Our school at a glance

Students
Merimbula Public School’s current enrolment is 436 students. Enrolments include mainstream students, gifted and talented students, students with learning disabilities 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 whom 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

- All staff were trained in implementing the Accelerated Literacy teaching pedagogy throughout 2009, with all teachers attending at least 5 days of intensive training.

- The School Learning Support Teacher introduced the MultiLit reading program throughout the school.

- The Government’s Building The Educational Revolution stimulus program resulted in staff, student, parent and community groups working in collaboration to identify and access school improvements. This resulted in the school being allocated $3.2 million of funding to: replace 5 demountable classrooms with a 6 classroom solar-powered brick building with rainwater tank; install 3 IWB bundles and 40 desktop computers; install a covered outdoor learning area (COLA) complete with an attached rainwater tank; install cricket nets, cricket pitches, playground equipment and a sandpit; as well as refurbish the K-2 toilet block.

- Linkages were further developed with local primary and high schools, especially those within the Sapphire Coast Learning Community (SCLC). The school contributed to the successful introduction of an annual SCLC Performing Arts Festival, with student participation in band, circus performance and the combined school’s festival orchestra.

- Technology remains a continued focus with strengthened programs, especially in mathematics, literacy, science and when using Interactive Whiteboards (IWBS), MOODLES and the Connected Classroom.

- Mathematics programming was analysed and improved throughout the school. Graded mathematics classes continued, with emphasis on integrating: technology, hands-on learning activities and Quality Teaching through the strategic implementation of syllabus support documents and the Number, Space and Measurement Frameworks. The principal taught a Stage 3 Enrichment class daily, with two lessons a week being computer based. This also reduced class sizes.

- P&C funding resulted in a colourful astroturf playground and 3 additional IWB bundles being installed. The P&C also purchased over $5000 of digital still and video camera equipment for staff and student use.

Student achievement in 2009

Literacy – NAPLAN Year 3
The percentage of students who achieved at or above the minimum standard in reading, writing, spelling, punctuation and grammar was 97%.

The percentage of students in the lowest two bands for spelling, writing, punctuation and grammar is considerably lower than that across the state and like school groups.

The percentage of students in the lowest band for reading is also considerably lower than that across the state and like school groups.

Numeracy – NAPLAN Year 3
The percentage of students who achieved at or above the minimum standard in numeracy was 97%.

The percentage of students in the lowest band for numeracy is considerably lower than that across the state and like school groups.

Literacy – NAPLAN Year 5
The percentage of students who achieved at or above the minimum standard in reading was 88%, writing was 95%, spelling was 95%, punctuation and grammar was 89%.
Average progress in reading for matched students was similar to that across the state, with an average progress score of 86.5 improvement in 2007-2009 compared with 88.4 respectively. This is an improvement on 2008’s growth score of 77.5.

Underachievement in reading had already been identified within the school and for this cohort of students, prior to NAPLAN taking place, hence the emphasis in improved strategic teaching and learning programs in reading and additional commitment to teacher training and development across the school in this area. Additional quality resources purchases for reading were a priority in 2009.

Average growth in writing for matched students was a score of 43.1, slightly less than the state growth of 57.7. Whilst growth was less, results were still commendable with student growth in the 2 years prior being considerably higher than that in the state. Average student growth in 2008 was 83.9 and 2007 was 83.7 compared to a 69.3 and 76.1 state average for 2008 and 2007 respectively. Strategic stage-based writing programs focusing on text purpose and quality continue to be implemented across the school.

**Numeracy – NAPLAN Year 5**

The percentage of students who achieved at or above the minimum standard in numeracy was 96%.

Student growth in numeracy for matched students, those who were tested at the school in both 2007 and 2009, was an average score of 92.0. This large increase was a result of improvements in teaching and learning programs throughout the school. Growth in numeracy at like schools was 89.5 in 2009. Growth at Merimbula Public School in 2008 was 76.1, similar to the 77.3 achieved across the state in 2008. Hence an improvement of student growth can easily be identified.

**Messages**

**Principal's message**

Merimbula Public School continues to be committed to excellence, opportunity and success for all. It is a friendly, welcoming school with excellent facilities. It has a supportive staff, P&C and strong links to the community. Welfare, academic, technology, sport and performing arts programs are of an excellent standard.

The facilities are modern and the school has a purpose built Technology Centre. Recently the National School’s Pride project, through the Building The Educational Revolution (BER) stimulus program, has seen the community work in collaboration to have many features installed. These include: a covered outdoor learning area (COLA), water tanks, toilet upgrades, 3 IWB bundles, 40 desktop computers, play equipment, a sandpit, cricket nets, cricket pitches and softfall play surfaces.

Currently, as part of the BER Primary Schools For The 21st Century stimulus project, 6 solar powered classrooms and an adjoining rainwater tank are being built to replace 5 demountable classrooms. The new building will match the new school building facilities that were completed in 2006.

I congratulate all students, commend to you the dedicated teaching, administrative and support staff and thank the parents and wider school community for its commitment, teamwork and support throughout 2009.

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
Principal

**P&C Message**

Merimbula Public School’s P&C continues to be actively involved in providing support to our school community. Our P&C Committee continues their ongoing collaborative partnership with our school and is actively involved in our school initiatives, educational endeavours and future planning.

The continued expansion of community support for fundraising activities has enabled us to provide additional facilities and resources for our children and staff. In 2009 these included: interactive whiteboard bundles, books and outdoor playground facilities.

Merimbula P&C would like to extend a warm welcome to all our new families, students and staff and we look forward to the year ahead with enthusiasm and commitment.

Angi High
P&C President
Student Representative Council Message

In 2009, the Student Representative Council (SRC) of Merimbula Public School had a successful year throughout the school and in the community. We raised money through various fundraising days at school, including holding term discos and National Bandana Day events.

Some of us took part in the Merimbula ANZAC Day Ceremony, presenting speeches. We also held a special service at school in which everyone participated and each had an important role. We were responsible for coordinating and leading School Assemblies and setting a good example to the younger students.

The SRC held fortnightly meetings with class-based SRC representatives to share ideas and participate in problem solving discussions that helped to make our school a better place. A recent idea and achievement of the SRC was the drive to have cricket nets installed within our school as part of the Building The Education Revolution Government stimulus package. We had to give up a bit of our free time but it was worth it! Good luck to the new leaders for 2010 who were selected using our new voting procedures!

Jai Miller, Luke Higgins, Sabrina Selorio, Andrew Redman and Dakota Hooper

Student Representative Council Leaders

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 graph indicates student enrolment trends over the past 5 years. In 2009 242 male students and 194 female students were enrolled at Merimbula Public School.

![Enrolments Graph](image)

The table below shows enrolment trends as identified in the Enrolments Graph.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>232</td>
<td>210</td>
</tr>
<tr>
<td>2006</td>
<td>236</td>
<td>202</td>
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<tr>
<td>2007</td>
<td>240</td>
<td>204</td>
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<td>2008</td>
<td>224</td>
<td>210</td>
</tr>
<tr>
<td>2009</td>
<td>242</td>
<td>194</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance rates at Merimbula Public School remain high.

Average attendance rates in 2009 were higher than those across the state and region. Total attendance rates for Merimbula Public School were 93.2%, with the state and regional averages being 92.1% and 91.8% respectively.

![Student attendance rates Graph](image)
Management of non-attendance

In 2009 new awards were introduced to manage non-attendance. Students who attend school for at least 97% of school days each semester are now awarded with a certificate of recognition.

Attendance rates, both days absent and partial absences, are reported to parents and carers as part of the School Based Student Report each semester. This alerts parents to otherwise unrecognised poor attendance, thus having them work in partnership with the school to minimise absenteeism.

Teaching and learning programs are developed and evaluated by staff and students so that their content can be engaging, also promoting attendance and managing absenteeism.

The SRC remains an integral body within the school in planning for school improvement. The SRC works to identify areas for improvement, especially those that will promote pride and a sense of belonging – leading to improved attendance. The SRC were responsible for identifying student requests and support to install cricket nets as part of the Government’s economic stimulus package.

Class sizes

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

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

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
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</tr>
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<td>K</td>
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<td>23</td>
<td></td>
</tr>
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<td>6</td>
<td>18</td>
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<tr>
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<td>16</td>
<td>34</td>
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</tr>
<tr>
<td>3T</td>
<td>6</td>
<td>18</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

All classes, with the exception of Kindergarten, were multi-aged in 2009.

Students from Years 1 to 6 were grouped within Stage groupings for all Key Learning Areas, except for Mathematics whereby classes were graded within a stage based on student ability.

As part of the School Evaluation Process, staging of classes was evaluated in 2009. Classes will be grade based for 2010 as part of a trial, following the evaluation.

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.

Staff establishment

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.

<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>Classroom Teachers</td>
<td>14.414</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>3.172</td>
</tr>
<tr>
<td>Total</td>
<td>25.486</td>
</tr>
</tbody>
</table>

No permanent staff members are Aboriginal however an Aboriginal School Learning Support Officer was employed within the school throughout 2009.

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.

Merimbula Public School was supported in developing capital works programs by the P&C in 2009. These programs enabled new interactive whiteboard bundles and playground surfaces to be installed. The P&C also purchased audio visual equipment to be used by the students and the staff.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Merimbula Public School continues to offer a range of innovative programs throughout all Key Learning Areas that support students in performing to their highest standard and achieving exceptional results in a range of arts, sport and academic endeavours.
Achievements

Arts
Performing and creative arts continue to be an important focus at Merimbula Public School, enabling students to develop their knowledge, understandings, skills and appreciation in music, drama, dance and visual arts. Highlights in 2009 included:

- 50 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 10 students performing in the combined schools Festival Band. Students also presented an individual item, ‘Human Sculpture’, from the Stage 3 musical ‘Circus Splendida’. The school band accompanied the circus style performance. 17 teachers from the school were involved in the festival’s: organising committee, backstage crew, photography team, slideshow preparation, ticket sales and development, program coordination and/or lighting team.

- Stage 3 students collaboratively developed musical items and costumes to present ‘Circus Splendida’ the school musical. Students participated as actors, dancers, costume designers, set and prop makers as well as technology and stage managers prior to and during performances for parents, the community and their peers.

- All students were encouraged to develop their talents through stage-based performing arts programs, by participation with visiting performers and when preparing for and presenting the end of year talent quest.

- Student tuition and mentoring programs took place for the school band / orchestra. The school orchestra performed at the Stage 3 musical and the end of year awards ceremonies.

- Staff members participated in NIDA drama workshops, integrating new ideas and skills into teaching and learning programs.

Sport
Merimbula Public School continues to promote healthy lifestyles and good sportsmanship through a range of sporting initiatives. 2009 has been another successful sporting year for Merimbula Public School with students enjoying high levels of success in both individual and team participation. Notable activities and achievements in 2009 include:

- Our swimming team started the year on a winning note by winning the PSSA Zone Carnival at Candelo and the athletics team backed them up with a victory in the PSSA Zone Carnival at Bega.

- The Netball Team won their way through to the fourth round of the PSSA State Knockout as did the Girl’s Softball Team.

- Once again the AFL team put in a fantastic effort to make it through to the final of the PSSA State Knockout competition again. They finished second in the state.

- Individually three students represented the South Coast Region in AFL and athletics and 63 represented the Far South Coast Zone in AFL, athletics, cross country, netball, rugby league and swimming.

- Our cricket teams finished off the year well at the Super 8’s Gala Day when the Stage 3 team won their competition and the Stage 2 team came second in the junior competition.

Congratulations to all students who have excelled in sports this year and good luck in the future. The efforts of all students who represented our school magnificently at gala days and carnivals throughout the year are to be commended. Our students are great ambassadors for our school and it is wonderful to see them embrace the ‘have a go’ philosophy.

Other
Connected Classroom and Technology Program
Merimbula Public School has embraced having a Connected Classroom since one was installed as part of the second DET rollout. In 2009 teachers enhanced the delivery of teaching and learning programs, and further engaged students, by integrating the use of Interactive White Boards (IWB) into their lessons. Staff attended Connected Classroom, IWB and emerging technology training and development sessions to become confident, motivated and increasingly skilled practitioners when implementing technology teaching and
learning programs. Staff embraced the use of these technologies considerably, facilitating the P&C to purchase additional IWB bundles for the school. Additional training and development led to increased teacher skill and knowledge as well as teacher motivation to teach their own class in the Technology Room as opposed to a ‘technology teacher’ delivering the lessons to classes throughout the school. Technology is now seen as an engaging tool to deliver high quality lessons as opposed to a subject in itself. Throughout 2009 ICT was increasingly integrated into each Key Learning Area.

Premier’s Challenges
IN 2009 all students participated in challenges set by the Premier including the: Premier’s Reading Challenge, Premier’s Spelling Bee and the Premier’s Sporting Challenge. All students K-2 again completed the reading challenge in 2009 with increasing numbers of 3-6 students completing it also. All students 3-6 completed the spelling bee in 2009 and all students throughout the school completed the Premier’s Sporting Challenge with highly commendable results.

Multicultural Perspectives Public Speaking Competition
In 2009 all Stage 2 and 3 students participated in the Multicultural Perspectives Public Speaking Competition coordinated by the Department’s Arts Unit. Students developed their knowledge and understandings, speaking extremely well. Two students, one from Stage 2 and one from Stage 3, represented the school at the Regional Finals of the competition.

Kindy Co-ops
With parental and community support, all kindergarten students rotate through a range of activities throughout the week. The Co-ops cover all areas of the curriculum and introduce students to a range of motivational and quality improvement strategies. These strategies include: On Task Training; De Bono’s Six Hats; the FISH Philosophy; Self Evaluation; Thinkers Keys; Brain Gym; Finger Gym and Kaizen Rewards. Co-ops provides the opportunity for teachers to take part in quality collaborative planning. Planning days are provided to the teachers each term so that the programs developed are of a high quality and Consistent Teacher Judgement underpins the assessment.

Move To Learn
The Move To Learn movement program was introduced in 2009 to support Kindergarten students, and students within Years 1 and 2, who have retained primitive reflexes and immature neurological processing so that they can be supported in increasing their learning focus, decreasing their behaviour problems, attaining gross-motor milestones and so that they can overcome related learning difficulties. All students within Kindergarten participate in a weekly Move To Learn lesson and students with identified needs participate in a daily developmental program.

Peer Support and Live Life Well @ School
In 2009 the school implemented the Peer Support program and the Live Life Well @ School program to improve the wellbeing, physical, social and emotional health of all students. Teams of teachers worked collaboratively on these initiatives to develop action plans that facilitated such improvements.

Mathletics
In 2009 the Mathletics program was again implemented in all classes to reinforce concepts taught in the classroom as well as to give students the opportunity to expand their knowledge and increase their mathematical ability through engaging technology-based experiences.

Stage 3 Enrichment Mathematics students participated in two Mathletics based lessons each week, with each student being on an individualised program. Some students in each Stage were accelerated to participate in mathematics programs beyond their stage of learning.

Best Start
The Best Start Assessment was implemented through a rolling start to Kindergarten students. 12 students commenced school on Day 1 followed by another 12 the next day until, after 5 days, all children were at school and had been assessed.

Best Start diagnostic assessments supported Kindergarten teachers in developing teaching and learning programs that addressed the needs of each student.
Kinder Orientation Program

Parents were very supportive of the Kinder Orientation program which included the kindergarten teachers visiting the four feeder preschools for a half day session, with one preschool taking up the offer to visit the school.

Each child was supported in visiting the school on four occasions, with three information sessions being provided for the parents. Prospective kindergarten students each received a special letter in January, addressed to them, detailing the fun they will have at school. The highlights for the children were the four visits to school, borrowing a home reader and receiving the special letter.

Accelerated Literacy

All teaching staff at Merimbula Public School were trained in delivering their literacy program through the Accelerated Literacy Pedagogy during 2009. Teachers developed their skills in delivering explicit literacy lessons whereby students are supported in developing the cultural tools of language and cognition in order to achieve high learning outcomes.

School reading programs were developed to emphasise the purpose of texts; using rich, well written narratives as a basis for supporting students to engage with these texts. Teachers developed skills to work with students to understand the metalanguage of texts, develop deep knowledge, analyse and synthesise quality texts prior to students using such as a model for their own writing.

MultiLit

The explicit, structured MultiLit reading program was introduced to students during 2009 by the literacy and numeracy support teacher. The program addresses word attack skills, sight word recognition, reinforced reading and other essential reading components in a highly focused one-to-one daily session. This increases the reading results of students who attend, students who would normally achieve considerably lower than their peers.

Results from the program have been extremely effective to date, with students improving their reading age by up to two years during the 20 week program.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

- Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In Year 3 there were 60 students who completed the writing, reading, grammar and punctuation and spelling assessments.

There were less students in the lowest two bands in writing (3.4%) compared with those in the lowest two bands, on average, across the state (7.7%) and within like-school-groups (7.2%).

Year 3 results in writing were slightly below the average results for students across the state and students within like-school-groups overall.

![Percentage of students in bands: Year 3 writing](image)

There were fewer students in the lowest reading band within MPS (1.7%) than that, on average, across the state (3.1%) and within like-school-groups (2.7%). Student results in the lowest band were also less than that in previous years. The 2007-2009 average in this band had been 2.6%.
The amount of students in the top two bands in the reading assessment in 2009 was 43.4%. The average of students within the top two bands, between 2007-2009, was 37.4%. Whilst this is an improvement, it is slightly below the like-school-group average of 45.4%.

On average MPS achieved below their like-school-group average. They also achieved below the state average in reading overall.

The amount of students in the bottom two bands in the grammar and punctuation assessment for Merimbula Public School Year 3 students was 8.4%. The average for like-school-groups was 10.7% and the state average was 12.6%.

Student results in the grammar and punctuation assessment showed the majority of students achieving in the middle bands. Whilst 46.7% of students achieved results in the top two bands, like-school-groups achieved 54.2% and the state average was 52.7%.

Year 3 student results were also concentrated within the middle bands in the spelling assessment. While fewer students achieved results in the lowest band (1.7%) than like-school-group (1.8%) and state averages (3.3%), less students were in the top bands.

The average mark for Year 3 students in numeracy was higher than that for students across the state, with the school receiving 408.4 points and the state receiving 405.8 points.
Only 1.7% of MPS students were in the lowest band compared to 2.9% of students within like-school-groups and 5.2% of students within the state.

71.7% of MPS students achieved results in the top 3 bands with 64.4% of the state achieving results in the top 3 bands.

**Literacy – NAPLAN Year 5**

In Year 5 there were 57 students who completed the writing, reading, grammar and punctuation and spelling assessments.

There were less students in the lowest band in writing (5.3%) compared with those in the lowest band, on average, across the state (5.4%).

Overall Year 5 results in writing were below the average results for students across the state and students within like-school-groups. More students were represented in the middle bands though, with only 15.8% of students achieving in the top 2 bands compared with 27.2% across the state and 26.4% across like-school-groups.

Average reading results for Year 5 students were below that for students within like-school-groups and across the state. There were also more MPS students in the lowest two bands compared to the state average.

Within the top band, grammar and punctuation results for Year 5 students (14%) were slightly below the state (15%) and like-school-group (14.5%) average.
Year 5 results in grammar and punctuation were slightly below the average results for students across the state and students within like-school-groups overall.

Year 5 results in spelling were below the average results for students across the state and students within like-school-groups. More students were again represented within the middle bands.

Numeracy – NAPLAN Year 5
Year 5 results in numeracy have improved in 2009, compared with the school's average Year 5 results from 2007-2009. 12.3% of students achieved results in the top band compared with 8.9%. Average results for MPS Year 5 students, in the top two bands (33.4%), was slightly below state (34.5%) and like-school-group (35.7%) averages.

Progress in literacy
Average student progress for matched students in reading for 2009 was 86.5, an improvement on the results from 2008 (77.5) and 2007 (73.5).
Average progress in writing for matched students was 43.1 this year. In 2008 progress was 83.9. Over two years this is a growth of 127. This year the state average of writing progress was 57.7 and 2008 was 69.3, totalling 127 also.

Progress in numeracy
The average progress for matched MPS students in numeracy was 92 in 2009. For like-school-groups and the state, the average was 89.5 and 93.4 respectively.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

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

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Significant programs and initiatives

**Aboriginal education**

Merimbula Public School educates 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 Aboriginal students through Stage learning programs, targeted programs, Norta Norta learning support funding, Community Health Programs, excursions, the Aboriginal Education Committee and the Student Representative Council. The population of Aboriginal Students at Merimbula Public School grew from 4% to 5% in 2009.

By successfully obtaining a $600 NAIDOC Week grant, Merimbula Public School was able to continue to improve its Aboriginal Education programs and employ community members to support students in creating an Aboriginal artwork mural. The mural depicts midden sites that were located on the school grounds during the rebuilding of the school.
Successful Aboriginal Education Programs also involved: use of the Connected Classroom to attend virtual excursions and access guest speakers, Stage 2 attending the local Jigamy Farm Cultural Centre to learn about traditional and modern culture, attending cultural awareness days at the Bournda Environmental Education Centre and researching and developing professional learning sessions to support the whole school implementation of Personal Learning Plans in 2010.

Multicultural Education
Merimbula Public School continues to provide teaching and learning programs that develop knowledge, skills, values and attitudes required within a multicultural and culturally diverse society.

Curriculum units 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
Students within Merimbula Public School continue to be encouraged and supported to undertake community service and volunteer activities. Our major activities in this area have been participation in fundraisers, the Cancer Council ‘Relay For Life’, local Anzac Day and Remembrance Day Ceremonies and through our Student Representative Council and welfare programs.

In 2009 the Student Representative Council (SRC) facilitated many fundraisers, mufti days and discos to raise money and support a World Vision sponsor child. They developed roles and responsibilities for School Leaders, House Captains, Library Monitors, Bus Monitors as well as for the new role of school Technology Monitors. They were also instrumental leading school assemblies and the Peer Support Foundation’s Peer Support Program.

Throughout Term 2, boys throughout the school also participated in the Rock and Water Program to develop their ability to demonstrate respect and responsibility.

Other programs
Country Areas Program (CAP)
CAP continues to be a vital program at MPS. It has three priority areas to target improving student outcomes in rural and isolated schools. These are: Quality Teaching and Learning, Quality Technology in Teaching and Learning and Quality Improvement.

Throughout 2009 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; climate change and environmental education units; quality improvement seminars; Accelerated Literacy courses; and stage based planning to develop teaching and learning programs, particularly programs in mathematics that successfully integrate ICT. The school’s Learning Support Officers also participated in a successful time management conference to develop in-school support programs and procedures, after being granted CAP funds to hold the district event for over 200 staff. Community members and business managers attended an evening session with world renowned speaker on time management, Robyn Pearce.

Progress on 2009 Targets
In 2009 the school’s targets were strategically worked towards by all members of staff after they collaboratively used a range of Quality Improvement tools to identify strategies that would best help them achieve such targets. The staff began the planning process by using mind-mapping processes to share ways they could collaboratively and interdependently address targets and be supported in implementing the related strategies. As a result committees were established and developed to address different areas of need. This process was very successful, with new committees being identified throughout the year as being required to support new priorities as they arose.

Target 1
Student engagement and retention.
Student engagement and retention was a 2009 target that was addressed throughout the school within each teaching and learning program.

Our achievements include:
- School culture and practice improved. The school’s Professional Learning Plan was developed from an initial Backward Mapping overview that identified strategies to do this. Programs and school initiatives showed respect to and responded to the aspirations, culture, gender and potential of students. Indigenous Education programs and opportunities were increased and developed and gender-based sport programs were implemented in Stage 3.
- Quality teaching practices were developed, with attention to personalised...
learning, as identified in teaching and learning programs and Teacher Assessment and Review Schedule (TARS) conferences and surveys.

- The K-12 learning continuum was revisited, with an emphasis on transition points. Linkages opportunities were increased and Stage 3 participated in a MOODLE on Climate Change with the local high school students in Stage 4.
- Improved social and emotional well being and skills for life for every student were observed by staff and students and were also identified in the ongoing reduction of detentions and suspensions across all Stages within the school.
- Strengthened teacher capacity to improve student learning outcomes was identified as part of the TARS process, and when analysing assessment data such as NAPLAN.
- The Principal demonstrated a detailed knowledge of current teaching & learning in both literacy and numeracy when delivering teaching and learning programs, training and development and when reporting on student achievements after teaching a mathematics class each day throughout the year.
- Improved student performance in internal and external assessments was identified. Whilst there was an aim to increase the average in Year 3 literacy from 401 to 420 was not achieved, results were still improved. Writing results were up to 416.3 and grammar and punctuation results were 416.1. Reading and spelling will continue to be a focus for 2010 as the results in these areas were 397.3 and 399.7 respectively.
- There was also an aim to increase Year 3 numeracy from 400 to 410. This high aim was almost achieved, with students gaining an average of 408.4 in this area.
- Staff aimed to improve Year 5 literacy achievement in NAPLAN from 488 to 500. Whilst this high outcome was not achieved, improvements were made. Students achieved 489.8 in reading and 495.6 in grammar and punctuation. Spelling and writing are areas to be worked on, with Year 5 students achieving 478.5 and 472.5 in these areas respectively.
- Year 5 numeracy aims were for students to increase their achievement in NAPLAN from an average of 493 to 500. Improvements were made with students achieving an average of 496.8.

Our achievements include:

- More Year 3 students achieved Band 6 results in NAPLAN (2008 baseline 8%). 15% of students achieved Band 6 in the writing assessment, 10% achieved Band 6 in spelling and 11.7% achieved Band 6 in the grammar and punctuation assessment.
- More Year 5 students achieved Band 8 results in NAPLAN (2008 baseline 7%), improvements were made in the reading assessment and the grammar and punctuation assessment. 12.3% and 14% of students achieved Band 8 results in these areas respectively.
- Strengthened teacher capacity to improve student learning outcomes was identified through the TARS process, especially after all staff attended intensive training and development in implementing the Accelerated Literacy teaching pedagogy.
- Enhanced school leadership capacity for school improvement was identified through the implementation of improved policy, practice, program development and monitoring as assessed by the principal. This was supported by the implementation of the school’s Professional Learning Plan.
- Diminished gap in literacy achievement between some Aboriginal students and non-Aboriginal students was identified. This is still an area to be worked on and more Aboriginal students are now participating in specialised literacy programs such as MultiLit.

Target 3

**Increased levels of numeracy achievement for every student in line with State Plan Targets.**

Increased levels of numeracy achievement was a 2009 target that was addressed throughout the school within teaching and learning programs.

Our achievements include:

- An increase of Year 3 students achieved Band 6 results as measured by NAPLAN (2008 baseline 14%). 16.7% of students achieved Band 6 results in 2009.
An increase of Year 5 students also achieved Band 8 results as measured by NAPLAN (2008 baseline 7%). 12.3% of 2009 students achieved Band 8 results.

- Strengthened teacher capacity to improve student learning outcomes was identified through NAPLAN data analysis and as part of the TARS process. Teaching and learning programs improved to support outcome achievement. All teachers addressed the syllabus paying particular attention to identified areas of underachievement, utilising syllabus support documents more effectively to support students in these areas.

- Enhanced school leadership capacity for school improvement was identified through the implementation of improved policy, practice, program development and monitoring as assessed by the principal. This was again supported by the implementation of the school’s Professional Learning Plan.

- Diminished gap in numeracy achievement between Aboriginal students and all students was identified. Aboriginal students were also represented in the school’s Enrichment Mathematics extension classes.

## Target 4

**Demonstrated Quality Teaching in Science and Technology (S&T) lessons whereby S&T processes are focussed on, with technology integral to all teaching activities (as made evident in Stage programs). This will also involve staff effectively implementing ICT, including Connected Classrooms.**

Demonstrated Quality Teaching in S&T lessons was a 2009 target that was addressed throughout the school within teaching and learning programs, particularly within Technology lessons held in the designated school Technology Room.

**Our achievements include:**

- Increased levels of achievement for every student were identified, with all students developing digital stories within technology lessons. Gifted and talented students also developed digital stories at a CAP workshop, enabling them to act as mentors when supporting their peers to achieve in technology lessons.

- Strengthened teacher capacity to improve student learning outcomes was identified through the TARS process, as a result of increased professional learning, training and development in this area. This has also resulted in teachers wanting to deliver their own technology lessons from the Technology Room in 2010, instead of technology being a specialist teacher program.

- Enhanced school leadership capacity for school improvement was identified in science and technology among teachers through the TARS process and its related teacher and supervisor conferences and surveys. The improved leadership capacity of students was also identified through a range of mentoring programs as well as through observation of the school’s new student Technology Monitors.

- Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning was evident in 2009. Staff and stage meetings utilised IWBs and IWBs were used each day by the classes who had them installed. Teaching and learning programs also involved digital story development, MOODLE use and online research modules.

- Broader curriculum options were offered through information and communication options and communities of schools. Stage 3 students participated in a middle school learning MOODLE with Stage 3 students from throughout the Sapphire Coast Learning Community and with Stage 4 students from Eden Marine High School and Bega High School. The MOODLE was investigating climate change and was developed by the Bournda Environmental Education Centre.

## Target 5

**Improved students’ sense of well-being and perception about quality of school life, especially as a result of improved student behaviour and quality leadership opportunities.**

Improved wellbeing of students was a target that was addressed throughout the school within 2009.

**Our achievements include:**

- Improved student perceptions of school life as identified in stage program evaluations.

- Improved behaviour in the classroom and on the playground, as identified in reduced detention and suspension numbers.

- Implementation of strengthened K-12 learning continuums with an emphasis on transition points, as identified through
the increased amount of quality linkages activities with the local high school.

- Improved social and emotional well being and skills for students as identified by the Learning Support Team through their case studies.
- School culture and practice now respects and responds to every student’s aspirations, culture, gender and potential more effectively as it has been addressed during the planning process and through ongoing discussion.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of school management practices, which included addressing: communication processes, committees, policies, programming and the school’s Professional Learning Plan; mathematics teaching and learning was also evaluated, which focused on curriculum enhancement, programming, assessment and teaching and learning practices within the school; and Information and Communication Technology (ICT) was evaluated. This evaluation addressed access to ICT, resource use, support, the teaching of and learning about ICT as well as strategic directions of the school regarding ICT integration.

Educational and Management Practice

Background

A range of Quality Improvement tools, the TARS interview process and staff meetings, including brainstorming sessions, were used to address: communication processes, committees, policies, programming and the school’s Professional Learning Plan. This enabled assessment of current management practices to take place prior to identifying areas of improvement and directing change.

Findings and conclusions

Areas in need of improvement as well as strategic directions that were identified included:

- improving communication processes between the school and parents and carers, including developing the school web site;
- increasing the frequency and quality of parent information sessions provided by the school;
- enabling parents and carers to access information newsletters and notes via the school web site;
- developing school policies and communicating these to staff and parents via the school web site;
- educating staff, parents and the community, especially school volunteers, about the Code Of Conduct;
- improving teacher programming, especially in literacy and numeracy; and
- developing the school’s Professional Learning Plan in accord with the Department’s Professional Learning Policy, Supervision Policy and the School Management Plan so that staff roles and responsibilities of all staff members are clearly defined and so that professional learning is strategic.

Future directions

As a result of the evaluation, and in addressing the strategic directions, in future:

- the communication process with parents and the community will be improved through the use of the school web site to enable to access to: school and departmental policies, additional copies of school information newsletters and permission notes as well as the Department’s Code Of Conduct;
- Parent Information Evenings will be held at the start of each year, three-way-conferences will continue to be held mid-year and Parent Information Workshops will be held during each Student Disco, addressing key school priorities as well as parental training and development requests;
- The TARS and EARS process will be implemented and monitored to ensure teacher programming is strategic and thorough and it addresses individual student needs, the curriculum, assessment and areas for improvement effectively.

Curriculum - Mathematics

Background

Mathematics teaching and learning was evaluated throughout 2009. These evaluations focused on curriculum enhancement, identifying and improving programming practices and processes, increased open-ended assessment practices to
encourage higher order thinking and improved teaching and learning practices within the school.

Teachers were supported by the principal within Stage Planning Workshops to identify areas of underachievement for different cohorts of students through analysing historical NAPLAN data. These findings directed program planning.

All staff participated in professional development workshops to increase their understanding of the Number, Space and Measurement Frameworks, curriculum support resources and also the content of syllabus support documents. All of these resources were then integrated into quality teaching and learning programs.

Teachers continually evaluated their teaching and learning programs to modify them and make them more effective. This was monitored as part of the TARS process and supported by the school’s Professional Learning Plan.

Teachers were also interviewed and surveyed by their supervisor about their mathematics programming, teaching and assessment for learning, with particular emphasis being placed on how teachers were differentiating the curriculum to support the individual learning needs of each child.

Findings and conclusions

- All staff required support in analysing assessments, including NAPLAN data, to identify areas of underachievement for students. NAPLAN analysis took place with the support of the principal and areas of student underachievement were focused on when teachers were programming mathematics units.

- Staff required a more thorough knowledge of effective ways to program for mathematics as well as how to differentiate their program to support the diverse needs of each student. Curriculum Support Unit programming templates and examples of best practice were shared, leading to improved mathematics programming throughout the school.

- Teachers and School Learning Support Officers were not all aware of the range of syllabus support documents and related resources that were available to them. The principal shared these documents with the staff and, with support of the Curriculum Committee, delivered training and development on how to utilise and implement these effectively within the classroom.

- It was identified that quality mathematics resources were required to deliver quality teaching and learning activities taking into account the Space, Measurement and Number Frameworks.

- Assessment was identified as being used more as a culmination activity instead of being used effectively to guide learning, therefore assessment for learning was implemented across the school. Particular emphasis was placed on delivering more open ended assessment tasks to identify the whole range of student ability levels, and not use tasks that merely assess certain facts and give a numerical score.

- Staff were also supported in integrating quality improvement tools, such as Ryan’s ‘Thinker’s Keys’, Bloom’s ‘6 Hats’ and Langford’s ‘5 Whys’ into their teaching and learning programs to encourage higher order thinking among students.

Future directions

- Teacher programs are to be monitored closely through the TARS process in accord with the school’s Professional Learning Plan.

- Teachers are required to utilise syllabus support documents and address this within their teaching and learning programs, particularly to address areas of underachievement.

- Professional learning within mathematics is to be ongoing.

- Professional learning in 2010 is to focus on quality teaching and improving student outcomes, particularly for high achievers and boys who are underachieving as identified by NAPLAN data.

- Future mathematics teaching and learning activities are to promote higher order thinking by addressing content from the Working Mathematically strand in each lesson.

- Future assessments are to be varied and include open ended tasks to assess higher order thinking.

Curriculum - ICT

Background

Information and Communication Technology (ICT) was evaluated in 2009. This evaluation addressed access to access to ICT, resource use, teacher support, the teaching of and learning about ICT as
well as strategic directions of the school regarding ICT integration.

Findings and conclusions

- Teachers and students wanted access to more computers and the P&C wanted classes to access more computers also.
- More teachers and students wanted IWBs within their classrooms.
- Teachers wanted to teach their own technology lessons and, as a result of ongoing training and development, felt they had the skills and knowledge to do so. They also identified that they would need ongoing support for this to be effective.
- Technology was not being integrated effectively into all Key Learning Areas and to do this classes needed more access to computers and other forms of technology.
- Students were getting more access to technology through linkages programs, including gifted and talented workshops delivered through the Bournda Environmental Education Centre.
- Students are more engaged, and often achieve higher results, when technology is integrated into their lessons.
- Technology was identified as not being a learning area for students but a tool to use within all learning areas.
- More teacher training was required to improve the use of IWBs and the Connected Classroom.

Future directions

- In 2010 all teachers will utilise the Connected Classroom and Technology Room with their class, instead of Technology being taught as a subject while teachers receive release from face-to-face teaching (RFF). As a result the school’s Technology Teacher position will become a Technology Coordinator role.
- The 2010 Technology Coordinator will coordinate mentoring and training development opportunities for all staff.
- All classes will have shared access to the school’s Technology Room.
- More computers and IWBs will be purchased for classrooms as part of the school’s long term resource allocation plan.
- GATs opportunities and linkages activities will continue, with more staff participating in the development of these initiatives.
- The school’s Technology Scope and Sequence will be developed in 2010.
- Technology integration will be a strategy to engage students, particularly boys, in all key learning areas throughout 2010.

Other evaluations

Grading and Staging Of Classes

After numerous discussions staff, student and parent surveys were also completed in 2009 regarding the way classes are structured throughout the school.

It was decided by all groups that in 2010 a trial would take place whereby classes would no longer be multi-aged, or Stage based, unless required. In 2010 a trial will take place where all classes will be grade based – unless a multi-aged class is required.

Building The Educational Revolution
Stimulus Package Consultation

Quality improvement tools were utilised to brainstorm and prioritise what the staff, students and parents wanted improved in the school if successful in receiving funding through the Government’s economic stimulus projects.

All parties were consulted throughout the planning, application and feedback stages. Not only did all groups target areas of improvement, they also developed an action plan and negotiated styles of equipment and resources to be installed once successful.

The school received an allocation of $3.2 million. Works are currently taking place at the school.

Parent, Student, and Teacher Satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school in regards to the Kindergarten Orientation Program and the related Best Start Assessments.

Their responses are presented below.

Best Start

Background

Parents of Kindergarten children were surveyed for feedback on the school Kindergarten
Orientation program and the implementation of the Best Start Assessment.

Findings and conclusions

- Teachers and parents felt that this was a practical method of implementation.
- There was some concern by parents that the children who started later in the week felt a little overwhelmed by the number of students who were working in the double Kindergarten classroom together and that they didn’t have any time with their home class teacher.
- Parents also requested a separate play area for the students when they start school, as they are a little overwhelmed by the larger playground situation with all the students.

Future directions

- For 2010 the children will be with their home class teacher for the first hour of each day, to get to know them better, before assessment commences. A separate play area for students in K-2 has been established with appropriate play equipment.
- In 2009 a separate playground area was established for K-2 students only.
- In future all Kindergarten teachers will continue to be on duty every morning and additional staff members will also be on playground duty each day to support Kindergarten students in the first weeks of school.
- Due to parent feedback in 2008 the 2009 orientation program was also modified by conducting the sessions in the morning from 9.00 – 10.00 instead of the afternoon. The amount of parent information sessions was also reduced.

Professional Learning

Merimbula Public School has a very comprehensive Professional Learning Plan. Within it all professional learning opportunities (including internal and external courses and workshops) are identified, including how they relate to the school’s targeted priority areas for the year.

Staff professional learning needs are identified as part of the school’s Professional Learning Plan through the TARS process. Staff, in negotiation with their supervisor, discuss school priorities and identify personal areas of professional learning needs to be addressed. Throughout the year these priority areas are discussed and evaluated through verbal and written processes.

All members of staff participate in professional learning activities. In 2009 professional learning activities included attending internal and external training and development workshops, peer mentoring and support and on-line research modules relating to:

**Literacy**

- Curriculum Committee planning;
- MultiLit reading training and development;
- STLA professional learning workshops;
- Reading Recovery training workshops;
- Accelerated Literacy intensive training;
- Planning days for Stages;
- Model mapping quality improvement CAP courses;

**Numeracy**

- Curriculum Committee planning;
- Mathematics Stage Planning and programming workshops;
- STLA Network meetings and training;
- Regional Numeracy Network Meeting attendance and training workshops;
- ‘Count Me In’ professional learning;
- Mathematics kit development training and support;

**Student Engagement and Retention**

- Formation and development of a Welfare Committee, Sport and Health Committees including related professional readings and meetings;
- Linking Conference attendance;
- Musica Viva training and development workshops;
- Teaching AFL teacher workshops;
- Live Life Well @ School Health and Wellbeing Committee training;
- OHS Consultation Training for the OHS Committee;
- Model Mapping professional learning workshops;
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 2010

Target 1

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

Strategies to achieve this target include:

- Analysis of NAPLAN data to guide development of strategies that will address identified needs.
- Whole school planning processes developed to identify aspects of literacy underperformance for particular student cohorts and individual students.
- Teaching strategies further developed to improve student engagement in literacy, particularly for boys.
- Whole school implementation of the *Accelerated Literacy* program, including purchasing engaging reading resources.
- Whole school planning and assessment processes developed to strengthen Quality Teaching practices when implementing literacy programs K-6.
- Extend new Kindergarten staff’s knowledge in implementing the Best Start program, as well as supporting the programs assessment for learning methods beyond Kindergarten.

Our success will be measured by:

- Class and whole school initiatives in literacy, particularly in reading, that foster the explicit teaching of skills and
strengthen teacher capacity to improve student learning outcomes.

- Improved planning and implementation of the Quality Teaching Framework and assessment strategies within teaching and learning programs, including the use of rubrics and Consistent Teacher Judgement to drive program improvement and further development of student assessment data tracking.
- Whole school implementation of Accelerated Literacy teaching pedagogy.
- Improved assessment results for students K-6.
- Minimum exit outcomes of Reading Recovery levels for all students include: Kindergarten – RR Level 6; Year 1 – RR Level 16; Year 2 – RR Level 24.
- 80% of all Year 3 students achieve at or above Band 4 in Literacy as measured by NAPLAN (2009 = 74%, 2008 = 72%).
- 75% of all Year 5 students achieve at or above Band 6 in Literacy as measured by NAPLAN (2009 = 53%, 2008 = 61%).
- 10% of all Year 5 students achieve at or above Band 8 in Literacy as measured by NAPLAN (2009 = 7%, 2008 = 7%).

Target 2
Improved student performance in numeracy.

Strategies to achieve this target include:

- Analysis of NAPLAN data to guide development of strategies that will address identified needs.
- Whole school planning processes developed to identify aspects of numeracy underperformance for particular student cohorts and individual students.
- Teaching strategies further developed to improve student engagement in numeracy, particularly for boys.
- Implement and apply Count Me In Too and Counting On initiatives as well as all syllabus support documents throughout K-6; including the Count Me In Too Indigenous education resource.
- Extend new Kindergarten staff’s knowledge in implementing the Best Start program, as well as supporting the program’s assessment for learning methods beyond Kindergarten.

Our success will be measured by:

- Strengthened teacher capacity to improve student learning outcomes through Quality Teaching practices.
- Improved planning and implementation of assessment strategies within teaching and learning programs.
- Implementation of a teacher Professional Learning Program centred on developing skills in mathematics, including addressing the Quality Teaching Framework and other mathematics specific frameworks, such as the Framework in Number.
- Greater staff awareness and increased implementation of syllabus support document materials.
- Improved stage-based assessment tasks, including the use of rubrics and Consistent Teacher Judgement.
- Further development of student assessment data tracking and analysis of mathematics results to drive student improvement.
- 80% of all Year 3 students achieve at or above Band 4 in Numeracy as measured by NAPLAN (2009 = 72%, 2008 = 63%).
- 75% of all Year 5 students achieve at or above Band 6 in Numeracy as measured by NAPLAN (2009 = 56%, 2008 = 58%).
- 15% of all Year 5 students achieve at or above Band 8 in Numeracy as measured by NAPLAN (2009 = 12%, 2008 = 7%).

Target 3
Improved planning and implementation strategies to engage boys within all Key Learning Areas.

Strategies to achieve this target include:

- Build teacher capacity to provide high quality learning opportunities for all students across all curriculum areas by strengthening implementation of the Quality Teaching model.
• Further investigate ways to engage students in their learning, particularly boys.
• Continuation of professional learning in integrating technology and implementation of new team teaching programs.
• Implementation of a Boys’ Mentoring Program.
• Development and implementation of a PD/H/PE K-6 Scope and Sequence, including teaching strategies and boys’ personal development initiatives.
• Increased opportunities for boys to participate in leadership, mentoring, risk taking, personal development, physical education and performing arts initiatives.
• Elective sport and physical education programs that cater to the interests of boys.
• Literacy resources purchased to further engage boys, particularly within reading programs.

Our success will be measured by:
• Reducing the suspension rate for boys by 10%.
• Improved interdependent and independent responsibility for behaviour, particularly among boys.
• PD teaching and learning strategies and programs implemented K-6.
• Improved social and emotional well being and skills for life for every student.
• Strengthened teacher capacity to improve student learning outcomes.
• Improved student perceptions of school life.
• Improved student behaviour in the classroom and on the playground.

Target 4
Further development of the school’s Technology Program.

Strategies to achieve this target include:
• Interactive and connected classrooms further implemented.

Target 5
Improved school management practices.

Strategies to achieve this target include:
• Improve teacher and student access and capacity to use information and communication technologies, to enhance teaching and learning.
• Review the school Technology Program and Scope and Sequence (K-6), in line with the syllabus, to ensure that students are provided with optimum exposure to outcomes.
• Technology Teacher Mentoring and Team Teaching Program introduced and monitored.
• Demonstration lessons and classrooms introduced across the school to support teachers in technology professional development.
• All staff gaining access to the school’s Technology Room and Connected Classroom to be able to better integrate technology across all Key Learning Areas.

Our success will be measured by:
• A whole school Scope and Sequence of Technology is developed and implemented.
• Whole school initiatives in technology are evident.
• Implementation of technology mentoring programs for both teachers and students.
• Increased levels of achievement within technology based programs for every student.
• 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.
• Enhanced school leadership capacity for school improvement.
• Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning.
• Implement strategies to identify and address whole school management practice needs.

• Identify roles and responsibilities within the school and educate staff of these to improve staff capacity to manage systems, structures and programs within the school inline with DET and school policy.

• Staff re-visit and adhere to the DET and school-based Code Of Conduct.

• The school leadership team develops their awareness of the diversity among staff and in the classrooms, extending staff through training and development and leadership opportunities as well as promoting the extension of gifted and talented students through a range of programs.

• Support Indigenous students through cooperative learning and mentoring programs by developing the school’s implementation of Personal Learning Plans.

Our success will be measured by:

• Increased staff, student and community awareness of management practices.

• School planning practices reflect departmental, state and regional delivery plans.

• Development of the schools planning and evaluation systems to better identify school needs and targets, program and strategy implementation and evaluation processes.

• Improved organisation procedures and communication systems.

• Increased staff and student use of technology when communicating.

• Strengthened SRC and leadership programs for students and staff.

• Teaching and learning strategies strengthened through the implementation of quality evidence based programs and initiatives.

• Leaders promote values and equity as well as model and develop relationships based on trust, collegiality and mutual respect.

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
Fiona Hosken – Assistant Principal
Peter Murphy - Teacher
Adam Hughes - Teacher
Jenny Smith – School Administrative Manager

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