2009 Annual School Report
The Sir Henry Parkes Memorial Public School

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

The Sir Henry Parkes Memorial School is a community school where in partnership we are committed to achieving and preserving excellence in primary education. Our goal is to provide a caring, tolerant and supportive educational environment characterised by quality teaching and learning. Through the provision of quality educational programs our aim is to nurture each child towards personal success and individual excellence, in a climate which promotes a love of life-long learning and continuous improvement. Our school is proud to be named after 'The Father of Federation' who was instrumental in initiating the 'Public Education Act' in NSW.

Messages

Principal's message

The Sir Henry Parkes Memorial School community is committed to providing a kind, caring, fair and cooperative 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 needs.

It is my pleasure to present the 2009 Annual School Report. This report represents a snapshot of the achievements of our students, a report on the progress of our school plans for 2009 and beyond and an overview of school programs.

I would like to thank the school staff and members of the School's Self Evaluation Committee for their contributions to this report.

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.

Mr Peter Hickey

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 and Infants' Club assisted the school with the following activities:

- Assisting with grandparents' day by catering with tea and coffee.
- Assisting with school photograph day.
- Organising Mothers' Day and Fathers' Day stalls.
- Organising wood raffle.
- Organising and implementing school fete which was an outstanding success and raised $6000. This money bought new sporting house flags, new school blazers, resources for the social skills room and guided reading books.

Mr Stephen Koch

Student representative's message

Having been students at Sir Henry Parkes since kindergarten, we have really appreciated the large variety of academic and sporting opportunities as well as the fabulous canteen! Students can engage in debating, public speaking, the Premier's Spelling Bee, educational websites such as Mathletics and Spellodrome, and participate in Technology and Problem Solving groups. There are many sports played such as hockey, soccer, basketball, netball, Oz Tag and rugby league, amongst others.

We are extremely grateful for the huge effort our staff assists student's in understanding their work and the time they put into school socials, rewards days, and other fun activities. They also provide extra programs for students who may struggle in any area.

The SRC continues to assist students in improving their leadership skills by attending a variety of activities such as the Young Leaders Conference held in Brisbane and Year 6 visiting a local aged home. The SRC also holds many fundraising events to assist various organisations such as The Australian Red Cross and the Victorian Bushfire Appeal and also assists improving health in living standards in the Solomon Islands. The SRC along with the help of the P&C continues to sponsor a child in Vietnam, organise school socials while continuing to raise money for new equipment for the school.

Being school leaders has brought many exciting responsibilities, challenges and opportunities. It has helped us to grow in maturity and public speaking skills. We will really miss a lot of aspects of S.H.P.M.P.S!

Eleanor Parker, Andrew Parker, Sophie Cooper and Tom Landers

School context

Students

Our school philosophy is based on the belief that every student should experience success and that
this best occurs in an environment where the school community is respectful of differences and the rights of others.

**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**

Unsatisfactory attendance of students is quickly identified and school-based procedures come into play. Parents are contacted and consulted on the reasons for their child’s non-attendance. This can lead to individual programs being developed and implemented to assist the student’s school attendance if considered necessary. Cases that cannot be resolved at the school level are referred to the Home School Liaison Officer who works with the family, the student and school personnel to develop an attendance plan. In extreme cases non-attendance at school leads to legal prosecution.

**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>0KC</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>0KH</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1/2W</td>
<td>1</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>1/2W</td>
<td>2</td>
<td>11</td>
<td>21</td>
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<tr>
<td>1C</td>
<td>1</td>
<td>24</td>
<td>24</td>
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<tr>
<td>2T</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3/4G</td>
<td>3</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>3/4G</td>
<td>4</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5C</td>
<td>4</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>4/5C</td>
<td>5</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>6E</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

**Structure of classes**

In 2009 we had ten classes. There were 6 straight classes and 4 composite classes. All classes were organised on a stage basis.

**Management of non-attendance**

Student attendance is one of the school’s major priorities. It is only through regular school attendance that the best possible educational outcomes for a student can be achieved.

Roll marking procedures are followed diligently to ensure attendance records are always accurate, reasons for absences are recorded, unexplained absences are followed up and overall attendance is regularly monitored. Parents are aware of attendance requirements and absence notification processes.
Staff information
All teaching staff meets the professional requirements for teaching in NSW public schools.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>17.02</td>
</tr>
</tbody>
</table>

In 2009 our school workforce had an indigenous composition of 3.3%. In 2010 this will be increased to 9.7%.

Teacher qualifications
All teaching staff meets 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>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>165 170.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>143 666.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>187 170.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>39 818.95</td>
</tr>
<tr>
<td>Interest</td>
<td>6 045.55</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>33 811.32</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>575 683.84</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas: 9 340.76
- Excursions: 18 274.79
- Extracurricular dissections: 25 608.60
- Library: 2 345.85
- Training & development: 0.00
- Tied funds: 246 072.60
- Casual relief teachers: 26 291.16
- Administration & office: 33 182.54
- School-operated canteen: 0.00
- Utilities: 25 883.56
- Maintenance: 9 760.06
- Trust accounts: 33 011.32
- Capital programs: 0.00
| Total expenditure          | 429 771.24 |

Balance carried forward: 145 912.60

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
During 2009 our school participated in numerous arts activities. Highlights include:

- Performances by our choir at the Northern New England Regional Schools Creative Arts Celebration, the school fete, Education Week, Presentation Night, Northern Principals’ meeting, Grandparents’ Day and Senior Citizens Week.
Student success in the national initiative Special Forever.

Several Aboriginal students leading NAIDOC Week activities.

Outstanding participation in the annual Oracles of the Bush poetry and visual arts activities and competitions.

Excellent participation in the Dorothea Mackellar poetry competition.

**Sport**

School representation in a wide range of sporting activities 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, rugby league, soccer and skipping.
- Students competing at regional level in swimming, cross country, athletics, basketball, rugby league, soccer and skipping.
- The school skipping team performing at an excellent level at state and national titles winning medals in a variety of events.
- The school skipping team representing Jump Rope for Heart as a demonstration team on many occasions.
- Whole school participation in S.M.A.S.H. P.E. program.
- Students chosen in regional teams in basketball, rugby league and soccer.
- The school basketball, netball, hockey, soccer, rugby league and oz tag teams performing at an excellent level.
- School participation in the Premier’s Sporting Challenge.
- School supervised learn to swim program.
- Continuation of poi and class fitness testing.

**Other**

- Several students presented projects in the national Halogen Foundation leadership competition.
- Senior students researched the local community and presented the information to Channel Seven’s It’s Academic program which was aired in September.

**Student achievement in 2009**

**Academic**

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

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

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

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

**Literacy – NAPLAN Year 3**

![Percentage of students in bands: Year 3 reading](chart.png)
Percentage of students in bands:

**Year 3 writing**

- **Band**: 1, 2, 3, 4, 5, 6
- **Percentage of students**: 0, 5, 10, 15, 20, 25, 30, 35

- **School average 2007 - 2009**
- **LSG average 2009**
- **State average 2009**

**Year 3 spelling**

- **Band**: 1, 2, 3, 4, 5, 6
- **Percentage of students**: 0, 5, 10, 15, 20, 25, 30, 35

- **LSG average 2009**
- **State average 2009**

**Year 3 grammar and punctuation**

- **Band**: 1, 2, 3, 4, 5, 6
- **Percentage of students**: 0, 5, 10, 15, 20, 25, 30

- **LSG average 2009**
- **State average 2009**

**Year 3 numeracy**

- **Band**: 1, 2, 3, 4, 5, 6
- **Percentage of students**: 5, 10, 15, 20, 25, 30

- **School average 2007 - 2009**
- **LSG average 2009**
- **State average 2009**

**Numeracy – NAPLAN Year 3**

- **Percentage of students in bands**: Year 3 numeracy

- **Band**: 1, 2, 3, 4, 5, 6
- **Percentage of students**: 5, 10, 15, 20, 25, 30

- **Percentage in band**
- **LSG average 2009**
- **State average 2009**
Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 5 reading

Percentage of students in bands:
Year 5 writing

Percentage of students in bands:
Year 5 spelling

Percentage of students in bands:
Year 5 grammar and punctuation
Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 numeracy

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<td>8</td>
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</tbody>
</table>

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>---------</td>
</tr>
<tr>
<td>95</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>81</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

The school provides programs designed to improve learning outcomes for Aboriginal and non-Aboriginal students and to include parents and caregivers in the decision-making processes of the school.

Aboriginal education

The school has maintained a focus on Aboriginal education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes necessary for a diverse society.

- The school pays respect to past, present and future indigenous peoples of the region at every assembly.
- Students selected a Year 6 indigenous representative for the school’s S.R.C.
- National Aborigines and Islanders Day Observance Committee (NAIDOC) Week was celebrated and National Sorry Day remembered with indigenous children and school Aboriginal Education Officer (AEO) playing a prominent role in the organisation, participation and presentation of the activities.
- Personal Learning Plans for indigenous students were used with school, students and family deciding on common achievable goals.
- An indigenous student award was given as part of formal assemblies.
- An Aboriginal aide was employed through a WOSSI funding submission to assist with the schools’ early literacy program targeting 20 Aboriginal students.
- Many Aboriginal students accessed the school rainbow room which provides
breakfast, a haven, activities and/or games for all students.

- Aboriginal students were supported by the In-Class Tuition Assistance Scheme.

Multicultural education

The school has maintained a focus on Multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes necessary for a diverse society.

- In 2009 students supported the local CWA international project on Egypt and made presentations at their luncheon.
- The SRC continued to raise money to sponsor a Vietnamese student and raise awareness within the whole school of this project.
- The SRC raised money to support a community in the Solomon Islands.
- The school was involved in Harmony Day activities which recognised and celebrated Australia’s diversity.

Respect and responsibility

The Sir Henry Parkes Memorial Public School community is committed to providing a caring, tolerant and supportive educational environment where personal success and the pursuit of individual excellence are fostered through quality teaching and learning programs in a climate of continuous improvement and professional response to students’ needs.

Other programs

Social and Emotional Learning Program

The schools’ social skills program continued this year. The program was very successful in providing students with interpersonal skills necessary for the development of social competencies. This initiative has been recognised regionally as a model for successful behaviour change and received the H.T.B Harris Memorial Award for its success. Part of this program was the use of the rainbow room as a safe haven for all students during play periods.

Country Areas Program

The Country Area Program assists schools and their communities to enhance the learning outcomes for students in geographically isolated areas so that they match those of other students.

Findings and Conclusions

The Country Area Program has supported the development of our quality teaching programs during 2009.

The school used CAP funds to:

- Purchase an interactive whiteboard, headphones and computer programs.
- Teacher professional development in technology and quality teaching practice.

Future Direction

In 2010 the school will participate in the following projects.

- The purchase of two interactive whiteboards, computer software, headphones and wireless keyboards.
- Teacher professional development in technology and open-ended inquiry in numeracy and literacy and whole school curriculum programming and enhancement and assessment.

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 outcomes for students.

Findings and Conclusions

In 2009 the school used PSP funds to support the following programs:

- PSP staffing was used to employ a teacher to assist teachers’ to further develop student programs in numeracy and literacy.
- The purchasing of one interactive whiteboard and wireless keyboard.
- Purchasing of essential numeracy and literacy resources.
- Teacher professional development in accelerated literacy and numeracy.
Future directions

- Teacher professional development in accelerated literacy and numeracy.
- Purchase of Mathletics and Spellodrome computer programs and other numeracy and literacy resources.
- Employing teacher to assist with the development of skills in literacy and numeracy.

Progress on 2009 targets

Target 1: To improve the use of technology to assist in the achievement of teaching and learning outcomes.

Our achievements include:

- Increased confidence and effective use of interactive classroom technologies in all classes.
- Increased student's engagement and enjoyment of learning due to ICT.
- School recognised as a centre of excellence in the use of technology and used for many regional ICT programs and conferences.

Target 2: To Improve Numeracy and Literacy Outcomes K-6

Our achievements include:

- 85% of Year 3 students and 100% of Year 5 students achieving at and above the minimum standard in Numeracy.
- 95% of Year 3 students and 81% of Year 5 students achieving at and above the minimum standard in Reading.
- 80% of Year 3 students and 88% of Year 5 students achieving at and above the minimum standard in Writing.
- 88% of Year 3 students and 96% of Year 5 students achieving at and above the minimum standard in Spelling.
- 75% of Year 3 students and 88% of Year 5 students achieving at and above the minimum standard in Punctuation and Grammar.

Target 3: To strengthen the knowledge and implementation of the NSW quality teaching model in all classrooms and further develop teachers who are future leaders in our schools

Our achievements include:

- Increased number of teachers implementing the Quality Teacher Framework into their everyday lessons and programs and providing quality lessons and programs.
- Improved whole school plans and programs which have been strengthened by the Quality Teacher Framework.

Target 4: To improve student literacy learning and outcomes K-6 for all Aboriginal students.

Our achievements include:

- Improved engagement and self-esteem of students with many students involved in extra curricular activities.
- Indigenous students selected by peers to represent the school on the SRC.
- Excellent attendance rates.

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 and Accelerated Literacy.

Curriculum

Accelerated Literacy

Background

Accelerated literacy is a teaching methodology designed to accelerate students’ reading, writing and comprehension skills by using narratives that are age-appropriate. The program derives its name from its success in accelerating the literacy learning of students who have failed to make appropriate progress in literacy, or who are at risk of falling behind, and has also been very successful in extending students who demonstrate a high level of competence in literacy.

Findings and conclusions

- Classroom teachers have introduced the Accelerated Literacy (AL) program into their classrooms progressively during the year.
- One teacher is responsible for supporting teachers and modelling lessons.
- Three teachers’s received intensive training in the teaching of AL during Semester 2.
Teachers indicate that they have developed confidence in using the AL teaching methodology and in using the relevant programming pro formas and resources.

Student confidence and engagement in reading has noticeably improved.

The AL program effectively supports the process of learning to read.

Improved success in literacy, as supported by the school’s NAPLAN results, indicates that the AL program has been extremely successful.

Future directions
- To continue the AL program in 2010.
- To expand the resources that supports the AL program.
- Further raise parental awareness of the AL program.
- Continue to support teachers in all aspects of implementation of the program.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Parents are overwhelmingly supportive of the school’s educational programs.
- Community participation has increased significantly in all forums.
- Student evaluations indicate increased engagement in learning.
- School suspension rates have markedly decreased.
- Staff participation in all school programs demonstrates a high level of commitment to the school and its students.
- Student participation in school activities has increased significantly.
- Staff collegiality levels are high.

Educational and management practice

Background
Teachers are responsible for the planning and implementation of educational programs. They use relevant curriculum to meet the needs, interests and abilities of students to ensure effective learning occurs. Classroom management strategies must maximise student learning. Assessment processes are ongoing and provide information on strengths and areas for further development. Reporting communicates information about student achievement and development. Effective tracking of student learning outcomes is used to evaluate, develop and refine teaching programs. Teachers, students and parents were asked to complete a survey on this subject. The responses were then analysed to determine implications for the school.

Findings and conclusions
- Assessment and reporting processes are considered effective for identifying student progress, reporting to parents and informing teaching programs. Students understand the relevance and importance of keeping records and samples of their work. Parents feel informed about their child’s progress but would like more information about specific classroom activities.
- Teachers utilise assessment and tracking of student learning outcomes to evaluate the effectiveness of teaching programs and strategies. Students varied in their responses as to whether class activities were interesting and helped them to learn, but the majority agreed that they did. Parents agreed that class activities are interesting and appropriate to the needs of their children.

Future directions
- Parents to be better informed about professional learning that is undertaken by teachers.
- Students to be more involved in determining the strategies to be used in achieving specific learning outcomes.
- Students to be involved in the development of classroom management strategies through a whole school program which explicitly teaches pro-social behaviours.
- Teachers to ensure that students understand the learning outcomes of specific activities and how they will be determined.

Targets for 2010
Targets for 2010 will support the school’s longer term strategic directions as outlined above.

Target 1
In Reading and Comprehension an extra ten percent of students in each grade will
be performing at stage expectation by December 2010.

Strategies to achieve this target include:

- Rubrics will be used to inform staff of specific needs of students in each grade.
- Explicit teaching strategies to teach specific skills will be developed.
- Teaching resources to assist in the development of specific writing skills will be compiled and categorised. Students will be assessed using appropriate testing procedures at the beginning and end of the year as well as at the end of each term.
- Ongoing professional development of teachers in relevant areas and as befits their individual needs will be provided.

Our success will be measured by:

- Student test results indicating a thirty five percent improvement in reading and comprehension.
- Classroom programs showing evidence of planning and implementation of strategies which are recognised as best practice and of explicit teaching to develop specific skills.
- Professional Learning evaluations indicating that teachers feel their ability to plan and implement programs for teaching reading and comprehension has improved.

Target 2: To improve educational outcomes for Aboriginal students.

Strategies to achieve this target:

- Use NORTA funds to employ an Aboriginal aide to assist students with literacy and numeracy programs.
- Encourage student attendance at leadership programs and extra curricular activities.
- Have students lead the school in NAIDOC celebrations and activities to develop Aboriginal perspectives.
- Improved NAPLAN results.

Our success will be measured by:

- Increased attendance and engagement.
- Increased self-esteem and self-confidence.

- Reducing the proportion of students below national level minimum literacy and numeracy standards by 10% by 2010.
- Increasing the proportion of students meeting or exceeding national numeracy and literacy standards by 5% by 2010.

Target 3: Improve student attendance and reduce the number of long suspensions.

Strategies to achieve this target include:

- Greater involvement of AEO within the community.
- Continued implementation of social skills program.

Our success will be measured by:

- Improved attendance from 91% to 93%.
- Reduce long suspensions from 25 to 5.

Target 4: Increase the number of teacher’s trained in use of ICT for improved student outcomes.

Strategies to achieve this target include:

- Purchase two more IWB to have 100% of classrooms with this technology.
- Purchase of more IWB programs particularly for literacy and numeracy.
- Survey staff on current and desired ICT knowledge and skills.
- In-service teachers in current programs and equipment used.

Our success will be measured by:

- Improved teacher confidence and use of ICT.
- Improved engagement of students.
- Improved literacy and numeracy results in NAPLAN.
- Improved achievement in Science and Technology.

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.

Mr Peter Hickey Principal
Mrs Wendy Buckley Assistant Principal
Miss Karen Eakin Classroom Teacher
Mrs Debbie Thomas Classroom Teacher
Mrs Melanie Gallagher Classroom Teacher
Stephen Koch P & C President

School contact information
The Sir Henry Parkes Memorial Public School
75-79 Wood St.
Tenterfield 2372
NSW
Ph: (02) 67361401
Fax: (02) 67362898
Email: sirhparkes-p.school@det.nsw.edu.au
Web: www.sirhparkes-p.schools.nsw.edu.au
School Code: 3182

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: