I congratulate the teachers and students on their efforts for 2010. As we move into 2011 the school focus will be on training staff to fully utilise the Connected Classroom to ensure continued improvement of Literacy and Numeracy achievements for our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Jane Young, Principal

P & C message

What a tremendous year for the P&C, having raised almost $20,000. Fundraising in 2010 included the Easter school raffle, Mothers’ and Fathers’ Day stalls, the highly successful ball, dog treats, Sports Carnival barbeque, Election Day barbeque, sale of socks, the Splashathon, profit from the uniform shop, the school calendar sponsors and the school canteen which operates weekly. $18,000 was donated back to the school to purchase an interactive whiteboard for Early Stage 1, reading resources, classroom resources and school improvements.

Thankfully Somersby is a great community with many parents valuing this time to assist with organising, running and cleaning up after events. I would like to thank our tireless volunteers who contribute to make these events so successful and so much fun. Working together builds community spirit.

Working together builds community spirit.

Over the past three years under the leadership of our school Principal Mrs Young, our school’s Naplan results have improved markedly allowing our students to be better prepared for future
academic challenges. Thank you to all the teachers and students who have worked so hard to achieve these results.

At the end of 2010 Somersby Public School lost three staff members. We would like to wish them all the best for their future endeavours and thank them for their dedication and contribution to our school.

Mr Jim Katrakilis, P & C President

Student representative’s message

Challenge Ranch Leadership and Transition for Years 5 and 6 was exciting, students met with the Principal and teachers from Kariong Mountains High School and spent time with students from other small schools nearby. Thank you to the students and staff of Somersby Public School for giving us the opportunity to lead the school especially leading the assemblies each fortnight.

Stage 3 participated in Claymation this year, which was a lot of fun and taught us how to be creative with just normal clay.

At the end of Term 4 the whole school went to Terrigal beach to learn the importance of surf safety and how to surf.

Miss Hamill (Mrs Knight) organized two dance groups (K/1/2/3 and 4/5/6) the older group competed in the Central Coast Dance Festival. Both groups were fabulous.

During 2010 the school held many fundraising activities including the yearly school Splashathon. Year 6 held their carwash in December to help raise money for the gift to the school.

Our Year 6 Farewell was very emotional because we were all sad to leave the people with whom we have built excellent friendships over the years at Somersby Public School. Thank you to the parents who worked so hard to make this evening special for us. We would also like to thank the teachers because they gave us awesome experiences including sport, band, choir, camps, excursions, environmental group activities and a great education in general.

Mason Vanderveer, Student 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
As is shown in the table below, Somersby Public School enrolments follow a steady pattern.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>45</td>
<td>45</td>
<td>44</td>
<td>47</td>
<td>43</td>
</tr>
<tr>
<td>Female</td>
<td>46</td>
<td>43</td>
<td>48</td>
<td>44</td>
<td>52</td>
</tr>
</tbody>
</table>

Student attendance profile
Somersby Public School’s student attendance is above region and on the state average, as shown in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
<td>96.1</td>
<td>95.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>95.9</td>
<td>94.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>94.2</td>
<td>94.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>91.8</td>
<td>96.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>96.0</td>
<td>95.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>94.5</td>
<td>96.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>95.3</td>
<td>92.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>93.2</td>
<td>94.0</td>
<td>94.8</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance
When a student’s absence extends beyond three days, parents are contacted by phone or email to explain. Repeated late arrivals are monitored and Home School Liaison support requested if the Principal feels this is necessary. Somersby’s attendance record is slightly above state and region despite one student having repeated absences due to on-going illness.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>KH ESTG1</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>1/2M STG1</td>
<td>1</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>1/2M STG1</td>
<td>2</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>3/4S STG2</td>
<td>3</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>3/4S STG2</td>
<td>4</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>5/6Y STG3</td>
<td>5</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>5/6Y STG3</td>
<td>6</td>
<td>15</td>
<td>25</td>
</tr>
</tbody>
</table>

Student numbers fluctuated slightly throughout the year, with Stages 2 and 3 each having 27 students at one stage.
Structure of classes
Classes were grouped according to Stages. Throughout the year, one Stage 2 student attended Stage 3 for daily Literacy. Early Stage 1 and Stage 1 used team teaching and across Stage groupings to allow for curriculum differentiation.

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

Staff establishment
<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Permanent full-time classroom teachers other than Principal</td>
<td>1</td>
</tr>
<tr>
<td>Permanent part-time teachers including librarian</td>
<td>2</td>
</tr>
<tr>
<td>Temporary classroom teacher</td>
<td>1</td>
</tr>
<tr>
<td>Temporary part-time classroom teacher</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative and Support Staff</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS) full time</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS) part-time</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

No teachers at Somersby Public School in 2010 were indigenous.

Staff retention
One teacher, Mrs Masters, transferred at the completion of 2009 and was replaced by Mrs Cranstone in 2010. There was no other alteration to permanent teaching staff during 2010.

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>60%</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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>59744.98</td>
</tr>
<tr>
<td>Global funds</td>
<td>81068.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>38310.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>69260.85</td>
</tr>
<tr>
<td>Interest</td>
<td>3388.04</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4745.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>256517.86</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning Key learning areas</td>
<td>24390.16</td>
</tr>
<tr>
<td></td>
<td>Excursions</td>
</tr>
<tr>
<td></td>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
<td>4823.83</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4369.43</td>
</tr>
<tr>
<td>Tied funds</td>
<td>35676.50</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>14313.21</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>33174.46</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>11128.63</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9046.69</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4745.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>201084.03</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>55433.83</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the school P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

Band
The school’s band program continued this year under the instruction of an outside band teacher, Mr Rod Paul. The rehearsal regime followed a similar format to previous years with two before school rehearsals and two morning tutorial
sessions weekly. The students were introduced to a variety of new arrangements. A highlight was the band’s participation in an evening concert combining with bands from other schools to form a massed band. Throughout the year, the band also performed in a commendable manner at the CWA hall, school assemblies and functions.

Sport

2010 was a successful sporting year for Somersby Public School. Our swimming and athletics carnivals were well supported by parents and had a high student participation rate. Points awarded for both participation and achievement, when totalled, resulted in Hawks being the winning house. Students selected to represent our school at the Small Schools’ Carnivals (swimming, athletics, cross-country) acquitted themselves well. So much so, that once again Somersby was the champion school in all of these events. Throughout the year a number of students participated in gala days organized by various sporting codes. The students were prepared beforehand and played with spirit and fairness. One student represented the school at regional level in basketball, one at state level and one student represented the school in the national dressage championships.

Swim Scheme

Somersby students once again participated in the Swim Scheme for two weeks duration at Gosford Pool. To accommodate transport arrangements and lesson times, this year students from Years 2-6 attended, in line with the majority of state schools. Statistics show a great improvement in distance able to be swum at the conclusion of the program. The more capable swimmers once again participated in a program which enabled them to achieve Royal Life Saving awards. The assessor commented positively on the students’ preparedness and attitude.

Jump Rope for Heart

Somersby is a regular participant in the Jump Rope for Heart program and once again students raised an exceptionally large sum of money for heart research. Through this program the students are encouraged to become more active and to improve their skipping skills. The school and students received a quantity of bonus resources through our fundraising efforts.

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)

During 2010, twelve Year 3 students and ten Year 5 students sat the Naplan tests.
Twelve Year 3 students sat the Naplan reading test with excellent results and demonstrated improvement over 2009. No students scored in the lowest band. Somersby Year 3 students scored better than the state average in reading, with 69% of students scoring in the top two bands compared to 48% of the State.

Year 3 spelling results demonstrated improvement with more students achieving in Bands 4, 5 and 6. However results are below State average for Bands 5 and 6 with 26% of Somersby students achieving the top two bands and 46% of the State achieving the top two bands.

Somersby Year 3 students demonstrated improved growth in grammar and punctuation, with 83% scoring in the top three bands. Somersby scores were above State, with 58% of Somersby students achieving the top two Bands compared to 54% of the State.
Numeracy – NAPLAN Year 3

The improvement in Year 3 results continued with Numeracy.

In the data, measurement, space & geometry NAPLAN test, Year 3 students achieved better than State average for the top two bands, with 42% achieving in these bands as compared to 32% of the State.

In the number, patterns and algebra NAPLAN test, Year 3 students also scored above state with 50% scoring in the top two bands compared to 40% of the State.

Over all when these two tests combine to give the NAPLAN Numeracy score, results show 50% of Somersby students achieved in the top two bands compared to 38% of the State.

Literacy – NAPLAN Year 5

The growth of Year 5 students from Year 3 to Year 5 was above State average in reading.

In the NAPLAN reading test, Somersby Year 5 students demonstrated excellent growth at the top end. 40% of students achieved in the top two bands compared to 33% of the State.

The growth of Year 5 students from Year 3 to Year 5 was above State average in writing.

The NAPLAN writing test results demonstrated improvement of achievement in Bands 6, 7 and 8. Achieving in the top two bands, Bands 5 and 6, were 30% of Somersby Year 5 compared to 27% of the State.
Somersby Year 5 students demonstrated above State growth from Year 3 to Year 5 in spelling with our spelling average demonstrating excellent gains. Achievement in the top three bands was commendable, with 70% of the students in these bands.

Growth for Somersby Year 5 students in grammar and punctuation was also above State average with 70% achieving in the top three bands. 40% of Somersby students achieved in Bands 5 and 6 compared to 36% of the State.

Our overall school results were satisfactory with the majority of students achieving Bands 6, 7 or 8, although some students achieved only Band 3.

In the data, measurement, space and geometry test, 40% of Somersby Year 5 achieved the top two Bands 7 or 8 compared to 27% of the State. Our growth in this test was below State average.

In the number, patterns and algebra test, 50% of Somersby Year 5 students achieved Bands 7 and 8 compared to 34% of the State. Our growth in this test was above State average.

In the overall Numeracy results which combine these two tests, 50% of Somersby Year 5 achieved in the top two bands compared with 32% of the State. Our overall growth was slightly below State average for Numeracy.

**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 in the following tables.
**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

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</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

During 2010 five Aboriginal students and one Torres Strait Islander student attended Somersby Public School. These students met with the class teacher/s, the Principal and the parents to complete a Personal Learning Plan (PLP). The District Aboriginal Community Liaison Officer worked with the Principal to ensure the meetings were successful and also assisted in the compilation of the plans with some families. One teacher attended training related to implementing the new Aboriginal Education Policy and assisted staff in their understandings of this implementation. Somersby and Peats Ridge teachers undertook professional development related to the policy and shared their knowledge of the implementation of PLPs during a Staff Development Day in Term 4. One or two staff members regularly attended the Aboriginal Education Consultative Group meetings when available.

**Multicultural education**

Multicultural perspectives are included in all Stages when presenting curriculum across Key Learning Areas. During 2010 the Stage 3 class researched cultural activities in Vietnam and amongst Vietnamese Australians, and compared them to Australian customs, food and celebrations. All Stages included multicultural ideas and discussion in some aspect of Connected Outcomes Groups and Literacy throughout the year with emphasis on values, differing cultures and anti-racism. All students celebrated Harmony Day and participated in related activities.

**Respect and responsibility**

According to the Somersby Student Welfare and Discipline Policy, Year 6 students are eligible to become student leaders for their final year of Primary school. These leaders act as role models for younger students, facilitate fortnightly whole-school assemblies and assist teachers when required. Year 6 students also lead the school sporting houses and are responsible for assisting at school sporting events. Stage 3 students are also chosen to act as Library assistants each term. Students from Stages 2 and 3 are eligible to become leaders of the school Environmental Education program, assisting with worm feeding, tending to the vegetable gardens and generally keeping the school environmentally friendly.

Rewards programs are in place in classrooms and the playground to encourage positive behavior and attitudes. A weekly report is sent home with
each student to keep parents informed about behaviour and work habits. This report leads to the attainment of bronze, silver, gold and ultimately platinum awards throughout the year. Platinum award winners are rewarded with a prize at the yearly Presentation Assembly.

School policies strongly discourage bullying, with anti-bullying strategy posters displayed around the school and in each classroom. Students are strongly encouraged to behave as caring and responsible individuals. Teachers regularly discuss and consolidate anti-bullying strategies with students.

Connected learning

During 2011 the Department of Education and Training will provide technology for a “Connected Classroom” in the school library. This will greatly facilitate our interaction with other schools and organizations to enhance learning. Presently the Early Stage 1, the Stage 2 and the Stage 3 have interactive whiteboards which are utilised on a daily basis by students and teachers to enhance learning and to encourage application of technology into teaching and learning.

Challenge Ranch

For two days in December the Stage 3 students attended Challenge Ranch with Stage 3 students from Central Mangrove, Peats Ridge, Kulnura and Spencer schools. The Year 6 students undertook Transition to High School activities with teachers from Kariong Mountains High, abseiled, used the flying fox and enjoyed water activities with Year 5 students. The Year 5 students undertook a Leadership Training program for the two days. This program involved low ropes, archery and some indoor activities. Both groups of students and the teachers gave positive feedback about the value and fun of these days.

Progress on 2010 targets

Teachers utilized analysis of the 2009 Naplan results to inform programming and professional learning for 2010. Two areas of emphasis were writing and numeracy.

Target 1

Literacy

95% of students in Year 3 and Year 5 will achieve in the top 2 bands for writing in the Naplan writing test.

No students will fall below the minimum standard in Year 3 spelling testing.

Our achievements include:

- 50% of students in Year 3 achieved the top two bands. Whilst we did not achieve our target for Year 3, we made good progress towards achievement of this target with a 34% increase in achievement of the top two bands. 92% of Year 3 students achieved the top three bands. This is a 59% increase on 2009 result for the top three bands
- 30% of Year 5 students achieved the top two bands in writing. This is on par with the 2009 percentage
- In Year 3 Naplan spelling, one student achieved in Band 1. 58% of students achieved in the top three bands
- In Year 5 spelling, 70% of students achieved in the top three bands
- The 2010 results show that improvement is occurring in Year 3 writing and with a consistent effort focusing on text type writing throughout 2011, results should continue to improve so that targets are met
- The Year 5 did not meet their writing target, however, demonstrated considerable improvement through Bands 5, 6 and 7 in 2010.
Target 2

46% of Year 3 students will achieve in the top two bands in Numeracy Naplan testing

40% of Year 5 students will achieve in the top two bands in Numeracy Naplan testing

Our achievements include:

- The target for achievement of Year 3 Numeracy was exceeded with 50% of students achieving in the top two bands
- The target of Year 5 Numeracy was exceeded with 50% of students achieving in the top two bands. This is an increase of 15% from 2009.

These results were achieved through closer monitoring of achievement of fundamental understandings in number and greater emphasis on the Working Mathematically strand which will increase in 2011.

Target 3

Teaching and learning programs continue to reflect the Quality Teaching Framework.

- Teachers continued to use in-school peer support to assist in reflection of teaching practice and implementation of Quality Teaching elements in Literacy teaching with emphasis on guided reading, writing and spelling; in Numeracy with emphasis on the use of technology to assist learning.
- Staff attended professional learning with emphasis on Quality Teaching in Numeracy and Writing.

Educational and management practice

Teaching staff monitor student achievements in Literacy with emphasis on reading outcomes emphasizing the Quality Teaching elements of higher order thinking, explicit quality criteria and connectedness.

Background

Naplan results indicated a weakness in students’ understanding of inferential questioning in the Naplan reading tests. As a consequence, all class teachers rigorously focused on the teaching of comprehension with the aim of developing higher order thinking skills and students’ understanding of connectedness.

Findings and conclusions

Teachers worked in Stage pairs to critically analyse teaching practice with regards to reading in the classroom. The findings indicated that:

The findings indicated that:

- teachers needed greater focus on explicit guided comprehension
- greater flexibility needed to be implemented in Reading groups, especially with regards to students who were reading well independently but were experiencing difficulty with more complex comprehension
- the purchase of coloured Reading Boxes by for use in classrooms improved motivation of students to complete comprehensions accurately as these boxes focus on high interest topics, and
- teachers worked more closely with the Support Teacher Learning Assistant to develop individual reading, spelling and writing plans for students achieving below grade standard.

Future directions

- Teachers will continue to regularly and closely monitor comprehension achievements of all students particularly students who are above average oral readers with lesser comprehension achievements.
- The Support Teacher Learning Assistant will continue to assist teachers to develop Individual Education Plans for all
students achieving below or above grade average.

- The coloured Reading Boxes will continue to be used at least once a week by all students.
- Teachers will continue to assess comprehension regularly with a greater emphasis on higher order thinking skills.

**Curriculum**

Improvements of students' achievement for outcomes in spelling and grammar to reflect positively on Naplan Literacy results.

**Background**

According to the School Plan, 2009-2011, teachers and students will engage in daily explicit teaching of grammar and spelling which includes utilization of ReST spelling and reading programs and use of a school Scope and Sequence for grammar.

**Findings and conclusions**

- The monitoring of spelling achievement across Stages was lacking cohesiveness. Staff decided to reinstate the use of the ReST spelling and reading test across all Stages to assist teachers in identifying areas of strength and weakness and to inform programming.
- ReST tests were conducted at the beginning of, and at the end of Semester 1. Students were grouped according to results and teaching practice was guided by the results.
- Explicit teaching of spelling focused on areas of need as demonstrated from ReST testing.
- A whole school Scope and Sequence was adopted for the teaching of grammar with explicit weekly lessons occurring for all students.
- Greatly improved Naplan Grammar and Punctuation results for Years 3 and 5, and Spelling for Year 5 indicate the success of these implementations.

**Future directions**

- ReST testing will continue during 2011 to once again inform programming.
- Explicit grammar teaching will continue with teachers adhering to the Scope and Sequence.
- The support teacher will continue to assist teachers with students working beyond or below grade standard.

**Other evaluations**

**Parent satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

Responses were:

During Term 4 a Parent Survey of Best Practice Statements was sent out to all families. Slightly less than half the families returned the survey. The results were positive in most areas of School Culture with the overwhelming majority of families agreeing or mostly agreeing that the school praises and rewards students who are successful; students are the school’s main concern; the school encourages parent involvement and student best achievement; the school appreciates individual students; and school pride is well established. 75% of surveys returned stated that the school makes important changes when necessary. Results were equal for the school caters for students’ learning needs.

In the School Staff and Teaching Practices section, results were once again overwhelmingly positive. 99% of those surveyed agreed that the school provided a quality learning environment for their child. All those surveyed felt that teachers knew their child’s capabilities and needs. The large majority of families surveyed agreed that parents and students understand how learning will be assessed; the school provides clear information about achievement; parents are able to discuss student progress with the teachers and that the school communicates well with teachers. 42% of those who returned the survey felt that everyone in the school is treated fairly. Using these survey results, the school will focus on two areas for improvement next year: looking at the school Welfare Policy to assess how students are treated with respect to fairness and looking at classroom
groupings to assess if all students learning needs are catered for.

**Student Satisfaction**

During Term 4, Stage 3 students completed a School Life Survey. The students overwhelmingly view themselves as successful, happy and well accepted. They believe that the teachers take an interest in them, that they are treated fairly and teachers help them achieve their best. Stage 3 students mostly agree that the work they are learning is interesting and will help them in high school. The students mostly enjoy school and feel that they are learning what they need to know. These results were very positive and encouraging.

**Staff Satisfaction**

Staff completed the same survey as parents. Results were positive with staff agreeing that Somersby Public School provides quality teaching and learning practices. One area for future consideration was the support that parents provide to the school. Teachers felt that there was room for improvement in parent support and lack of support affected school pride.

**Professional learning**

Staff Development Days throughout 2010 were each attended by all teaching staff and centred on development of Literacy, Numeracy and Quality Teaching as described in the School Plan 2009–2011. Throughout the year, all teaching staff participated in professional learning activities associated with Mathematics, Writing, Occupational Health and Safety and Cardiopulmonary Resuscitation. These professional learning sessions were delivered by quality trained personnel from within and without the Department of Education and Training, who are experts in their own field.

Throughout 2010, select teachers attended professional learning workshops in the teaching of writing; Drug Education with emphasis on utilising the moodle; connected classroom, interactive whiteboard use to enhance teaching and learning activities; Naplan Literacy; Naplan Numeracy; Best Start; sport (golf); the Aboriginal Education Policy and environmental education. The Principal also attended specific Principal professional learning sessions.

One new scheme teacher was working towards accreditation and has completed the necessary activities and documentation to achieve Professional Competence.

The total expenditure on professional learning for 2010 was $6,570, which averages at over $1000 per teacher. Included in the professional learning activities above were sessions which did not cost the school, as teachers opted to attend out of school hours or consultants were used to deliver professional learning at no cost to the school.

**School development 2009 – 2011**

Targets will be centered around Literacy, Numeracy and Quality Teaching.

**Targets for 2011**

**Target 1**

**Literacy**

90% of Year 3 students will achieve Band 3 or higher in Naplan Writing.

90% of Year 5 students will achieve Band 5 or higher in Naplan Writing Test.

**Strategies to achieve this target include:**

- focus on explicit guided, modelled and independent writing sessions incorporating Quality Teaching elements at least three times a week
- utilisation of STLA to assist in the implementation of individual writing plans for students achieving below or beyond grade level, and
- encouragement to borrow library books on a regular basis from the new school library through the use of an incentives award scheme.

**Our success will be measured by:**

- attainment of targets set for Naplan test results
- students in Stages 2 and 3 demonstrating an improvement in using complex and compound sentences in their writings.
- implementation and tracking of Individual Education Plans for students
experiencing outside grade expectations, and
• an increase in regular library borrowing.

Target 2

Numeracy

60% of Year 3 students achieving Band 3 or higher in Numeracy in Naplan Numeracy testing

40% of Year 5 students achieving Band 4 or higher in Numeracy in Naplan Numeracy testing

Strategies to achieve this target include:
• grouping of students to differentiate curriculum according to needs
• continuous tracking of outcomes achievement to inform programming, and
• utilizing STLA to support students with special needs through implementation of Individual Education Plans.

Our success will be measured by:
• attainment of targets set for Naplan test results, and
• improvement in instant recall of basic number facts for all students at grade level. Regular assessment of this skill will occur.

Target 3

Quality Teaching

Teaching and learning programs including assessments reflect the Quality Teaching Framework.

Strategies to achieve this target include:
• professional learning centered around the production of school-based quality assessment tools for literacy and numeracy, and
• the use of peer support in partnership with other ‘small’ schools to reflect on assessment practice.

Our success will be measured by:
• the production and usage of quality school-based assessment tools and practices for Literacy and Numeracy, and
• teacher feedback concerning the success of peer support.

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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Mr Neil Mitchell, Teacher
Mrs Kirsty Squires, Teacher
Mrs Jade Cranstone, Teacher
Mrs Laura Knight, Teacher
Mr Garth Ball, Teacher
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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: