2010 Annual School Report
The Sir Henry Parkes Memorial P.S

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

The Sir Henry Parkes Memorial School community is committed to providing a caring, tolerant and supportive educational environment. We strive to ensure personal success and the pursuit of individual excellence for all members of our learning community. This is fostered through quality teaching and learning programs in a climate of continuous improvement and professional response to student’s needs. Our school population is presently 240 students of which 20percent are Aboriginal. We have 10 permanent classes, a learning support and reading recovery teacher, full time librarian, part time general assistant, Aboriginal education Officer and we employ 4 casual teacher aides.

Sir Henry Parkes P.S. is a very innovative school with excellent resources. Each class room plus the STLA room and library has access to an interactive whiteboard with additional scanners, head phones, teacher laptops and a range of soft ware, plus online Mathletics, spellodrome and rainbow maths.

Our school has an extensive extra curricular program which includes sport, debating, extension problem solving, extension technology, poi, guitar, choir, skipping, excursions, leadership development, SRC and creative and creative arts.

Messages

Principal’s message

Sir Henry Parkes Memorial P.S is a great school with wonderful students and excellent teachers. I am extremely pleased to have been given the opportunity to lead this school from term 2 and been a part of the excellent programs that are running here.

The school will embark on some changes over the next few years, while still trying to keep integral programs running throughout the school. It is vitally important that some of the projects started before my time, continue to ensure continuity for both staff, students and parents.

We have some excellent resources both grounds wise and physically and we will need to continue to build and utilize on these resources. The school is actively involved in numerous sports and this is seen as an integral part of our school development. Likewise the school has a wealth of knowledge in its teachers and we will need to spread this knowledge in coming years.

The school also over time embarked on updating technology for all rooms, now having an interactive whiteboard in every room. The school subscribes to numerous web based programs and teachers are able to use these as part of their teaching programs. The school will need to continually evaluate the effectiveness of these programs to ensure quality teaching and learning activities.

We are fortunate enough to be a part of the National Schools Partnerships program as well as the Country Areas Program and Priority Schools Program. Each one of these allow us to support our students by employing numerous staff, purchasing of resources, allowing teachers to commit to valuable professional development and allow the school to run various school based programs. These are all extremely important to our school and highly valued by staff.

The school is well supported by the Parents and Citizens (P&C) committee and numerous events are run throughout the year with P&C members at the forefront. The school also has an active Infants Club which raises valuable and needed funds for the infants section of the school.

Welfare and discipline in an integral part of any school and we will need to continue to work hard to ensure that the appropriate programs are in place to cater for all students.

I look forward to the future of this school which seems bright and rosy.

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.

Glenn Daniels

P & C and/or School Council message

The Sir Henry Parkes P&C and Infants’ Club have been very active this year. The P&C and Infants’ Club have continued to work to build a community which assists the school in supplementing requirements to achieve excellent
student results. The P&C assisted the school with the following activities:
A wood raffle that raised $958.40
A Lamington Drive that raised $244.35
A Father’s Day raffle that raised $1510.25
A School Fun Run that raised
Provided financial support to North West representatives
Upgraded canteen facilities
The purchase of new school sporting house banners and blazers for the SRC.

The Sir Henry Parkes P&C now incorporates the Infant’s Club. The Infant’s Club have made many significant contributions this year including:
Hosting Grandparents Day
An Easter raffle and BBQ that raised $1182.08
Two cake that raised $117.00 and $140.50 respectively
Purchased a new stereo for the Infants Hall
Provided a subsidy for the K-2 Darling Downs excursion ($6/child)
Provided three $20 prize vouchers for a colouring competition held during book week.

Mr Stephen Koch
P&C President.

Student representative’s message
We have really loved our time at Sir Henry Parkes Memorial Public School (S.H.P.M.P.S) and will really miss all of our friends and teachers who have helped us out along the way.

We have loved the great opportunities that the teachers have given us especially the excursions like the Brisbane/Gold Coast one. There is always plenty to do at school with lots of sports on offer ranging from oz tag to rugby league to soccer, basketball, hockey and of course swimming, athletics and cross country.

Our school has come a long way since we started with lots more equipment available including more computers in each room and an interactive whiteboard in each classroom. We really enjoy going on sites like Mathletics and Spelldrome and like it when we get to go to the computer room in the library.

Being a school leader was challenging and we remember being really nervous when we had to run our first assembly. But the teachers were there to help us and we have really enjoyed the opportunities given to us. We will miss S.H.P.M.P.S

Gabie Kucks, Brett Orcher-Pinfold, Shay Landers and Elijah Hogan

School Leaders and Mr Daniels at the ANZAC Day dawn service.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enrolments
School attendance data shows an improvement in student attendance rates with the school being above regional rates for attendance but below state attendance rates. The school is now well above the 90% attendance rate and slowly closing the gap on the state attendance rate.

Management of non-attendance

This year the school had an attendance audit by the School Development Officer and Home School Liaison Officer and as a consequence employed a part time School Administration Officer (SAO) to review all attendance data. The SAO’s position encompassed ringing parents/carers whose children were away for more than 2 days without notification. The SAO would record all entries and was able to receive immediate feedback on absent students. The SAO was able to send home appropriate notes for parents to sign as well as follow up habitual non attenders. We were also able to keep a track of the types of absence days being used and offer exceptions where appropriate. This program was begun in the second half of this year and will continue throughout 2011 as we work to refine the program.

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>1C</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2/3T</td>
<td>2</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>2/3T</td>
<td>3</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>6E</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>0KC</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>0KH</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Staff information

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

Sir Henry Parkes Memorial Public School has a dedicated, experienced staff that are always willing to complete training to further enhance their teaching. The school has three (3) assistant principals, two filled permanently and one in a relieving capacity. The school has a multi-category class and full time School Learning Support Officer (SLSO) as well as librarian, Support Teacher Learning Assistance (STLA) and numerous SLSO’s that help out both with Multilit and in class tuition.

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>3</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary Part time teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher of Multi-category class</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary teacher RFF</td>
<td>0.378</td>
</tr>
<tr>
<td>Counselor</td>
<td>4.522</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>18.404</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Enter a statement describing the Indigenous composition of the school workforce. Principals are strongly advised to refer to the Support Document for further information.
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: 30/11/2010

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>145,912.60</td>
</tr>
<tr>
<td>Global funds</td>
<td>131,601.08</td>
</tr>
<tr>
<td>Tied funds</td>
<td>350,621.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>41,428.65</td>
</tr>
<tr>
<td>Interest</td>
<td>10,451.72</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15,294.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>695,310.54</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas 19,686.28
- Excursions 28,061.43
- Extracurricular dissections 20,065.38
- Library 4,692.84
- Training & development 4,300.83
- Tied funds 256,572.90
- Casual relief teachers 38,706.03
- Administration & office 37,717.91
- School-operated canteen 0.00
- Utilities 30,836.10
- Maintenance 11,941.77
- Trust accounts 15,671.60
- Capital programs 0.00
| **Total expenditure** | 468,253.07 |
| **Balance carried forward** | 227,057.47 |

A full copy of the school’s 2010 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 2010

Achievements

Sport

School representation in a wide range of sporting and health activities and initiatives has been the result of consistent class, teacher and whole school led programs and very strong teacher and parental assistance with the coaching and transport of students. Highlights include:

- The provision of weekly physical education (PE) and sport lessons K-6.
- Students competing at regional level in swimming, cross country, athletics, basketball and touch football.
- Students competing at state level in cross country, athletics, basketball and touch football
- Students chosen in regional teams in basketball and touch football.
- The school basketball, hockey, soccer, rugby league and oz tag teams performing at an excellent level with the boys’ basketball, soccer and rugby league teams making the regional finals.
- School participation in the Premier’s Sporting Challenge.
- School supervised learn to swim program.
- School recognised as a “Crunch and Sip” school.
- School participation in the “Eat Well, Live Well, Play Well” program which involved collaboration with the New England and Hunter Health team and the Parramatta Eels Rugby League team.
- Stage 3 participation in the Ambassador program in conjunction with the New England and Hunter Health teams.
Other

Social and Emotional Learning

This Year the Learning Support Team explored options for children who were having difficulties accessing the curriculum due to poor social skills and further developed the Rainbow Room Social Skills Program. The Rainbow Room is a place which has direct access to the playground where students can participate at recess and lunch in activities that promote social skills. The program has supported many students to become positive participants in school life. Success of the program has generated regional interest with other schools looking at the program as a model for similar programs in their schools.

Literacy Support

In 2010 the school was able to build and strengthen the Multilit and Soundway programs run by the Support teacher Learning Assistance (STLA). Still in its infancy these programs provide assistance both via specified group instruction and one on one tutorial. The school was able to target not only students who had not reached NAPLAN benchmarks but large proportions of our students. School results show that 100% of students that completed both the Soundway and Multilit programs grew a minimum of 6 reading levels and a maximum of 23 reading levels. The average growth for these students was 15 reading levels. This data also indicated that 42% of students were now performing at a spelling age above their current chronological age.

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)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
This shows a high number of students in bands 1, 2 and 3 with lower numbers in bands 4, 5 and 6. This shows areas that the school needs to continue to work on to show further improvement.

The reading graph shows a high number of students in bands 1 and 2 with growth in bands 5 and 6. The school had an increase in the percentage of students achieving at Band 6, from 8% in 2008 to 15% in 2010.

This shows high numbers of students in bands 3 and 4, with lower numbers in bands 5 and 6. The challenge here is to increase those students in bands 3 and 4 and move them into bands 5 and 6.
Numeracy – NAPLAN Year 3

As with the other graphs this shows a high number of students in the bottom 3 bands with lower numbers in bands 4-6.

Literacy – NAPLAN Year 5

A good result in year 5 spelling with no students in the bottom band and good numbers in all bands except band 5.

Excellent growth is shown here with no students in the bottom band with in most cases increasing students in all bands, especially the top 3 bands.
An excellent result in band 8 with students being above the DET average. Further work is needed to move students in the middle bands to the higher bands.

Another good result with no students being in the bottom band for writing. Improvement is shown in most bands indicating that current school programs are effective in the teaching of writing.

**Numeracy – NAPLAN Year 5**

A good result with no students in the bottom band and an increase of students in the top band (band 8) as well as bands 5 and 6. This indicates that current programs are working well.

**Progress in literacy**

A good result with no students in the bottom band and an increase of students in the top band (band 8) as well as bands 5 and 6. This indicates that current programs are working well.
This shows the school going against state data and improving at a rate of over 75% compared the state data of just above 65%.

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 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>81</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>73</td>
</tr>
<tr>
<td>Numeracy</td>
<td>84</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Aboriginal education

The school was able to highlight many areas including the following:

- National Aboriginal and Islanders Day Observance Committee (NAIDOC) Week was celebrated with all students rotating around numerous traditional activities. These included boomerang painting, storytelling, bead making and colouring/painting. Many Indigenous parents were able to not only help on the day but to participate in activities. This included a flag raising ceremony and welcome to country address by Indigenous Elders.

- Personal Learning Plans for Indigenous students were continued from the previous year.

- Indigenous students were presented with awards at our end of year assembly and Personal Best assemblies.

- Many Aboriginal students accessed the school Rainbow Room which provides breakfast and activities/games at recess and lunch times.

- An Aboriginal aide was employed as a School Learning Support Officer and trained in Multilit to assist in the implementation of this program.

- Several Aboriginal aides were employed under integration funding to assist the learning of several students within the school.

- Several Aboriginal students attended various leadership camps with one student being chosen as one of four school leaders within the school.

- The school pays respect to past, present and future Indigenous peoples at every assembly and formal event.

#### Multicultural education

The school has continued to focus on Multicultural Education through various programs.

- The SRC continued to raise money to sponsor a Vietnamese student.

- Senior classes completed projects on various countries to help raise awareness and knowledge of the world around them.

- The school was involved in Harmony Day celebrations.

#### Respect and responsibility

The Sir Henry Parkes Memorial Public School community has continued to show a commitment to values education. This year the school embarked on teaching many values through the You Can Do It program. This focuses on five keys being Organisation, Getting Along, Confidence, Resilience and Persistence. The teachers concentrate on one key each term and teach it explicitly. Although in its infancy in this school it is seen as a valuable program.

#### National partnership programs

The Sir Henry Parkes Memorial Public School received money under the National School Partnerships Low Socio Economic Status Communities scheme. This formed a major part of what the school was able to achieve and what
they will be able to complete in the future. The school was able to enhance the role of the Support Teacher Learning Assistance (STLA) as well as implement a new Literacy program called Multilit. This is a very effective program allowing more one to one tuition for students who are in danger of falling behind in their Literacy skills. The STLA and several School Learning Support Officers (SLSO) have also been trained in the implementation of this program.

The school has initially targeted students in yrs 1-5 with identified learning needs. The program also allows for small group tuition that follows a set program of instruction and delivery. The school was also able to incorporate a program called Soundway which was used as a pre-delivery course for students before entering the Multilit program. This enabled the school to reach twice as many students under this program. This will need to be continued for a number of years before true growth as a school is seen.

Assessment records from the STLA for pre and post delivery has shown excellent results for most students who successfully completed the program.

Country Areas Program
The Country Areas Program (CAP) assists schools and their communities to enhance the learning outcomes for students in geographically isolated areas.

During 2010 the school used CAP funds to:
- Support teachers in appropriate Professional Learning courses conducted both at school and within the region.
- Utilise best practice within the school by allowing teachers to come off class to develop, make and implement appropriate resources and programs.
- Purchase of computer software, hardware and subscriptions to various online resources for teachers and students.

Priority Schools Program
The Priority Schools Program (PSP) is based upon the principles of equity and social justice and supports our school to reduce and eventually eliminate the achievement gap in learning and outcomes for students.

During 2010 the school utilized PSP funds to:
- Purchase various software and hardware technology including subscriptions to various online teacher and student resources.
- Allow teachers to attend various professional learning courses.
- A component of the staffing allocation was used to employ the Support Teacher Learning Assistance (STLA) for a further 1 ½ days per week.

K-2 students on the Zoo Excursion.

Connected learning
The school over a number of years has embarked on ensuring that our students have up to date technology throughout the school. This year the school was able to purchase another interactive whiteboard bringing the number in each class to 100%. The school also purchased digital cameras for all classes as well as update memberships to web based programs. The school continued to utilize staff meetings and school development days to ensure a focus on utilising technology in the classroom.

Other programs
The school continued to place great value on the Rainbow Room. This provides a breakfast club each morning as well as a safe haven at both recess and lunch times for students. Here students are given the opportunity to play, learn social skills and have fun in a safe, supportive environment.
Progress on 2010 targets

Target 1

In Reading and Comprehension an extra ten percent of students in each grade will be performing at stage expectation by December 2010.

Our achievements include:

• According to the yr 3 NAPLAN data of students performing at and above minimum standards the school improved by 8% in writing and remained steady in spelling.

• Teacher’s classroom programs showed an increase in planning strategies as well as a focus on the Quality Teaching Framework.

• Supervisory meetings between executive and teachers showed an increase in discussion around teaching reading and comprehension.

• Staff meetings and SDD’s showed components of inservicing being around the teaching of reading.

Target 2

To improve educational outcomes for Aboriginal students.

Our achievements include:

• NORTA funds were utilized to employ a teacher to target Aboriginal students who did not meet the national minimum literacy standards in 2009.

• Attendance rates for Aboriginal students showed an improvement in 2010.

• Aboriginal students were included in leadership camps including an Aboriginal student being selected as a school leader.

• NAPLAN results for year 5 showed improved results in all areas.

Target 3

Improve student attendance and reduce the number of long suspensions.

Our achievements include:

• A review of attendance data and procedures with the school employing a part time School Administration Officer (SAO) to record and implement new attendance procedures.

• A review of our attendance policy with sections being rewritten.

• Inclusion in our attendance policy of a positive rewards system to recognize students with good or improving attendance.

• Improved attendance rates of students from 90.3 in 2009 to 92.7 in 2010.

• A reduction of both short and long suspensions.

Target 4

Increase the number of teacher’s trained in use of ICT for improved student outcomes.

Our achievements include:

• 100% of classrooms having interactive whiteboard (IWB) technology installed and operational.

• 100% of teachers using IWB technology in their rooms as evidenced by teacher programs and anecdotal evidence.

• Staff were surveyed on technology use to inform of future directions of staff knowledge and skills.

• Employment of a dedicated technology officer to solve school based technology problems.

• School based meetings and school development days (SDD) having a technology component.

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 2010 our school carried out evaluations of attendance and literacy.
Educational and management practice

**Background**

The school saw an urgent need to not only update its roll marking procedures but to revise its attendance policy and procedures. Attendance had become an integral part of the schools data collection and management plans and needed to be updated in line with regional and state expectations.

**Findings and conclusions**

School attendance data indicates that the school is above region but below state attendance rate. It is noted that in Kindergarten and Year 1 the attendance rates are below regional rates. In examination of documents provided by the school and data analysis of attendance data, there were concerns identified about current attendance practices. Processing of attendance data is not a priority within the school. The whole and partial day absences are processed when time is available. The office staff were unaware of the Departmental policy and procedures in relation to attendance practices. It was identified that current systems are not working and need to be improved. This included the need for staff to be trained in the new attendance guidelines. A better reward system was also needed.

**Future directions**

- A staff member needs to be coordinating attendance within the school and be trained in best practice including interventions developed to target students with poor attendance.
- Implementation of OASIS marking system allowing appropriate data to be accessed and appropriate checklists for non attendance to be developed.
- Raise awareness of school attendance by regular information in the newsletter, information sheets being sent home and teachers are trained in their responsibilities in relation to attendance.
- Implement a reward system for good attendance and improved attendance.

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Curriculum

**Background**

The school has a major focus in the Literacy area of Teaching and Learning with the Multilit and Soundway programs as well as the Accelerated Literacy program encompassing major funding areas. The school wanted to see if the programs were seen to be valuable and worthwhile and more importantly if they were seen to be making a difference.

**Findings and conclusions**

- 100% of teachers strongly agreed or agreed that they have a deep understanding of the English syllabus and feel confident to implement the syllabus.
- 64.3% of teachers agreed that whole school strategies have improved student performance.
- Teachers agreed (64.3%) that they understand the continuum and that their teaching contributes to the school’s literacy targets.
- Three quarters of staff strongly agreed that they involve children in talking, listening, reading and writing activities.
- 98.2% of students surveyed agreed and strongly agreed that English is an important subject to learn.
- 86.8% of students strongly agreed or agreed that they have good reading skills while 77.4% said they have good writing skills.
- 90.6% of students strongly agreed and agreed that their teacher uses activities that help them to learn.

**Future directions**

- The school is to build on the work completed in both the Soundway and Multilit programs.
- Teachers are to be continued to be trained in Accelerated Literacy and follow up workshops are to be developed for all staff.
- The school is to plan for Literacy sessions in the morning with as few interruptions as possible.
• Resources are to be collated and a scope and sequence completed to ensure that classes do not double up on Accelerated Literacy texts.
• Further resources are to be investigated including interactive white board resources.

Teachers attended professional development in Accelerated Literacy, Count Me In Too, Best Start, sports coaching, sports skill development, Quality Teaching, Aboriginal Education and Covey Leadership.

There were also various staff meetings and SDD’s covering assessment and Quality Teaching.

School development 2009 – 2011

Targets for 2011

Target 1

Reduce the number of students achieving below minimum standard in reading in Year 3 by 20% and reduced the number of Aboriginal students in year 3 by 50%.

Strategies to achieve this target include:

• Implementation of the Best Start Assessment program.
• Further professional development for all staff in Accelerated Literacy across K-6.
• Employment of STLA for a further 1 ½ days to implement the Soundway and Multilit programs.
• Continued implementation and strengthening of the Reading recovery programs and Early Literacy programs.
• Purchasing of appropriate literacy resources to aid teachers in the implementation of reading programs.

Our success will be measured by:

• NAPLAN data indicating that the number of students in year 3 performing below minimum standard in reading has reduced by 20%.
• NAPLAN data indicating that the number of Aboriginal students achieving below national minimum standard in reading has reduced by 50%.
• Best Start Data being available showing full implementation.

Spelling Bee champions.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In general parents are happy with the operation of the school and would like to see a continuation of strong welfare and discipline policies. Parents indicated that there is a strong need to continue community links and further strengthen links with organisations including the AECG.

78.6% of teachers strongly agreed or agreed that whole school strategies have improved student performance in NAPLAN-Literacy. 92.8% of teachers strongly agreed or agreed that data from NAPLAN informs their teaching practice. In Numeracy 69.2% of teachers strongly agreed or agreed that the professional learning provided at this school meets their needs. 69.2% of teachers strongly agreed or agreed that whole school strategies have improved student performance on NAPLAN-Numeracy.

Professional learning

The school focused on a few areas to allow continued growth of both students and teachers.
Target 2

To diminish the gap between Aboriginal students and all students in numeracy by 10%.

Strategies to achieve this target include:

- A greater focus in both staff meetings and SDD’s on numeracy and teaching strategies.
- Teacher programs showing a greater emphasis on the teaching of numeracy.
- Teacher professional learning showing that 20% of courses have a numeracy focus.
- Implement Best Start Kindergarten assessment program in numeracy.
- Further training in Count Me in Too.
- Purchasing of technology applications that support the classroom practice in numeracy.

Our success will be measured by:

- A greater focus on numeracy strategies within the school as evidenced by teacher programs and staff professional learning.
- NAPLAN data indicating that the gap between Aboriginal students and all students has diminished in numeracy.
- Full implementation of the Best Start assessment program in numeracy supported by Best Start data.

Target 3

Increase attendance of all students to be in line with state data and decrease the number of suspensions.

Strategies to achieve this target include:

- Collection of school data identifying school “hot spots” in terms of student behavior. Identify ways of improving the playground quality, engaging more students in meaningful activities.
- Focus on school rules and the You Can Do It Program to enhance student welfare procedures.

Our success will be measured by:

- An increase of attendance data in 2011 showing the school to be in line with state attendance data.
- A decrease in school suspension data from 2010 to 2011.

Students with Easter Hats at the Easter Hat parade.

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: