Our school at a glance

Students

Merimbula Public School’s current enrolment is 424 students. Enrolments include mainstream students, gifted and talented students, students with learning difficulties as well as a small percentage of Aboriginal, Torres Strait Islander and Thursday Islander students. A small percentage of students from other cultural backgrounds are enrolled at the school. Some of these students come from non-English speaking backgrounds.

Staff

Merimbula Public School employed 38 staff in 2009. Permanent and casual staff members were employed. These staff included: School Learning Support Officers (SLSOs), administrative staff, teaching staff, a School Learning Support Teacher (SLST), a General Assistant and a School Counsellor.

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

significant programs and initiatives

Throughout 2010 the following programs and initiatives were implemented at Merimbula Public School:

The Government’s Building The Educational Revolution stimulus package resulted in a number of school facility improvements, including:

- 6 classrooms being completed, equipped with solar panels, undercover walkways, storage areas, furniture, rainwater tanks and an interactive smartboard;
- 3 interactive smartboard bundles and 40 desktop computers being installed in the existing school building;
- a covered outdoor learning area (COLA) being installed in the infants playground;
- cricket nets, cricket pitches, playground equipment and a sunken sandpit being installed; and
- the K-2 toilet block being refurbished.

The school participated in the Illawarra South East Region’s School Learning Support Program Trial, resulting in the school receiving two additional Learning Support Teacher days per week from Term 2 to Term 4, as well as additional financial assistance to employ School Learning Support Officers.

The School Learning Support Teacher led the Learning Support Team in implementing a trial of the Fast ForWord reading improvement and memory retention program, which focused on developing the neural pathways of participating students.

Staff developed Personal Learning Plans (PLP) in collaboration with the Learning Support Team, Aboriginal Education Committee and Parents and Citizens Association. These PLPs enabled teachers to better understand and support individual student learning.

The School Counsellor and School Learning Support Officers, through the Learning Support Team, implemented gender-based mentoring groups throughout the school, supporting small groups of students to develop: confidence, self-esteem, behavioural skills, teamwork skills, communication skills and/or friendships.

The Accelerated Literacy teaching pedagogy was implemented by every teacher in the school.

A trial of structuring classes in year groups took place, as opposed to having multi-aged classes across the school.

The school presented its first Music Extravaganza, showcasing a range of performing arts programs such as the Performance Band, Beginner Band Tutorial Groups, Guitar Groups, Dance Groups, Recorder Ensemble, Choir, Soloists, Wind Ensemble and other grade based performance groups.

The school introduced a Recorder Program to the school that successfully performed in the Festival Of Instrumental Music at the Sydney Opera House.

The school introduced an Art Show to its Education Week Showcase, which saw every student share quality artwork with the school community.
Student achievement in 2010

The average progress for matched students in reading, as measured by NAPLAN, was high, with students in the school improving 91.5 points between 2008 and 2010. (Improvement from 2007-2009 was 86.5 and 2006-2008 was 77.5 points; average state improvement from 2008-2010 was 83.4 and statistically similar groups of schools had an average of 83.9 points).

Average writing progress for matched students, as measured by NAPLAN, was 66.6 points (2007-2009 saw a 43.1 point progression average; statistically similar groups of schools averaged a 64.3 point growth for matched students).

Student progress in grammar and punctuation was high, with matched students averaging 95.1 points growth compared with Statistically Similar Groups of schools (SSG) achieving a 94.4 point growth, as measured by NAPLAN.

The percentage of students in Year 3 achieving at or above minimum standard, as measured by NAPLAN, was:
- 95% in Reading
- 98% in Writing
- 93% in Spelling
- 92% in Punctuation and Grammar and
- 95% in Numeracy.

The percentage of students in Year 5 achieving at or above minimum standard, as measured by NAPLAN, was:
- 92% in Reading
- 97% in Writing
- 90% in Spelling
- 93% in Punctuation and Grammar and
- 97% in Numeracy.

Messages

Principal’s message

Merimbula Public School continues to provide a happy, engaging and safe learning environment for the students in its care. The whole school community ensures that we have an innovative school with excellent facilities.

We aim to improve the learning and social outcomes for students through quality educational, extension and learning support programs.

As well as supporting students to achieve their personal best in the outcomes for each of the Key Learning Areas, the school also targets outcomes in social skill development, anti-bullying, Aboriginal and multicultural education, leadership and student welfare.

The school’s dedicated and experienced teachers and school administrative and support staff are professional and thorough in their approach, regularly reflecting on their performance and striving to implement new initiatives to support the needs of students.

Our parent community is active and supportive, with an increasing number participating in everyday learning activities, committees, extension programs and special school events.

The Student Representative Council is also very active, displaying initiative and social competence when supporting others through a range of mentoring and fundraising activities.

All students enjoy and are encouraged to experience success at Merimbula Public School, reflect on their achievements, goals and learning programs whilst addressing their individualised Personal Learning Plans.

Merimbula Public School continues its commitment to excellence, opportunity and success for all.

I congratulate all students, commend to you the dedicated teaching and support staff and thank the parents, caregivers, grandparents and wider school community for their commitment, collaboration, teamwork and support throughout 2010.

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.

Michelle Hulme
P & C Message

It has been an extremely busy year for Merimbula Public School. The past 12 months have seen much change and growth in our school: the building of our new classroom block which will be completed before school returns in 2011, the appointment of Mrs Michelle Hulme as Principal, the establishment and successful harvesting from our new vegetable gardens, the implementation of mentoring groups and additional learning support programs for students.

We celebrate the achievements of students in all fields including: academic fields, particularly in literacy and numeracy, performing arts and sport. It has been great to see students representing our school all over the state.

I congratulate and thank all P&C committee members for their hard work throughout the year: Lee Salisbury (Treasurer) and Jenny Campbell (Canteen Treasurer) for their excellent bookkeeping skills, Tania Dwyer (Vice President) for lending an ear and her expertise in all areas and to Mollie O’Brien (Secretary) for a job well done, especially her minute-taking and distribution.

To our amazing fundraising team, lead by Loretta Chapple,(Fundraising Coordinator) and Michelle Pearson (Fundraising Treasurer) much gratitude for your time, creativity, commitment and enthusiasm which was highlighted in our successful fundraising initiatives such as the “Are you smarter than a fifth grader?” trivia night, our healthy option “Living Fundraiser” herb sale, Mother’s, Father’s and Election Day Stalls. Thank you also to Kym Marson and everyone involved in our “Jump for Jaxon Day” at Magic Mountain, which saw not only our school but the entire community rally together and support a family in need. Due to the great efforts of our school’s SRC, in conjunction with the P&C, we have been able to purchase an additional two interactive white boards for our school.

Once again it has been a great year for our P&C- Run School Canteen, headed by Anterese Caulfield and her amazing helpers Joanne Armstrong, Debbie Wilson, Linda Major, Jan and Maree Walker and the dozens of parent volunteers. I would like to thank you all for your time and dedication.

We are extremely lucky at Merimbula Public School to have such a close and cohesive working relationship between the Staff, P&C and the wider community. Michelle Hulme (Principal) and all the teaching staff, School Learning Support Officers (aides) and Administration Staff work together tirelessly and do a tremendous job caring for and educating our children.

I have enjoyed my position as President on the P&C for the past 3 years. Due to the support I have received my role has been very easy.

Thank you,

Angi High – P&C President

Student Representative’s Council (SRC) Message

2010 was an exciting and productive year for Merimbula Public School’s SRC. During the year we coordinated several successful fundraisers, supporting both local and global community groups.

Emerging from our regular meetings, the SRC chose to support the Snowy Hydro South Care Helicopter, and continued our sponsorship of a child through the World Vision Organisation. Our fundraising efforts also extended to support one of our own Kindergarten students who was recently diagnosed with leukemia.

Through the Lap-a-thon (an SRC initiative) and our bi-annual discos, our SRC managed to raise over eight thousand dollars for our school, which has been used to purchase an interactive Smart Board.

As part of our commitment to our local area the SRC participated in, and contributed speeches to, the Merimbula ANZAC and Remembrance Day ceremonies.

At a school level, the SRC was responsible for coordinating and hosting fortnightly whole school assemblies and leading the rest of the school by positive example.

We have enjoyed the responsibilities and rewards of being SRC Leaders and we wish our recently voted 2011 Student Leaders: Isabella Kinnes, Jack McGuire, Kiah Miller, Nicholas Standen and Brock Stuart all the best in the coming year.

Dakota Hooper, Nicola Jones, Clancy McKenzie-Smith, Bo Van Den Brink and Matt Vardanega.
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
The following table indicates student enrolment trends over the past five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>236</td>
<td>202</td>
</tr>
<tr>
<td>2007</td>
<td>240</td>
<td>204</td>
</tr>
<tr>
<td>2008</td>
<td>224</td>
<td>210</td>
</tr>
<tr>
<td>2009</td>
<td>242</td>
<td>194</td>
</tr>
<tr>
<td>2010</td>
<td>230</td>
<td>186</td>
</tr>
</tbody>
</table>

Management of non-attendance
Merimbula Public School manages non-attendance through:

- Offering a range of engaging learning programs and lessons daily, encouraging students to want to be at school;
- Awarding students with a merit certificate if they achieve in excess of 95% attendance in a term;
- Sending absence slips home to parents/caregivers, or ringing parents/caregivers, to discuss absence concerns;
- Contacting the parents/caregivers of students who are consistently absent to discuss implementing an attendance program and related student incentives;
- Liaising with and supporting the Regional Home School Liaison Officer to ensure student, school and parent/caregiver support is implemented.

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>KB</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KVVH</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2U</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>3L</td>
<td>3</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>4N</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4K</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5Y</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5T</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6H</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>
Structure of classes
All classes across the school were comprised of students of only one grade/year level, as opposed to being multi-aged as in previous years. Mathematics classes were grouped according to student ability and included students of only one grade/year level. Previously students had been grouped from within a stage.

These class structures were trialed and evaluated at the end of the year. Parent, caregiver and staff responses showed that while most people wanted home classes to remain grade/year based they wanted mathematics classes to return to ability grouping with students from both grades within the stage.

Students with special needs continue to be fully integrated and supported by a dedicated team of School Learning Support Officers.

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

In addition to the positions indicated in the table below, Merimbula Public School attracts additional staff in the form of administrative support, part time teaching, teacher relief and School Learning Support Officers.

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>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14.414</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.172</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24.911</td>
</tr>
</tbody>
</table>

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

No permanent or part-time staff members at Merimbula Public School are Aboriginal.

Staff retention
One new permanent staff member was appointed to Merimbula Public School in 2010. Three casual new scheme teachers received temporary employment positions and three teachers retired, one mid year and two at the end of the school year.

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>35</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>109 815.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>224 370.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>232 134.34</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>65 104.54</td>
</tr>
<tr>
<td>Interest</td>
<td>5 548.45</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>37 796.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>674 769.85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>30 913.54</td>
</tr>
<tr>
<td>Excursions</td>
<td>56 757.11</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>33 621.49</td>
</tr>
<tr>
<td>Library</td>
<td>3 047.88</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>15 615.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>221 870.36</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>69 532.46</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>69 586.51</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>35 353.34</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11 293.72</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>30 698.68</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>578 290.99</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>96 478.86</td>
</tr>
</tbody>
</table>

Merimbula Public School offered additional overnight excursions in 2010 for leadership, performing arts, representative sport and extra curricular activities.
The excursion expenditure includes the Stage 3 Canberra Excursion in December 2009 as well as the 2010 Year 6 Excursion.

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

Student achievement is encouraged and supported in all areas of school life at Merimbula Public School. Dedicated, skilled and supportive staff and community members enable a wide range of programs to be facilitated, giving students opportunities to develop their strengths and interests in performing arts, sport, learning support, extra-curricular, technology and leadership endeavours.

Achievements

Arts

Creative and performing arts programs are of a high standard and continue to be an important focus at Merimbula Public School, enabling students to develop their knowledge, understanding, skills and appreciation in music, drama, dance and visual arts. Highlights in 2010 included:

- 56 Stage 2 and 3 students participated in the inaugural Sapphire Coast Learning Community Performing Arts Festival which was held in August, over two evenings, at Eden Marine High School. Our school had 9 students performing in the Combined Schools Festival Band, 16 students performing in the Combined Schools Recorder Ensemble and 15 vocalists performing with one or both of the combined school groups. The school’s Performance Band also performed a rock version of Wild Thing whilst the Years 3 to 6 Dance Group presented a contemporary dance piece to Fame in front of an amazing set painted by the Stage 2 and 3 Gifted and Talented Artists Group.
- 12 teachers from the school were involved in the festival organising committee, backstage crew, photography team, slideshow preparation group, ticket sales and development team, program coordination and/or lighting team.
- 11 recorder students travelled to Sydney to perform in the Festival Of Instrumental Music.
- The school introduced a number of new performing arts programs including: beginner and intermediate acoustic and bass guitar tutorial groups, trumpet and recorder tuition and ensembles, drumming and dance performance. These initiatives held no participation cost to students and their families as they were run by a team of dedicated staff members.
- Elective tutorial groups were offered with the support of a music tutor, and at a subsidised cost, for flute, clarinet, saxophone and keyboard.
- The school presented a Music Extravaganza, showcasing all performance groups and their talented students in one matinee and two evening performances.
- Aboriginal and Torres Strait Islander students participated in a range of visual arts activities and competitions throughout the year, achieving pleasing results.
- The school hall was transformed into an elegant and exciting art gallery during Education Week, with each student displaying at least one quality piece of work. A canvas painting was created by each class for the Art Show. They were placed in a silent auction by the P&C, later raising over $2000 for the school to purchase resources.
- Quality woodcrafts were made by the Boy’s Mentoring Groups, including wooden trucks and toys, chopping boards and string art. These were displayed at the Art Show prior to being taken home or donated to the school for student use.
Sport

Sport is another aspect of our program at Merimbula Public School that provides a range of opportunities for children to shine. It encourages excellence for talented students, is great for school morale and can be a great asset for students later in life.

2010 has been a successful sporting year for the students of Merimbula Public School, who have shown their now trademark sportsmanship and effort on many different sports fields. Some of our outstanding achievements include:

- The athletics squad had a narrow victory in the Zone Athletics Carnival and our swimmers and cross country runners finished second in their respective carnivals.

- Our senior and junior cricket teams won their divisions at the Super 8’s Carnival. A superb effort in such a strong competition.

- The AFL team were again South Coast Champions and made it through to the top 8 teams in the state. The highlight of our season was a spirited performance to defeat arch rivals Pambula and retain the Sesquicentenary Shield.

- This year we had five regional representatives; Justin Burch and Matt Vardanega in AFL, Billy Doneman in Rugby League and Angus Kennedy-Carvalho and Jackson Hannah in athletics.

- Fifty six students represented the zone at regional level in a variety of sports including Athletics, AFL, Cricket, Rugby League, Cross Country, Swimming and Netball.

The commitment and dedication of all teachers, parents and caregivers who coached sporting teams throughout the year, organized events and transported students to venues near and far was outstanding.

Other

Learning Support

The School Learning Support Team implemented and developed a range of programs, thanks to the support of additional funding accrued through the Department Of Education’s School Learning Support Program (SLSP) Trial in the Illawarra South East Region. Some of these developments include:

- The Move To Learn Program, which was further developed so that it could be accessed by all students in Kindergarten, Year 1 and Year 2, helping them to develop their motor coordination and behaviour whilst overcoming any primitive reflexes and immature neurological processing they may have retained from infancy;

- The MultiLit Program, which was extended to include an additional 30 students during the year as a result of additional School Learning Support Officers being employed and trained;

- The Fast ForWord Program, which saw 9 students participate in a learning trial, spending an hour a day completing computerised exercises based on speech-sound drills. A thorough evaluation and analysis of the program identified that students had: developed cognitive skills and phonological awareness in reading, improved study habits, gained increased confidence, improved their results in a range of academic areas, improved their memory retention, attention and processing skills and developed their ability to sequence in reading. Students were also assessed to improve in reading up to 11 times more during a six-month period than they had done prior to participating in the program.

The Learning Support Team’s achievements and innovations were recognised by the Department Of Education’s SLSP Coordinators, who travelled to the school from Sydney to film teachers, support staff and a parent talk about the successful programs offered at Merimbula Public
School. The filmed interviews are now included in a DVD Resource sharing the trial’s success stories.

Extra-curricular

A Year 4 student achieved spelling success winning the Regional Final of the Premier’s Spelling Bee and was subsequently invited to participate in the State Final of the competition. The other Merimbula Public School Year 4 student who attended the Regional Final placed second overall.

Both students were excellent ambassadors for the school as they shared their study habits and school spelling program information in an interview for the radio.

High achieving students from Years 3 to 6 participated in extension activities at the Bournda Environmental Education Centre. These activities allowed students to work with their talented peers from across the Sapphire Coast Learning Community in a range of subject areas and learning tasks, such as:

- English poetry writing
- Mathematics and global positioning system (GPS) data analysis
- Environmental Education studies and
- Visual Arts and ceramic work.

Technology

With Technology no longer being taught by a Technology Teacher, all teachers delivered a newly developed Technology Program. Students participated in computer-based technology programs across all Key Learning Areas, including:

- Mathletics
- Digital Storytelling
- Podcasting
- Word Processing and
- Connected Classroom Learning.

Leadership:

Development of student leadership programs allowed the following initiatives to take place:

- A Year 5 Leadership Camp saw students participate in a skill building, confidence and communication program to help prepare them to become quality school leaders and monitors in the following school year
- Mentoring groups allowed Stage 3 students to support Stage 1 and 2 students in a rage of woodwork, cooking and handcraft activities
- Junior House Vice Captains were introduced to support Stage 2 sporting teams during school-based competitions and sports days, as well as leadership development in early primary
- Technology Monitor Positions were introduced to encourage leadership in a wider range of areas whilst supporting students in implementing new technology programs.

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)

Literacy – NAPLAN Year 3

In Year 3 there were 60 students who completed the reading, writing, spelling and grammar and punctuation components of the NAPLAN literacy assessment.

40% of Year 3 students achieved in the highest 2 bands in reading as measured by NAPLAN. The school’s 2008-2010 average percentage for students in the highest 2 bands is 37.2%.
48% of Year 3 students achieved in the highest 2 bands in writing, as measured by NAPLAN. This compares to a school average (2008-2010) of 47.7%.

3.7% of Year 3 students were assessed as being in the lowest band in spelling (2008-2010 average), as measured by NAPLAN. This compares with 3.7% of Year 3 students in Similar School Groups (2010) and 4.8% of Year 3 students in the State (2010).
Only 4.7% of Year 3 students on average were assessed as being in the lowest band in grammar and punctuation (2008-2010), as measured by NAPLAN. This compares with 5.6% of Year 3 students in Similar School Groups (2010) and 7.7% of Year 3 students in the State (2010).

Numeracy – NAPLAN Year 3

60 students from Merimbula Public School completed the NAPLAN numeracy assessment in 2010. 14.3% of these students have achieved in the highest band in Numeracy on average, as measured by NAPLAN (2008-2010). This compares to Similar School Groups averaging 10% (2010) and the Year 3 State average of 13.5% (2010).

On average (2008-2010), 3.2% of Year 3 students have been assessed as being in the lowest band as measured by NAPLAN. This is fewer students than those in the lowest band, on average during 2010, across the state (4.1%).

Literacy – NAPLAN Year 5

In Year 5 there were 71 students who completed the reading component of the NAPLAN literacy assessment and 72 students who completed the writing, spelling, grammar and punctuation components.

Only 8.5% of Year 5 students (2010) achieved in the lowest recorded band for reading as measured by NAPLAN. The school’s 2008-2010 average percentage for students in the lowest band is 8.4%. In 2010, 9.0% of Year 5 students state-wide were in the lowest band.
Only 12.5% of our students receive results in the lowest two bands in total, compared to 13.1% of students in SSGs and 15.7% of students across the state.

A whole school writing, spelling, grammar and punctuation focus has been implemented during 2010 to improve student results in a range of assessments.

**Numeracy – NAPLAN Year 5**

In Year 5 there were 71 students who completed the numeracy component of the NAPLAN assessment.

Only 2.8% of our students received results in the lowest band for numeracy, compared to 3.2% of students in SSGs and 5.3% of students across the state.

**Progress in literacy**

Our average progress in reading, for matched students, is high. Newly implemented reading programs across the school have seen student progress being greater each year. This year our progress was 91.5 points (as measured by 2008-2010 NAPLAN data). SSGs showed 83.9 points growth where as across the state student growth was 83.4 points.

**Average progress in reading for matched students**

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>77.5</td>
<td>86.5</td>
<td>91.5</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>83.9</td>
</tr>
<tr>
<td>State</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

**Average progress in writing for matched students**

Student writing progress in NAPLAN (2008-2010) also exceeded SSG growth and improved on our previous year’s results.
Average progress in spelling for matched students

Student progress in spelling was not as high as other areas. Spelling programs will remain a teaching and learning focus in 2011.

<table>
<thead>
<tr>
<th>2008 - 2010</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69.3</td>
<td>N/A</td>
<td>69.3</td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>57.7</td>
<td>N/A</td>
<td>57.7</td>
</tr>
<tr>
<td>2008 - 2010</td>
<td>66.6</td>
<td>66.6</td>
<td>66.6</td>
</tr>
</tbody>
</table>

Average progress in grammar and punctuation for matched students

Student progress in the grammar and punctuation component of NAPLAN exceeded that of students within SSGs.

<table>
<thead>
<tr>
<th>2008 - 2010</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95.1</td>
<td>94.4</td>
<td>95.7</td>
</tr>
</tbody>
</table>

Progress in numeracy

Student progress in numeracy was not as great as that in 2009. Mathematics class structures have been evaluated and have changed as a result. A greater focus on planning Quality Teaching Programs for Mathematics will also take place in 2011.

<table>
<thead>
<tr>
<th>2008 - 2010</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 - 2008</td>
<td>77.3</td>
<td>N/A</td>
<td>77.3</td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>93.4</td>
<td>93</td>
<td>93.4</td>
</tr>
<tr>
<td>2008 - 2010</td>
<td>89.3</td>
<td>89.3</td>
<td>89.3</td>
</tr>
</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 2010

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</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 2010

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>92</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Merimbula Public School continues to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia through its learning programs. Learning programs continue to have a significant Aboriginal Perspectives focus.

Support is provided for all Aboriginal students through a range of programs such as Stage-based learning programs, Bournda Environmental Education Centre and National Parks and Wildlife Programs, targeted programs, Notra Norta learning support funding, Community Health Programs, excursions, Aboriginal Education Committee initiatives, the Student Representative Council and through the whole school implementation of Personal Learning Plans.

In 2010, the Aboriginal Education Committee supported staff in implementing the new Aboriginal Education Policy.

The population of Aboriginal Students at Merimbula Public was 5% in 2010.
**Multicultural education**

Merimbula Public School supports all students to participate in teaching and learning programs that develop knowledge, skills, values and attitudes required within a multicultural and culturally diverse society.

Curriculum units continue to develop cultural awareness through multicultural perspectives. All Stage 2 and 3 students again developed an even stronger awareness through their participation in the Multicultural Perspectives Public Speaking Competition.

**Respect and responsibility**

Merimbula Public School students continue to be encouraged and supported to undertake community service and volunteer activities. Our major activities in this area have included participation in fundraisers and the Cancer Council ‘Relay For Life’, local ANZAC Day and Remembrance Day Ceremony participation and participation in a range of Student Representative Council, welfare and mentoring programs.

In 2010 the Student Representative Council (SRC) facilitated many fundraisers, mufti days and discos to raise money and support a World Vision sponsor child. They also coordinated school assemblies and a fun run; which raised over $6000, allowing them to purchase an additional interactive smartboard for the school.

Throughout Terms 2, 3 and 4, boys throughout the school participated in a student mentoring program to develop respect and responsibility and improve their behaviour and/or confidence. 5 groups of 5 students worked with a male School Learning Support Officer to build a range of woodwork projects and build and maintain an organic vegetable and bush tucker garden. These projects were supported by grants from the Coles Landcare Group and the Telstra Children’s Fund.

During Terms 2 and 3, girls’ mentoring groups were in operation, enabling 11 girls to develop their confidence, respect and responsibility when participating in craft and cooking activities.

**Connected learning**

The school’s *Connected Classroom* and video conferencing facility enabled:

- Year 5 and 6 students to participate in a virtual excursion to the Great Barrier Reef
- Years 3 and 4 students to learn about space whilst being educated by a curator from the NASA Museum in Huston, Texas
- Kindergarten students to learn about other towns after designing a totem and sharing facts about it that represent Merimbula, before hearing about representative *Juju* totems from other towns
- Gifted and Talented students to participate in the Country Areas Program’s *EyeNews* Project, developing and communicating feature stories about the local area before learning about feature stories, interesting facts and environmental issues that impact other communities.

**Other programs**

**Country Areas Program (CAP)**

CAP continues to be a vital program at Merimbula Public School. Its three priority areas (Quality Teaching and Learning, Quality Technology in Teaching and Learning and Quality Improvement) target improving student outcomes in rural and isolated schools.

Throughout 2010, CAP and integrated school based funds have provided the school community with opportunities to participate in activities such as:

- Wiki, digital story and MOODLE design
- IWB resource development
- Gifted and talented education programs
- Quality improvement seminars and
- Accelerated Literacy courses and stage based planning to develop teaching and learning programs, particularly programs in reading that successfully integrate ICT.

The school’s Learning Support Officers also participated in a successful conference to develop in-school support programs and procedures, after being granted CAP funds to hold the district event for over 200 staff. Renowned speaker on welfare, Father Chris Riley from Youth Off The Streets, was the keynote speaker at the event.
Progress on 2010 targets

The 2010 targets were strategically worked towards by all members of staff and supported by the P&C, after they collaboratively used a range of Quality Improvement tools to identify strategies that would best help them achieve such targets. The staff used model-mapping processes to collaboratively address targets. Focus committees were further developed to address specific areas of need. This process was very successful, with new committees being established to support new priorities.

Target 1

*Improved student performance in literacy, particularly in the reading strand."

**Our achievements include:**

- Reading progress for matched students (2008-2010) being 91.5 points as measured by NAPLAN, compared with 86.5 (2007-2009) and 77.5 (2006-2008).
- Teaching of more explicit skills, particularly in reading, as a result of the implementation of the Accelerated Literacy pedagogy across the school.
- Improved planning and implementation of the Quality Teaching Framework and assessment strategies across the school within teaching and learning programs. Use of Backward Mapping processes to develop teaching and learning programs and student assessments and to support data tracking. This has been a successful initiative. Further development of assessment practices including integrating Personal Learning Plans more effectively has begun and will continue in 2011.
- Improved assessment results for students K-6 are evident. Less Year 3 students are in the lowest two NAPLAN bands for reading. 10 students (16.7%) are in the lowest two bands in 2010 compared with 12 (20%) in 2009. 18.3% of Year 3 students who completed the NAPLAN reading assessment achieved Band 6 results, the highest band, compared to 12% in 2009. This improvement exceeded the school’s target.

- In 2009 the minimum exit outcomes of Reading Recovery (RR) levels for all students included Kindergarten – RR Level 6, Year 1 – RR Level 16 and Year 2 – RR Level 24. In Kindergarten, 79% of students exceeded the RR exit outcomes (45 students). Two of the 12 students who did not reach Level 6 reached Level 5. All other students will receive additional reading support in 2011 either through the RR program, by being placed in a class with a RR trained teacher, from School Learning Support Officers (SLSO) teaching MultiLit or from the School Learning Support Teacher (SLST).
- Kindergarten teachers worked with a Literacy and Numeracy consultant throughout 2010 to analyse Best Start assessment data and improve literacy teaching and learning programs.
- In Year 1, 86% of students reached the exit outcome and in Year 2 83% did. Students who did not reach the school targets will be supported by the SLST or will participate in the MultiLit Program.
- 80% of all Year 3 students did not achieve at or above Band 4 in Literacy, as measured by NAPLAN (2009 = 74%, 2008 = 72%), as targeted. 58% of Year 3 students did achieve this in reading, 78% in writing, 52% in spelling and 50% in the grammar and punctuation component of NAPLAN. Further improvements have been made to the school’s literacy programs since the NAPLAN assessments took place in May, resulting from increased teacher training in the Accelerated Literacy pedagogy, increased SLSO training to implement the MultiLit Program and a school trial of the Fast ForWord program. The school is also developing a phonics program to address specific areas of need in reading.
- 75% of all Year 5 students did not achieve at or above Band 6 in Literacy, as measured by NAPLAN (2009 = 53%, 2008 = 61%), as targeted. 45% of Year 5 students did achieve the target in reading, 61% in writing, 45% in spelling and 58% in the grammar and punctuation component. Further improvements have
been made in the school’s literacy programs since the assessments.

- 10% of all Year 5 students did not achieve at or above Band 8 in all areas of Literacy, as measured by NAPLAN (2009 = 7%, 2008 = 7%), as targeted. 7% of students did meet the target in reading, 4% in writing, 4% in spelling and 8% in the grammar and punctuation component. Further improvements have since been made to Stage 3 English programming. Reading Group programs are now being better structured to extend high achieving students.

Target 2

Improved student performance in numeracy.

A number of initiatives were developed and trialed across the school in an attempt to address and achieve this target.

Our achievements include:

- Collaborative team planning and increased use of curriculum support materials when programming has strengthened teacher capacity to improve student learning outcomes through Quality Teaching Practices.
- Improved planning and implementation of assessment strategies within teaching and learning programs is evident. More open-ended assessment tasks and rubrics are used to assess students in each stage and stage teams have worked on improving their assessment scope and sequences. Curriculum support materials, such as assessment tasks and work samples, have also been utilised more often to improve consistency of teacher judgement in mathematics.
- Further development of student assessment data tracking took place in 2010. Analysis of mathematics results to drive student improvement also took place as was planned. A support teacher was employed to work with the executive team and support them in analysing students’ results and address areas in need of improvement.
- 80% of all Year 3 students did not achieve at or above Band 4 in Numeracy, as measured by NAPLAN (2009 = 72%, 2008 = 63%), as targeted. Numeracy results were considerably lower with only 37% of students reaching the target in numeracy. 53% reached Band 4 or higher in data, measurement, space and geometry, and 34% number, patterns and algebra. Whole staff analysis of this data has now resulted in mathematics class structure changes. In 2010 mathematics classes were ability grouped across a grade as part of a trial. From 2003 – 2009 classes were ability grouped across a stage. Stage-based grouping will take place again in 2011.
- 75% of all Year 5 students did not achieve at or above Band 6 in Numeracy, as measured by NAPLAN (2009 = 56%, 2008 = 58%), as targeted. 41% of students achieved the target in numeracy, with 47% in the data, measurement, space and geometry component, and 38% number, patterns and algebra component of the assessment. Stage 3 classes will also return to being stage-based ability groups in 2011.
- 15% of all Year 5 students did not achieve at or above Band 8 in Numeracy, as measured by NAPLAN (2009 = 12%, 2008 = 7%), as was targeted. 14% of Year 5 students did reach at or above Band 8 in numeracy, improving on results from 2008 and 2009.

Target 3

Improved planning and implementation strategies to engage boys within all Key Learning Areas.

Planning time was allocated to teachers and the executive team to develop strategic improvement strategies and engaging programs for boys.

Our achievements include:

- In Semester 1 2010 the amount of student suspensions and in-school “time-outs” was reduced from 21 (Semester 1
2009) to 9 (Semester 1 2010). 16 boys were suspended or had whole day “time-outs” in Semester 1 2009 compared with 6 during the same semester in 2010, reducing the suspension rate by 37.5%. This exceeded the school’s target and confirmed that student behaviour in the classroom and on the playground had improved.

- Improved interdependent and independent behavior, particularly among boys, is evident across the school and has been measured through reduced suspensions and detentions.

- PD teaching and learning strategies and programs have been implemented across the school, including a mentoring program for boys which supports 25 students. 4 boys participated in the mentoring program completing woodworking, gardening and/or craft activities throughout Term 2 and 24 boys participated in the activities in Terms 3 and 4. This program was funded by grants from the Telstra Children’s Fund and Landcare and supported students who were working on improving their behaviour and/or experiencing emotional issues. Participating students now have improved perceptions of school life.

- Teacher capacity to improve student learning outcomes was strengthened through teacher professional learning activities that incorporated data analysis. Teaching and learning activities in literacy and numeracy were planned to target specific areas of need for boys and other activities for both boys and girls.

**Target 4**

*Further development of the school’s Technology Program.*

All staff members participated in collaboratively developing a new Scope and Sequence for technology. The implementation of new programs and activities was supported by the P&C who purchased new interactive smartboards for the school.

**Our achievements include:**

- Development and implementation of a whole school Scope and Sequence of Technology outcomes and programs in 2010.
- Whole school initiatives in technology are evident, including increased use of the Connected Classroom and Interactive Whiteboards. All teachers are now teaching technology lessons to their class instead of leaving this to a Technology Teacher who facilitated lessons as a release from face to face teaching program (as was the case from 2000 – 2009).
- Implementation of technology mentoring programs for both teachers and students. In 2010 the school introduced Technology Monitors as a leadership role so that designated students could offer additional support to others.
- Improvement in levels of achievement within technology based programs for every student. All Years 1 to 6 students completed a Podcast in 2010. In previous years only small groups of students had completed one.
- Strengthened teacher knowledge of technology teaching, development of teacher technology skills and increased teacher capacity to improve student learning outcomes across all KLAs through the use of technology. This resulted from once-a-term stage-team technology planning sessions.

**Target 5**

*Improved school management practices.*

2009 evaluation data and ongoing evaluation processes were used to drive improvement in this area.

**Our achievements include:**

- Increased staff, student and community awareness of management practices due to improvements in communication practices, such as the weekly update of the school web site. The amount of information regarding school programs, related policies, procedures and student
requirements on the web site has increased by over 500% in 2010.

- School planning practices reflect departmental, state and regional delivery plans.
- As planned, the school’s planning and evaluation processes were refined in 2010 to better identify school needs and targets, program and strategy implementation and evaluation processes.
- Improved organisation procedures and communication systems across the school. The P&C has communicated that they are better informed and have a greater voice in 2010 as a result of increased community collaboration with staff, improved and more varied communication practices and refined programs.
- Increased staff and student use of technology communications is evident, both on the school web site and through the school intranet.
- Improved Student Representative Council and leadership programs for students were introduced in 2010. In Term 4 all Year 5 students participated in a Leadership Camp and additional student leadership roles were developed, including Technology Monitors and Junior House Vice Captains (Year 4 students). School staff also developed their leadership and teaching skills, as targeted, through Committee Development and increased participation in event coordination and program development.
- Leaders at all levels promoted values and equity as well as modeled and developed positive relationships based on trust, collegiality and mutual respect.

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 Educational and Management Practice, relating to:
- Class Structures
- Occupational Health and Safety and
- Resource Allocation for 2011 and beyond

and Curriculum evaluations, regarding:
- Aboriginal Education
- The implementation of Personal Learning Plans and
- The implementation of the Accelerated Literacy teaching pedagogy.

Educational and Management Practice

1. “Class Structures” - Teacher SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis of Class Structures Trial):

Background

Teachers completed SWOT Analysis activities in their stage meetings to evaluate the 2010 trial whereby all class groups were made so that only students from one year group were in the one class, such as all students in the class being in Year 3 only. In previous years the school had multi-aged / graded classes across the school.

Findings and conclusions

Teachers believed that:
- Grade-based home classes were less confronting for students in the lower grades, than if they were to be classed with older students. This was also evident in the reduced number of girls accessing counsellor support for similar reasons.
- Grade-based home classes were less disruptive, reducing disruptions to learning time and supporting improved on-task behaviour particularly for boys.
- More investigation was required to ascertain if multi-grade ability based mathematics classes were more effective than grade-based classes, particularly when extending gifted and talented students. NAPLAN results were utilised to complete such analysis, leading to most staff members deciding that multi-aged classes, within the same stage group,
would be more effective when grouping students.

**Future directions**

- Students be placed in ‘home class’ groups containing only students of their year level, where possible, in 2011.
- Mathematics classes in 2011 will be graded according to ability, containing students across a stage of learning (eg: Years 1 and 2; Years 3 and 4; and Years 5 and 6 students may be grouped together).

2. “Occupational Health and Safety” - Staff Meeting Addressing Accountability and Planning; and Department Of Education Audit:

**Background**

The Occupational Health and Safety (OHS) Committee led a number of whole-staff training and development initiatives and related evaluations throughout 2010. They also evaluated OHS accountability documents and procedures within the school. The committee also utilised the Department’s Audit Preparation Tool documentation process to evaluate safety planning and evacuation procedures within the school.

**Findings and conclusions**

During 2010 the school participated in an OHS Audit with an External Evaluator attending the school. The results were extremely successful, with the auditor writing a statement of recommendation about the school - the first time he could recall having done such.

**Future Directions**

In consultation with the OHS Auditor, the school OHS Committee and Principal agreed that the next OHS target will be to update and complete the school’s Chemical Register.

3. “Resource Planning” - Staff Survey regarding future allocation of funds to: Technology, Curriculum and Support Staff:

**Background**

Two ‘Resource Use’ written surveys were completed by staff members during 2010.

The first survey was used to ascertain how often, and for what duration, teachers used technology resources, curriculum resources and staff support. The survey also allowed staff members to advise where they believed additional support was required to best improve the learning outcomes of students.

A second survey was distributed to share, with staff, the findings of the first survey as a result of Principal analysis. Staff were asked to prioritise resource allocation based on the needs of the whole school.

**Findings and conclusions**

Results included that:

- The most important technology/curriculum resources within the school to be supported, in terms of need not finances, include (in order of priority): the Technology Room, Student Laptops, Library Books, Teacher resource books and Accelerated Reader resources.
- Staff shared that the following technology resources should be purchased in order: Interactive Smart Boards for all classrooms, more student laptops, more classroom computers, an Interactive Whiteboard in the Library and then additional Technology Room Computers to make a class set of 32.
- Staff ranked the following items according to priority for funding in the school budget. In order of most to least important in the staff’s 2011 ‘draft’ budget was Learning Support – Student Behaviour, Curriculum Areas – English then Mathematics, Learning Support - Mentoring Programs, Curriculum Areas – Science then Technology, Learning Support – Teacher Training/Student Support for Autism/Aspergers/ADD & ADHD, Performing Arts – Visual Arts then Drama.
- Other areas identified as being less in need of financial assistance included (in order): Special Needs, Music, Human Society and Its Environment, Health and Wellbeing, Physical Education, Band, Dance, Sport, Personal Development and other minor resources.
- Staff believed that additional learning support and technology support staff were required.
Future Directions

- 2011 Committees and Stage Teams will be supported in developing their budgets and the school budget for 2011 will take into account needs identified in the resource evaluation.
- The school budget will be amended to enable more targeted saving for larger assets such as technology replacements and smartboard maintenance.

Curriculum

1. “Aboriginal Education” - Staff Meeting Addressing Policy Implementation, School Initiatives and Community Partnerships:

   Background

   The Aboriginal Education Committee led the staff, during a Staff Meeting, in evaluating the school’s implementation of the new Department of Education Aboriginal Education Policy, School Initiatives and Community Partnerships.

   Findings and conclusions

   The staff recognised many positive features of the school’s programs, including:
   - Staff having a good understanding of the Aboriginal Education Policy.
   - Programming being inclusive of both Aboriginal and non-Aboriginal students.
   - Gifted and talented and learning support programs being offered to Aboriginal students in a range of Key Learning Areas.
   - Aboriginal art and mural programs being offered in the school.
   - Aboriginal Education being targeted through the School Management Plan and related planning initiatives.

   Future directions

   Staff also recognised a need for:
   - Greater understanding of local Aboriginal history to be developed among staff, students and the wider community – leading to some information being shared via newsletters and the school web site.
   - The Torres Strait Islander Flag being displayed in the school hall (which occurred soon after).

   - Professional Learning Opportunities extending all staff members’ understanding about local and national Aboriginal issues and history (This soon began with some staff and parents attending workshops at the Bournda Environmental Education Centre).

2. “Personal Learning Plans” - Student and Parent Interview / Survey Regarding Literacy and Numeracy Achievement and Attitudes Towards Mathematics and Science”:

   Background

   Towards the end of 2009, Personal Learning Plans (PLPs) were developed for students by the Aboriginal Education Committee, in consultation with all Aboriginal and Torres Strait Islander parents/caregivers and the P&C.

   A PLP template was developed and utilised during conferences.

   Findings and conclusions

   As a result of completing the PLPs, teachers soon evaluated that:
   - They had learned much about the students and their families, enabling them to better support the education of each child. This resulted in parents and teachers recommending that conferences take place at the beginning of Term 1.
   - Students with perceived learning difficulties could be assessed and possibly supported earlier, as teachers found out about hereditary learning, vision and hearing problems.
   - Student goal setting could support the students to be more focused earlier.
   - Some issues that concerned students had gone unrecognised by parents and teachers in the past.

   Future directions

   As a result of many important findings parents, caregivers and teachers decided that PLP Conferences should take place at the start of the school year for Years 1 to 6 students, and that the related goal setting should take place each term as part of the planning and evaluation cycle. Kindergarten students were recognised as having different needs so discussion would be more appropriate if it took place mid-year for them.
3. “Accelerated Literacy” - Teacher Survey regarding Implementation Of Accelerated Literacy Teaching Programs and Pedagogy:

**Background**

During the last week of 2009, 12 staff members were trained in teaching literacy through the Accelerated Literacy pedagogy. 10 staff members had been trained throughout the year.

In Term 3, teachers were given a survey to complete regarding implementation of the Accelerated Literacy (AL) Teaching Pedagogy. The Librarian, Reading Recovery Teacher, 2 Kindergarten teachers, 5 Stage 1 teachers, 4 Stage 2 teachers and 5 Stage 3 teachers completed the survey.

**Findings and conclusions**

Their results included that:

- 4 teachers always teach their class through the AL pedagogy, 8 teachers teach literacy using it 2 to 4 times per week and 5 teachers use the pedagogy 0-2 times per week.
- 1 teacher is extremely confident using the pedagogy, 11 teachers reasonably confident and 6 teachers were not so confident, requesting additional support and training in the delivery of activities.
- Teachers shared that they could develop their skills in delivering AL lessons in many ways. The most common methods of professional learning included having AL Trainers attend the school to provide professional development activities, having time designated for team planning of quality teaching lessons, watching a demonstration lesson of someone else teaching AL, having other staff share AL tips and having AL-based activities provided for them.

**Future directions**

As a result of the findings, the following initiatives occurred:

- AL trainers provided Stage Planning Support as well as explicit instruction during the end of Term 4 Staff Development Days.
- Teacher Mentors attended additional training days and were provided with planning time to develop resources for their colleagues.

- New high quality, engaging texts were purchased for English lessons.
- Stage Meeting times were allocated so that teachers could participate in professional discussion and sharing sessions regarding AL, including using the teacher resource guides that were developed to support text studies.
- Analysis of student results took place to ascertain the benefits and shortfalls of AL programming and lesson delivery.

Teachers recognised the benefits of AL for student writing, spelling and grammar improvement.

When teaching some reading strategies, such as phonemic awareness, teaching and learning programs required improvement. As a result, in 2011:

- The School Learning Support Teacher and Best Start team will work on implementing a Phonemic Awareness program and related Scope and Sequence to compliment AL.
- Structured reading groups, teaching explicit phonemes and sound blends, will be programmed so that all students can be further extended.
- The school’s talking and listening programs will be implemented separately as AL does not address all text types through talking and listening.

**Other evaluations**

One other evaluation took place during 2010, relating to the Year 6 Farewell. This evaluation came about due to a new staff team and Principal leading Stage 3, as well as the formation of a parent/caregiver Year 6 Farewell Committee.

“Year 6 Farewell” - Student Survey for addressing Year 6 Farewell Organisation:

**Background**

In order to improve the organisation of the Year 6 Farewell, whilst planning to make the event an enjoyable experience for students, Year 6 students were surveyed. The results are as follows.
Findings and conclusions

- Students prioritised features of most importance to them. According to students, the most important features of a Year 6 Farewell include (from most to least important): food, the venue, the duration of the event, music, the dress code, the theme and the people permitted to attend.
- In regards to cost, students felt that tickets should be capped at a maximum of $25 per person.
- Students shared that they would prefer a buffet dinner over alternate serve, choosing a set meal or catering.
- The students shared that they would prefer to have their farewell at the Town Hall as opposed to the school hall or a restaurant.
- The students shared that the longer their farewell the better. Their preferred time would be 6.30 – 9.00pm.
- The students also specified that they would like a DJ to play music instead of a video DJ, CDs or formal music. Students did not want to participate in a traditional dance with their parents as in past years.
- Smart casual was the dress code of choice for Year 6 students, as opposed to Hawaiian, rainbow colours or wearing a costume.
- Students wanted to both make and purchase decorations.
- Students did not want their parents, teachers or the incoming SRC to attend the event. They only wanted to have teachers there in a supervisory capacity.

In 2010 a Year 6 Farewell Parent Committee was formed. Despite the student requests, parents on the organising committee decided that:
- Parents and staff would also attend.
- Due to the high cost of a catering company at the school and with the hire of cutlery, crockery and table settings the meal would be at a restaurant and would include a set meal (alternate serve for students and a roast main or vegetarian alternative on request for parents and staff).
- All other student requests would be accommodated, with the cost of student tickets being reduced due to some items being covered by the cost of parent tickets.

Future Directions

While the Tura Beach Country Club’s private room and lower level bathrooms were to host the event, the number of tickets sold resulted in the large event having to be held at Club Sapphire.

An alternate venue will need to be researched for 2011 as, with 82 Year 6 students and shared parenting arrangements requiring some students to invite 4 adults, Club Sapphire will not be able to accommodate over 220 guests. Alternately, as students have requested, parents and staff may not be able to attend as guests.

Parent, Student and Teacher Satisfaction

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

OPERATIONS:

1. “School Improvement Survey” (Parent and Staff Survey on: Teaching, Learning, School Programs and Initiatives): All staff and 20% (63) of the school’s families were given a survey to complete regarding class-based programs, learning support programs, student welfare, relief from face-to-face teaching, sport participation, excursions, visiting performances, class structures, school uniform and communication procedures. Results included:

   Class Based Programs: (Response choices included: Very Poor, Poor, Good, Great, Excellent)

   Parent Responses:
   - Class-based Physical Education Programs are great to excellent and English, Accelerated Literacy, Mathematics and Technology Programs are great.
   - Personal Development and Health and Visual Arts Class-based Programs are good to great.
Science, Music, Dance and Drama Programs are good.

No programs were identified as very poor (only two parents/caregivers identified that they felt Technology and Drama programs were poor).

Parent/caregiver suggestions included that homework needed to be more structured, more information about all Key Learning Area Programs was to be shared, instructions for parent helpers should be listed, new home readers need to be purchased and Sport and Performing Arts notes should be combined for all related groups.

Parent comments included that the school’s text-studies programs were outstanding, Performing Arts notes and organisation had greatly improved in the past year, information for parents regarding literacy and numeracy programs was outstanding, students were engaged and starting new students at the school was an easy and effective process.

Staff Responses:

Most staff shared that the school has great class-based learning programs in Accelerated Literacy, English, Mathematics, Science, Technology, Music, Dance, Visual Arts, Health and Physical Education and that they are always working hard to improve them.

Most staff shared that class-based drama programs were in need of improvement.

Staff believed that the most successful school programs were those offered in Mathematics and Physical Education.

Learning Support Programs: (Response choices included: Very Poor, Poor, Good, Great, Excellent)

Parent Responses:

The Fast ForWord and MultiLit Reading Improvement Programs offered by the school are excellent, the Reading Recovery Program for Year 1 students is great and In-Class Learning Support for students is good to great.

Mentoring Programs are good but could be offered to more students.

No Learning Support Programs were listed as poor or very poor.

Staff Responses:

A related opinions section was also included: (Response choices included Never, Sometimes, Usually, Most Of The Time, Always)

Parent Responses:

- Students usually ask for help from their teachers and when asked teachers always help students.
- Learning needs of students with learning difficulties are always catered for and Gifted and talented students are extended most of the time.
- Parent comments included that more School Learning Support Officers should support students in K-2 classes, Reading Recovery results are outstanding, there is outstanding support for students with high and low support needs however more support could be given to extend gifted and talented students and more learning support program details should be included on the web site.

Staff Responses:

- Most staff members shared that the school’s Reading Recovery, Fast ForWord and MultiLit reading programs were of an excellent standard and that learning support and mentoring is great.
- Staff also shared that programs offering similar activities to the mentoring programs should be offered as a reward to well behaved students.
- Staff identified Learning Support to be a target area for 2011 school funds, particularly in reading.
- Staff also shared that teachers always help students when asked and that students with learning difficulties are catered for most of the time.
- Staff identified that students usually seek help when required and that gifted and talented students are usually extended.
**Student Welfare:** *(Response choices included: Very Poor, Poor, Good, Great, Excellent)*

**Parent Responses:**
- Class-based and whole-school positive behaviour systems are excellent.
- Class-based discipline procedures, whole-school discipline procedures, behaviour support programs and behaviour support (blue) cards are great.
- The school’s suspension procedures are great and they are consistent.
- Yellow-Slip notifications for inappropriate in-class behaviour and Red-Slip notifications for inappropriate non-classroom behaviour are good but could be communicated to parents more effectively.
- Parent/caregiver comments also included that bus issues needed to be addressed better and classroom discipline could be more strict.
- Parents/caregivers shared that more rules and regulations have been implemented in the past 12 months to great effect, there are great reward incentives at Merimbula Public School, they have been “blown away by the school’s commitment to student welfare”, children feel important and cared for and Communication with parents when a child misbehaves is excellent.

**Staff Responses:**
- Most staff members shared that the following school initiatives are great: whole-school discipline procedures, Yellow Slip Communication and Suspension procedures and consistency.
- Most staff members shared that the following initiatives in the school are good, but they would like to improve them: class and school-based positive behaviour strategies, class-based discipline procedures, behaviour support programs, behaviour support cards and Red Slip communication.

**Relief From Face-To-Face Teaching (RFF):** *(Response choices included: Very Poor, Poor, Good, Great, Excellent)*

**Parent Responses:**
- The Kindergarten to Year 3 Physical Education Skills Program is great to excellent.
- The Move To Learn Program, Stage 3 Writing Program and Library Skills/Borrowing Program delivered by non-classroom teachers are good.
- The majority of the parents/caregivers agreed that the school should continue to deliver a range of varied relief from face-to-face / specialist teaching and learning programs in: Technology, Move To Learn, Science and/or Performing Arts; but that technology should also be integrated into classroom teaching.
- Parents/caregivers believed that non-class-teacher delivered programs should be hands-on, engaging and integrated into the school’s other teaching and learning programs, casual employment should be consistent, programs should vary throughout a child’s education, the teaching of specific skills is important and that while the Stage 3 Writing Program was successful and loved by students, classroom teachers should teach the basics.

**Staff Responses:**
- The staff of Merimbula Public School believed that Move To Learn and the Kindergarten to Year 3 Physical Education Programs are of an excellent standard.
- Staff believed that the Stage 3 Writing Program and the Library Skills Teaching Programs are of a good quality.
- Staff believed that Technology should be taught by a specialist in the lab whilst also being integrated into classroom teaching.
- Staff believed that RFF should include Move To Learn for Kindergarten to Year 3 students, hands-on Science for all students and Performing Arts for Years 3
to 6 students – where qualified staff / experts are available to teach them.

**Sport Participation:** *(Response choices included: Very Poor, Poor, Good, Great, Excellent)*

**Parent Responses:**
- The Jackson Cup Soccer and Netball Carnival is of excellent quality and stage-based sports programs and the school’s Athletics Carnival are great.
- Zone Carnivals in Swimming, Athletics and Cross Country are good to great quality activities and the school Cross Country Carnival is good to great.
- Primary School Sports Association (PSSA) and Gala Day Participation is good but could be increased, including more students.
- The school Swimming Carnival is good but could include more novelty events to be more inclusive of non-swimmers.
- The school’s Water Safety and Confidence Program and School Swimming Scheme is good but should have smaller groups and include more qualified instructors.
- Parents/caregivers also shared that: Kindergarten to Year 6 students should be able to participate in 2 Gala Days and 2 (free) professional coaching clinics per year, more than 3 PSSA Knockout teams should be offered to boys and more than 3 PSSA knockout teams be offered to girls and more than 3 additional sporting events should be offered to all students, such as the TriSkills Gymnastics Program and Fun Runs.
- Parents shared that they believe the school always encourages and supports students to achieve their personal best, a greater variety of sports should be offered, sports time should not interrupt the teaching of core subject areas and literacy and numeracy lessons should be caught up on if carnivals have taken place, Gala Days should be optional and not have to include every student in a Stage, qualified swimming instructors should provided lessons for all students every year and more cricket skill clinics and carnivals should be offered to students.

**Staff Responses:**
- Most staff members shared that the following sport programs are of a great quality: water safety and confidence, School Swimming Scheme, the School Swimming Carnival, the Athletics Carnival and The Jackson Cup.
- Most staff members shared that the following sporting programs were of a good quality: stage-based sports programs, the school Cross Country Carnival, PSSA Participation and Stage-based Gala Day Participation.
- Staff members shared that Kindergarten to Year 4 students should only participate in 1 Gala Day per year and Years 5 and 6 students should be limited to participating in 2, so quality teaching time is not interrupted, Kindergarten students should be offered participation in 1 professional sports clinic where as other students should be offered 2, Years 5 and 6 boys and girls should be offered 2 or 3 PSSA Knockout Teams to participate in and only 2 other sporting activities (eg: TriSkills/fun runs) should be offered each year.

**Excursions:** *(Response choices included: Strongly Disagree, Disagree, Unsure, Agree and Strongly Agree)*

**Parent Responses:**
- The majority of parents/caregivers strongly agree that local walking excursions should take place each term to support units of work, each grade should participate in at least one educational excursion a year, each grade should participate in an end of year celebration activity, excursions should be grade-based (including students of only one school grade, eg: Year 5), overnight excursions should be grade-based and Year 5 and Year 6 should, separately, have an overnight excursion.
- The majority of parents/caregivers shared that Year 3 and Year 4 should not have overnight excursions.
The majority of parents/caregivers believed that the following ‘maximum cost’ cap should be placed on excursions: Kindergarten - $20 to $50, Years 1, 2, 3 and 4 - $50 to $100, Years 5 and 6 - $100 to $250 and Performing Arts and Sporting Groups - $50 to $100.

Parents/caregivers shared that they appreciated the school implementing payment plan options for excursions and that students should only be offered a maximum of 2 overnight excursions over their 4 primary years.

Staff Responses:

- In accord with parents, the majority of staff members strongly agree that local walking excursions should take place each term to support units of work, each grade should participate in at least one educational excursion a year, each grade should participate in an end of year celebration activity, excursions should be grade-based (including students of only one school grade, eg: Year 5) and overnight excursions should be grade-based.

- Staff agree Years 5 and 6 should have an overnight excursion and strongly agree that Year 3 and 4 should not have overnight excursions.

- The majority of staff believed that the following ‘maximum cost’ cap should be placed on excursions Kindergarten, Years 1 and 2 – less than $20, Years 3 and 4 - $50 to $100, Years 5 and 6 - $100 to $250 and Performing Arts and Sporting Groups - $20 - $50.

Visiting Performances:

Parent Responses:

- The majority of caregivers shared that they believe the maximum cost throughout the year for visiting performances should not exceed $20 to $30 and that there should be no more than 4.

Staff Responses:

- The majority of staff members shared that they believe the maximum cost should not exceed $30 to $50 and that there should be no more than 4.

Class Structures: (Response choices included: Strongly Disagree, Disagree, Unsure, Agree and Strongly Agree)

Parent / Caregiver and Staff Responses:

- Most parents, caregivers and staff members strongly believe that mathematics classes should be ability based. They also shared that these classes are more effective when grouped across two grade levels, or a Stage, not when students are ability grouped across a grade as in the 2010 Mathematics Class Trial.

- Most parents/caregivers agree that home classes should contain students of only one school year (eg: Year 4 only, not Years 3 and 4) where possible. Staff members strongly believe that classes should be grouped containing students of only one grade.

- Most parents, caregivers and staff believe that home classes should not be grouped according to student ability.

School Uniforms: (Response choices included: Strongly Disagree, Disagree, Unsure, Agree and Strongly Agree)

Parent Responses:

- Most parents/caregivers strongly agree that the Merimbula Public School uniform should also include a winter jacket.

- Most parents / caregivers agree that the style of the school uniform is suitable, the uniforms are of a high quality, the uniform should include a spray jacket and purchasing a uniform is an easy enough process.

- Parents also commented that the winter pants could be more durable, the store should be more competitive and have more stock and an EFTPOS machine.

Staff Responses:

- Most staff members strongly agree that the uniform is suitable.
Most staff members agree that the uniforms are of a high quality, should include a spray jacket and/or winter jacket but they are unsure of whether purchasing a uniform is an easy enough process.

Communication Procedures: (Response choices included: Strongly Disagree, Disagree, Unsure, Agree and Strongly Agree)

Parent Responses:
- Most parents/caregivers strongly agree that they can meet with teachers, Stage Leaders and the Principal when necessary, telephone communication at the school is of a high standard, newsletter communication is of a high standard, the school web site is of a high standard, parent/caregiver-teacher-student interviews are valuable and that parent/caregiver-teacher-student interviews should be held at the beginning of the year and mid-year.
- Most parents/caregivers agree that written communication from the school is of a high standard and that Personal Learning Plans support student learning.
- Parents/caregivers also shared that newsletters are more effective when they are sent home weekly (the school trialled having a fortnightly newsletter in Term 2) and parent/caregiver-teacher-student interviews need to be earlier in the year.

Staff Responses:
- Most staff members agree that they can meet with teachers, Stage Leaders and the Principal when necessary, telephone and written communication at the school is of a high standard, newsletter communication is of a high standard, Personal Learning Plans are valued and that parent/caregiver-teacher-student interviews should be held at the beginning of the year and mid-year.
- Most staff members strongly agree that the school web site is of a high standard and parent/caregiver-teacher-student interviews are valuable.

Parent comments will be added to the “What Parents Say” section of our school web site. All parent and caregiver feedback was valued and will be considered when school programs are planned and delivered in the coming year.

Professional learning

The school’s 2010 Professional Learning Plan was strategically developed to address all 2010 school targets and the School Management Plan.

Professional learning activities included: stage and committee planning to achieve School Plan Targets, Quality Teaching staff meetings to improve literacy and numeracy outcomes, technology training to improve programming and whole school implementation, Backward Mapping processes to develop programs and occupational health and safety training in anaphylaxis, risk management, risk assessments, CPR and emergency care. Learning Support training in vision problem identification, MultiLit, Fast ForWord and Best Start also took place to improve student learning outcomes in all areas.

School development 2009 – 2011

The 2009 to 2011 MPS School Plan has been collaboratively developed by the school community to strategically focus on and improve priorities within the school. Directions within the next three years include, but are not restricted to:

- Improving English and mathematics outcomes for all students, including enhanced assessment procedures to more accurately direct programming and learning opportunities for students.
- Focusing on the continuation of quality teaching and learning practices.
- Providing a safe and secure environment to nurture student learning.

Targets for 2011

Target 1

Improved student outcomes in literacy, particularly in spelling and reading.

Strategies to achieve this target include:

- Whole school development and implementation of a word attack and
phonemic awareness program, including related professional development for staff

- Whole school investigation of the *MultiLit* program and sound-blend scope and sequence
- Whole school development of *Accelerated Literacy Programs* to include more explicit teaching of phonemes
- Professional learning for staff regarding implementing the school’s Spelling Scope and Sequence and Handbook to align with the Board Of Studies syllabus and support documents and related skills, understandings and spelling rules
- Student participation in whole school writing moderation assessment tasks
- Further development of the *Best Start* program to include Year 1 participation
- Increased student participation in the *Fast ForWord* and *MultiLit* reading programs and
- Additional SLSO training in implementing the *Fast ForWord* and *MultiLit* reading programs.

**Our success will be measured by:**

- Implementation of improved literacy programs will be evident. The programs will focus on the explicit teaching of skills related to spelling, word attack and phonemic awareness in reading.
- Further implementation of the Quality Teaching Framework will be evident in teacher planning.
- Assessment strategies will continue to improve and will include the increased use of rubrics and Consistent Teacher Judgement practices to drive program improvement.
- Whole school implementation of a phonemes scope and sequence.
- 95% of students will achieve the following Reading Recovery exit levels: Kindergarten – RR Level 6 (2010 = 79%), Year 1 – RR Level 16 (2010 = 86%) and Year 2 – RR Level 24 (2010 = 83%).
- Year 3 reading assessment results will improve as measured by NAPLAN:
  - The school’s average result (2009-2011) for students achieving Band 6 will improve to 15% (2008-2010 average was 10.5%)
  - The school’s 2009-2011 average percentage of Year 3 students in Band 4 and above will increase to 65% (2008-2010 average was 56.6%, in 2010 58.3% of students were in Band 4 and above)
- Year 5 reading assessment results will improve as measured by NAPLAN:
  - The number of students achieving in Bands 7 and 8 (the highest 2 bands) will improve to 30% in 2011 (2010 = 18.3%, 2008-2010 average was 28%)
- Year 3 spelling assessment results will improve as measured by NAPLAN:
  - The school’s average result (2009-2011) for students achieving Band 6 will improve to 12% (2008-2010 average was 10.5%)
  - The percentage of Year 3 students achieving Band 4 and above in spelling will increase to 65% in 2011 (2008-2010 average was 60.8%, in 2010 51.7% of students were in Band 4 and above)
- Year 5 spelling assessment results will improve as measured by NAPLAN:
  - The number of students achieving in Bands 7 and 8 (the highest 2 bands) will improve to 30% in 2011 (2010 = 20.9%, 2008-2010 average was 27.1%).

**Target 2**

*Improved student outcomes in numeracy, particularly in all number operations.*

**Strategies to achieve this target include:**

- Board of Studies syllabus and support documents visited during whole staff and stage-based planning sessions
- Teacher Professional Learning in implementing individual teaching programs based on student needs in accord with the *Number, Space and Measurement Frameworks*
- Staff professional learning to address assessment for learning, including
developing capacity matrices and explicit quality criteria for student work in alignment with the Quality Teaching Framework

- **Best Start** implementation in Stage 1 and
- **Counting On** training and development for Stage 3 staff and increased **Counting On** program implementation across Stage 3 classes.

**Our success will be measured by:**

- Whole school implementation of a Mathematics Scope and Sequence and syllabus support documents.
- Whole school implementation of the Number, Space and Measurement Frameworks.
- Year 3 numeracy assessment results will improve as measured by NAPLAN:
  - The number of students achieving in Bands 5 and 6 (the highest 2 bands) will improve to 31% in 2011 (2010 = 16.6%, 2008-2010 average was 30.2%)
- Year 5 numeracy assessment results will improve as measured by NAPLAN:
  - The number of students achieving in Bands 7 and 8 (the highest 2 bands) will improve to 29% in 2011 (2010 = 21.1%, 2008-2010 average was 28.7%).

**Target 3**

**Improved assessment practices across the school.**

**Strategies to achieve this target include:**

- Whole-school focus on student goal setting and self assessment, through development and continued implementation of individualised **Personal Learning Plans** for every student
- A focus on assessment to be incorporated into the school’s **Professional Learning Plan** and related Teacher Assessment and Review Schedule (TARS) and Executive Assessment and Review Schedule (EARS)
- Participation in Parent-Teacher-Student Conferences at the beginning of the year
- Assessment schedules developed for each Stage / Scope and Sequence
- Implementation of the **STARS (Student Tracking and Recording System)** Program and
- Development of assessment rubrics for assessment tasks.

**Our success will be measured by:**

- Improved **Personal Learning Plans (PLPs)** for students implemented, including term-by-term goal setting.
- Improved implementation of PLPs and reference to them as a resource in teacher planning and student self-assessment.
- Parent/caregiver/ grandparent-teacher-student conferences held in the first month of the school year.
- Implementation of stage-based assessment schedules and evidence of teacher professional discussion regarding assessments in Stage and Staff Meetings.
- Whole school implementation of the **STARS** program.
- Use of assessment rubrics to assess student work greater than in previous year.

**Target 4**

**Improved student behaviour.**

**Strategies to achieve this target include:**

- Whole school implementation of the **Positive Behaviour For Success** initiative
- Improved positive behaviour structures and related communication about positive behaviour achievements
- Implementation of the **STARS (Student Tracking and Recording System)** Program
- Further develop **Personal Learning Plans** to include behaviour goal setting
- Develop new school values, rules and related communication systems and
- Increase leadership opportunities for students.
Our success will be measured by:

- Improved student behavior evident as there will be fewer suspensions and time-outs and less problematic behaviour will be observed by students, staff and caregivers.
- Implementation of the Positive Behaviour For Success initiative, improved awards structure and award recording system.
- Updated Personal Learning Plan includes behavior goal setting.
- Implementation of new school values, mission statement, rules and related communication.
- Evidence of increased leadership opportunities for students.

**Target 5**

*Increased student engagement in Science and Technology (S&T)*.

**Strategies to achieve this target include:**

- Staff use of Backward Mapping processes when planning S&T programs
- Increased participation in community-based science programs, including activities offered by Bournda Environmental Education Centre, Eden Discovery Centre and Eden Marine High School
- Purchase of new science resources to support the facilitation of more hands-on science lessons
- Allocation of an area in the school for a science resource space so that resources can be pooled and shared more effectively and
- Assessment of the whole school Scope and Sequence for Science and Technology, adjusting it where necessary to make it more engaging for students.

Our success will be measured by:

- Science and Technology program and whole school scope and sequence implementation as a result of staff Backward Mapping.
- Participation in community-based science programs is greater than in 2010. (2010: Early Stage 1 = no participation, Stage 1 = 1 program, Stage 2 = 1 program and Stage 3 = 2 programs).
- Science resources purchased and located in new storage area.
- Improved communication about science programs to parents, caregivers and the wider community.
- Improved parent / caregiver perceptions of the school’s science programs evident in comparative survey results.

**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.

*Michelle Hulme - Principal*

*Jenny Smith – School Administration Manager*

*Wes Unicomb - Teacher*

*Lorraine Dykes – Teacher*

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr