2009 Annual School Report
Adaminaby Public School

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

Students

Adaminaby Public School provides a happy and safe environment where children want to learn and where teachers enjoy teaching. It is a place where parents and the school work in a partnership to enhance learning. All students are encouraged to work to their optimum levels, to discover and develop all their talents, to develop a love of learning and to become worthwhile citizens of our community.

Staff

Adaminaby Public School has two teaching positions, including one held by the teaching principal and the second was filled as a temporary appointment. The second teaching position was permanently filled at the end of 2009. One part-time position provides relief from face-to-face teaching for all teachers, Library and Vision Support for students with vision impairment. The school employs one School Administrative Manager for seven days per fortnight.

Significant programs and initiatives

In 2009 Adaminaby Public School’s focus was on literacy and numeracy. An intensive reading program was conducted for students experiencing difficulty with their reading. This program, with the help of a parent, resulted in some students jumping as much as 9 reading levels.

Adaminaby’s Reading Challenge continued throughout the year with a high participation rate. To participate, students read a variety of books from throughout the library selected by the teachers. These books are selected on age appropriate context, reading ability and to provide a variety of books students may not borrow. Student’s got to participate in rewards days which consisted of lawn bowls, and games/ movies day and a water day.

Student achievement in 2009

Literacy and Numeracy – NAPLAN Year 3

Due to the small number of students in Year 3 and 5 comments cannot be made on performance, as individual students may be identified.

Messages

Principal’s message

Adaminaby Public School is a two teacher school in the Snowy Mountains, situated 54 km from Cooma. It provides quality education programs for all its students through individual learning programs. The school is funded by the Country Areas Program (CAP) which assists the school to improve the quality of educational programs and their delivery.

Each student is encouraged to strive for excellence and to achieve their full academic, physical and social potential through the development of skills necessary for lifelong learning. The individual learning and support needs for students are met with the assistance of a part-time Vision Support teacher.

We are committed to promoting high expectations and positive values in a quality teaching and learning environment. The students are immersed in a wide variety of learning experiences and engage in a rich and varied curriculum.

Our school has a dedicated and caring staff with positive student welfare programs in place. All Stage 3 students act as leaders, the Adaminaby Achievers continues to reward positive behaviours and the Fish Philosophy continued to complement our existing programs. All staff place a strong emphasis on the explicit teaching of Literacy and Numeracy skills.

The school receives positive community support, with the weekly Achievers Award system being sponsored by local businesses in the town. We have an active P&C and School Council. The school participates in many community events

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.

Mark Wyatt

Principal

School Council message

The Adaminaby Public School Council met five times during 2009. Foremost among our deliberations was the planning the construction of the Covered Outdoor Learning Area [COLA]. Unfortunately the Council was unable to achieve what they believed would have been an outstanding asset for the School. After serious discussions with the Contractor, a larger COLA than that first offered was achieved. The Council updated the School Welfare & Discipline Policy, and approved the distribution of the document to all parents. The Council agreed to a rolling three year review of all other School Policy documents. The Council endorsed the 2010 budget prepared by the principal and introduced an excursion bus fee levee.

I wish to thank all members of Council for their harmonious and productive deliberations during the past year and extend a special thank you to those members who retired at the end of the year.

Bill Fogarty

President
P&C Message

The Parents & Citizens Association of Adaminaby Public School provides the school community with opportunities for social involvement and service to the school. Without the P&C support education would be a far more costly item to us all. Aide to teachers and fundraising activities provide many opportunities for involvement and understanding between staff and parents.

Children also benefit socially and in their learning when they perceive their parents interest in their school. A strong and committed P&C association results in a stimulating and interesting school full of exciting challenges for the students.

This year the P&C was involved in many fundraising ventures which included the Trivia Night, a Chocolate Drive, the Snowy Ride and Adaminaby Race Day, quilt raffle and wood auction, enabling the P&C to raise $13,331.45. This year a net profit of $10,010.06 was raised from these events and donated to the school to assist in the student’s education. These included paying for the bus for school skiing, garden tools, the Sydney excursion, treats for the Sydney excursion, interschool ski team, student and P&C insurance, books, blinds for library Year Six jumpers and book vouchers. The P&C also made donations totalling $500.00 to Merryville P&C who suffered during the Victorian bushfires, the Steve Walter foundation and the Snowy Scheme 60th anniversary.

This could not have been possible without the help of dedicated parents who give up there valuable time to assist in these fundraising events so I urge all parents to get involved next year.

Dean Pinner
P&C President.

Student representative’s message

In 2009, the students of Adaminaby Public School have experienced a wide range of fun and exciting activities that have benefited our education.

Early in the year the school went ‘down town’ for our products and services unit. We got to bake bread at the bakery, look at the storage and cool room at the SPAR, sort mail at the post office and make pizzas and scones at DJ’s Fat Cow Restaurant.

In Term 3 we incubated three eggs and luckily one survived (the two others didn’t because of the blackouts). We also raised day old chickens in the classroom.

Early term 4 stage three went to Cooba camp. Stage three had loads of fun on the swing and slide.

In term 4 the whole school went to Sydney. It was a long trip but it was worth it. Mr Pinner also came to our school to do some cooking with the vegetables from our garden. We all really enjoyed cooking and gardening.

We are looking forward to 2010, wondering what events and activities that will take place.

Billy Peckover, Gene Bennetts and Georgina Kingston.

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

Enrolments have been dropping since 2006 due to families aging and only a few new families in the area.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>21</td>
<td>14</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance throughout the year stayed above state and regional average, maintaining our school plan target.
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 in 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4-5-6</td>
<td>3 3 16</td>
<td></td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>4 4 16</td>
<td></td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>5 6 16</td>
<td></td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>6 3 16</td>
<td></td>
</tr>
<tr>
<td>K-1-2</td>
<td>1 4 11</td>
<td></td>
</tr>
<tr>
<td>K-1-2</td>
<td>2 3 11</td>
<td></td>
</tr>
<tr>
<td>K-1-2</td>
<td>K 4 11</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes
The two classes operate as multi-stage classes, K-2 and 3-6.

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>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Itinerant Primary Teacher of Visual Disabilities</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td><strong>2.736</strong></td>
</tr>
<tr>
<td>Primary General Assistant District Scheme</td>
<td>0.18</td>
</tr>
<tr>
<td>Primary School Administrative Manager Level 1</td>
<td>0.696</td>
</tr>
<tr>
<td><strong>Total Non Teacher Entitlement</strong></td>
<td><strong>0.876</strong></td>
</tr>
</tbody>
</table>

Staff retention
The composition of the school’s staff, both teaching and non-teaching, has remained consistent since the beginning 2009. The Principal, Mr Mark Wyatt started in term 1.

In 2009 the second teacher, Mrs Bernadette Wyatt, was employed for the year. In Term 4 approval was given to select a teacher under merit selection. Mrs Shannan Salvestro was the successful applicant.

In 2009 Mrs Sue Hain, the Support Teacher Vision, continued to support students with vision impairment and students with learning support needs.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>106,281.98</td>
</tr>
<tr>
<td>Global funds</td>
<td>52,339.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>23,007.63</td>
</tr>
<tr>
<td>School and community sources</td>
<td>8,660.66</td>
</tr>
<tr>
<td>Interest</td>
<td>3,738.68</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,218.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>195,246.45</td>
</tr>
</tbody>
</table>

| **Expenditure**           | $          |
| Teaching and learning     |            |
| Key Learning Areas        | 11,454.01  |
| Excursions                | 1,300.26   |
| Extracurricular dissections | 13,845.02 |
| Library                   | 3,922.56   |
| Training and Development  | 1,284.55   |
| Tied Funds                | 25,805.68  |
| Casual relief teachers    | 2,519.92   |
| Administration and office | 16,363.85  |
| School-operated canteen   | 0.00       |
| Utilities                 | 9,209.16   |
| Maintenance               | 1,843.98   |
| Trust payments            | 1,218.50   |
| Capital programs          | 10,220.80  |
| **Total Expenditure**     | 98,987.29  |
| Balance Brought forward   | 96,259.16  |
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
Throughout 2009 Adaminaby Public School students have been engaged in a number of Creative and Performing Arts opportunities:

- A parent was employed as a guitar teacher for all students in Years 3-6 for one afternoon per week throughout the year and K-2 for term 4.
- The talents of the guitar group were showcased at the end of the year at our Presentation Night performance.
- All students from K-6 participated in a concert performance at the end of the year that included.
- Students performed in a bush dance conducted by the Billy Teas Bush Band, where a range of small school participated in the CAP initiative.

Sport
All students are encouraged to participate in Physical Education and Sport activities. All students participate in a whole school fitness program, with a focus on increasing the fitness levels of all students through the practice of Fundamental Movement skills.

A daily healthy snack is encouraged in both classes during the morning learning session. Students in K/Stage 1 enjoy a shared healthy snack while the senior students are encouraged to “nibble” on healthy foods, and drink water, throughout the morning learning session.

Our school participates in the local PSSA swimming, athletics and cross-country events. At a district and regional level our students are members of the Rivers PSSA team.

All students are involved in a skiing program at Mt. Selwyn. Students are grouped by ability and receive 1 ½ hour lessons over five days.

A team competed in the Southern NSW / ACT Regional Interschools competition at Perisher Blue, being placed 5th overall and qualifying for the State Interschools competition.

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. A total of 3 Year 3 students and 6 Year 5 students sat the NAPLAN tests.

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)

Literacy – NAPLAN Year 3

The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students.

State average band distributions do not include students who were exempted from the tests.
Numeracy – NAPLAN Year 3

The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students.

State average band distributions do not include students who were exempted from the tests.

Literacy – NAPLAN Year 5

The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students.

State average band distributions do not include students who were exempted from the tests.
Progress in literacy

Progress in Numeracy

Numeracy – NAPLAN Year 5
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>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
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</table>

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

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<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Country Areas Program (CAP) funding allowed the school to offer teachers, students and other small schools a range of opportunities. These included a workshop with Ian Harris, explaining model mapping and using it in the class.

Throughout the year teachers were offered Quality Teaching training with Interactive White Boards and using them in the classroom.

Monaro Small schools were invited to participate in our Creative and Practical Art bush band initiative, where the Billy Tea Bush Band run workshops on dance.

Aboriginal education

The teaching of Aboriginal perspectives is imbedded in the teaching and learning activities in all units of work.

The acknowledgement of the Ngarigo people, the traditional owners of the land, is an integral part of all assemblies and special functions.

The Aboriginal flag is flown each day.

The whole school, in conjunction with the Monaro Small Schools participated in a mathematics contextual excursion on Fishing at Moruya, with Moruya Public School. All schools worked with the elders of the Yuin People, learning about traditional teachings.

In Term 4 of 2009 an intensive program was developed to help students with varying needs within both the Infants and primary classroom, with a focus on literacy and numeracy.

Adaminaby Public also participated in a Digital Music Making workshop at the Power House Museum as part of our Sydney Cultural Excursion.
Students also participated in a Rocks Dreaming tour on our Sydney Excursion, looking at the Rocks area of Sydney Harbour from the traditional Aboriginal peoples’ point of view.

Multicultural education
As part of the Snowy Hydro Scheme 60th Year celebration, students at the school were offered an opportunity to reenact the Snowy Hydro opening in front of many families that worked on the snowy scheme. Two parents, Linda Squire and Gill Kolve worked with and organised the children, resulting in a fantastic display.

Students had the experience of exploring Sydney Harbour, looking at different cultural areas including China Town. Students enjoyed dining at one of the restaurants, sampling some cultural foods from the area.

Respect and responsibility
The whole school takes part in an Achievement Award system, where students create their own goals to achieve. The students progress through three levels, then bronze, silver and gold awards.

The Achievement Awards system continues to be sponsored by the Adaminaby Post Office, The Bakehouse and the Snowy Café. There is also a weekly book voucher.

Most students were involved in the community ANZAC and Remembrance Day services. Senior students played an active role in the community Remembrance Day service.

Other programs
Monaro Small Schools Network
Adaminaby Public School is a member of the Monaro Small Schools Network (MSSN). The majority of member schools are also supported through the Country Areas Program.

The MSSN met at least once per term in order to develop a shared Wiki space. This web2 technology has enabled the member schools to develop and share:

- Teaching and assessment resources
- Develop a shared Connected Outcome Groups scope and sequence,
- Develop shared strategic plans to facilitate the development of common targets
- Interactive White Board resources and ideas

Environment
Adaminaby Public School had a focus, through science, on the environment and how different cycles help to keep a healthy planet. The students helped to develop and grow a vegetable garden, a flower garden and to update our memorial garden.

A mobile chicken coup was built to accommodate our chickens. With the combination of the chickens and the vegetable garden children were offered cooking opportunities using fresh produce, then the scraps were recycled in the compost or feed to the chickens.

The school also investigated locations for future water tanks which will be installed in 2010, to help irrigate the grounds.

Intensive Reading Program
Throughout the year targeted students participated in an intensive reading program, resulting in pleasing improvements with reading and comprehension.
Play Group
In 2009 playgroup was integrated into the school and run by our infants teacher. This proved to be a great success with regular attendance. The Playgroup’s aim was to invite parents into the school and become familiar with the school environment. It also helps to build routines for future kindergarten children and to offer a service that is difficult to access in a rural community. Playgroup consists of a range of art/ craft and fine motor skills activities, group time activities and music time. The response from the community has been very positive.

Progress on 2009 targets
Target 1
To improve the student achievement in Reading and Comprehension with improved NAPLAN results in Literacy. All students will grow by a minimum of 80 points in Numeracy. 2008 baseline data – 20%
Our achievements include:
- 75% of students improved by a minimum of 80 base points in NAPLAN, with an average growth of 114.55 base points. 100% of students achieved a minimum of 74 base points of growth.
- 96% of students participated in the Home Reading “Celebration” activity at the end of each term.
- Improved student performance in answering inferential questions within the STARS and CARS program (comprehension program), reflected in benchmarking results.

PM Benchmarking
- 63% of students are reading at grade appropriate level, increasing by 15% from the beginning of the year.
- Students on the intensive reading program increased by an average of 8.25 PM levels.
- 86% of stage 2 are reading at or above grade appropriate level.
- 63% of Early Stage 1 and Stage 1 are reading at or above grade appropriate levels.
- 56% if Stage 3 are reading at or above grade appropriate level.

Target 2
To Improved student achievement in Numeracy with improved results in Number. All students will grow by a minimum of 80 points in Numeracy. 2008 baseline data 20%
Our achievements include:
- 75% of students achieved a minimum of one year’s growth in 3 terms measured against PATMaths.
- 63% of stage 2 and 3 are meeting grade appropriate levels, compared to 47% at the beginning of 2009.
- The average growth for stage 2 and 3 was 9.47 points on the PATMaths scale (5-6 points a year is average growth).
- Continuous progress measured by a school based Numeracy tracking record system.
Further work is needed in order to meet our targets, and will be addressed and outlined in Target 2 2010 and be a priority of the National Partnership funding.

Continued work with Count Me in Too and training in TOWN in 2010 will help up skill teachers and result in further growth and students meeting grade appropriate levels.

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 Teaching, PDHPE and Numeracy and a general forum was conducted.

Educational and management practice
Background Information
A survey was sent out at the beginning of term 4, asking a series of questions in regards to Teaching at the school. 72% of families responded to this survey.
Findings
- All parents said what they child learns at school is important.
- 86% indicated that the way the teacher manages the class helps their child learn. (7% of respondents did not indicate an answer)
- 79% indicated that the teacher provided activities that were interesting and appropriate to their child’s needs. (14% of respondents did not answer this question)
- 79% indicated they understand how their child will be assessed. (7% of respondents did not indicate an answer)
- Parents indicated that they were unaware of assessment records kept by the teachers (64% said teachers do, 7% said rarely and 29% did not respond).
65% indicated that there was clear information about students progress reported, while 29% of parents indicated that sometimes clear information about the students achievements were provided through school reports.

50% said that their child’s teacher spoke to them about what they are learning and why, while 21% said sometimes, 15% said rarely and 14% didn’t respond.

Future directions
As a result of this survey parents were invited into the school to collect reports and discuss their child’s progress and how the school caters for their child. 90% of parents took up this offer and as a result 96% of parents were happy with how the school caters for their child and the records the school continually keeps.

Curriculum
Numeracy
Background
An individual interview with a series of 12 questions about numeracy were asked to a group of five parents who have a total of 10 students at the school.

Findings
- All parents indicated that they expect their child to do well at school.
- All parent indicated they know about the NAPLAN testing.
- All parents said they have been provided with information about how they might help their child at home with maths. These included interviews and newsletter inserts.
- Four out of the five parents indicated that their child had learnt and developed new skills in maths this year while the remaining was not sure.
- Four out of five parents indicated they know what their child is good at in maths.
- Two parents indicated that their child talks about maths at home while 2 said sometimes and 1 said never. When they do they talk about what they have been doing and how they are doing.
- The majority of parents indicated they do not understand how the teacher programs for maths.
- Parents indicated that they are informed about their child’s progress through interviews, reports and NAPLAN results while talking to their child and homework were less instrumental in this.
- The most preferred way of communicating about their child’s progress and learning was through interviews.
- When asked for additional information parents indicated they would like their children to know their times tables and basic operation skills.

Future directions
As a result from these interviews parents indicated they would like additional help with mathematics at home and they would like their child to know basic operational skills. This has helped in the planning of the National Partnership program and the school plan. Mathematics will be a focus area in 2010.

PDHPE
Background Information
A survey was sent out at the beginning of term 4, asking a series of questions in regards to PDHPE at the school. 38% of families responded to this survey.

Findings
- 86% of parents said the school promotes a positive attitude to PDHPE.
- 100% indicated they understood the fish philosophy was incorporated into the Good discipline and student welfare policy.
- 86% said they are informed about PDHPE issues and events.
- 86% indicated that their child is encouraged to be physical at recess and lunch.

Areas of improvements include
- Building an awareness of Drug Education and Child Protection programs at the school.
- Reporting on children’s progress in Physical Education.

Parent, community and teacher satisfaction.

Parents/community
A series of questions were asked in varying formats to get an indication on how the parents perceived the school and where they saw a need for areas of development.

During a focus group discussion with 11 families out of 18 represented, the following points were raised.
- Parents liked the small, safe environment of the school and liked how the smaller school can better cater for the needs of the students due to smaller class numbers and the school knowing the students well.
- Parents indicated that they liked the availability of resources that can be utilized at the school,
especially the ICT resources (Computers, laptops and IWB).

The main areas parents indicated they would like to see improvement in include:

- The development of the basics (literacy and numeracy)
- For communication to be two ways where concerns can be expressed and listened to and where information is free flowing.

During a workshop conducted by the school on reading and how to help children read at home parents indicated that;

- They found the information very informative.
- The quality of the presenter was very high.
- They would like to attend more workshops in the future (spelling, mathematics).

Teachers

Discussions were conducted in relation to classroom practices, which included components of a lesson, whether kids “get it”? assessment and Teaching Confidence.

Staff indicated a high confidence in teaching literacy and numeracy but indicated they would like additional professional development in spelling, and expressed frustration in trying to teach a multi stage class in mathematics due to time restraints and needs of students.

Professional learning

In 2009 the main aim of Teacher Professional Learning (TPL) was building a greater capacity within the teaching staff to cater for a wide variety of need, while developing staff needs.

Throughout the year staff were given opportunities to learn about Ian Harris’s Model Mapping and using it in class. Staff had training in the IWB and using this within literacy. All staff member attended the Narrative Writing workshop to help increase students writing skills.

Staff members also attended a workshop of Inferred comprehension and Best Start training.

Staff members attended a Sue Larckey workshop on Autism and ADHD students.

Throughout the year the newly appointed principal went to new principal workshops to help develop his leadership skills.

Staff also attended a workshop on SMART data analysis, to help with their literacy and numeracy programs.

Throughout the year staff members attended Quality Teacher meetings after school to enhance their understanding of the Quality Teaching model and how this applies to their classroom practices.

Areas of professional learning that could be enhanced which has been indicated by staff include spelling and explicit use of Count Me In Too and DENS (Developing Early Numeracy Skills) resources. More professional development in numeracy is needed in 2010.

School development 2009 – 2011

Adaminaby Public School has established target areas for 2009 with the aim that all students will reach their individual potential.

Targets for 2010

Target 1

To improve student achievement in Literacy.

Strategies to achieve this target include:

- Continuation of reading challenge and information to help parents with home reading.
- School wide benchmarking to monitor students progress and to be able to level students reading groups.
- Intensive reading program for students targeted through NAPLAN results and school benchmarking.
- Professional Development in Reading Recovery, to help assist students develop positive reading habits.
- Purchase of high quality reading materials to help or students at the different levels, including material to extend students.
- School wide tracking system to measure progress, starting from 2009 and continuing through the years, to help monitor any trends in stage, grade and individual students.

Our success will be measured by:

- Increase the number of students achieving minimum standard in NAPLAN, while achieving at or above the minimum growth of 80 points in overall literacy. 75% of students grew by 80 points or more as measured by 2009 NAPLAN.
- All year 5 students will achieve band 6 or better as measured by 2010 NAPLAN.
• Increase the number of students achieving at or above grade level in reading from 63% to 75% or above.

• In school benchmarking (PM benchmarking) where 75% of students will achieve at or above grade level (Baseline Data 63%)
  Kindergarten- Range 5-8
  Year 1- 14  Year 4-26
  Year 2- 22  Year 5-28
  Year 3-24  Year 6-30

• Plotting students on the literacy continuum from Best Start, to ensure students are meeting grade outcomes.

• School wide tracking system to measure progress, starting from 2009 and continuing through the years, to help monitor any trends in stage, grade and individual students.

Target 2
Improved Outcomes in Numeracy

Strategies to achieve this target include:

• Analyse NAPLAN as a staff to determine area of development.

• Update refreshment training in Count Me in Two (CMIT), utilizing expertise in the Monaro SEG to offer advice and direction of implementing and setting up resources.

• Having an intensive one day a week focus using CMIT, where students are broken into small groups and led through activities by a dedicated Numeracy leader.

• Undertake training in Taking Off With Numeracy (through Cooma PS Numeracy leaders) to employ with mathematical strategies within the class.

• Numeracy leader to advertise and run workshops for parents to explain mathematical concepts to parents.

• Expand mathematical resources to be used with IWB technology.

• Continue school based tracking system to monitor student progress.

• Parents Count Too’ information in Newsletter.

• School wide tracking system to measure progress, starting from 2009 and continuing through the years, to help monitor any trends in stage, grade and individual students.

Our success will be measured by:

• NAPLAN results and growth based on a minimum of 80 point growth in numeracy. 25% of students grew by 80 points or more as measured by 2009 NAPLAN.

• All year 5 students will achieve band 6 or better as measured by 2010 NAPLAN

• In school benchmarking based of SENA 1 and 2, and PAT Maths.

• Increase the number of students achieving at or above grade level in the number strand of mathematics from 63% to 75%.

• Placing students on the numeracy learning continuum from Best Start.

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: