2010 Annual School Report
Euabalong West Public School

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

A beautiful space dedicated to the learning and success of its students, Euabalong West Public school is an environment where potential is explored and achieving excellence is our shared goal. Our dedicated staff delivers engaging and exciting programs, designed, reviewed and refined to deliver the best possible learning opportunities to our students so they can achieve their learning goals. We cater to the specific needs of our individual students and are working together to create young people who are resilient, creative, enthusiastic and successful. We are supported in these endeavors by our close-knit, supportive families and community members. Their support means a great deal to us and we look forward to it continuing and developing in new ways in 2011.

Students

Euabalong West public school’s student body comprises of one multi-stage classroom from Kindergarten to Year Six. At the end of 2010, sixteen students from twelve families were enrolled at Euabalong West public school.

Staff

Teaching Staff
Euabalong West Public School has an experienced staff that is committed to providing relevant and engaging learning programs. Teaching staff during 2010, comprised:
1 Primary Principal
6 0.2 (2 days per fortnight) Release from Face to Face
School Administrative and Support Staff (SASS)
0.5 (5 days per fortnight) School Administrative Manager
The school also employs a General Assistant and a causal Teachers Aide (Special) All teaching staff meet the professional requirements for teaching in NSW public schools.
Alison Jackson is the principal of Euabalong West public school
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Significant programs and initiatives at Euabalong West Public School in 2010 included:
• Country Areas Program – this program was used to support our kindergarten, year one and two student’s development of their Numeracy and Literacy skills. CAP funding allowed us time to develop the program and paid for a full time SLSO in term one to deliver the program. This resulted in significant growth in our student’s abilities and confidence in these areas as well as demonstrated improvements in student outcomes.
• Transition to school – this program ran for six weeks during term four, our pre-school students, children from Euabalong West village and Euabalong attended the ‘Transition to school’ for one day each week from 9:00am – 3:00pm. The program was designed develop their school readiness skills. The children showed pleasing development of the required skill set as well as adjusting quickly to the routines and differences of school life. This program also provided leadership opportunities for our senior students.
• Active After Schools program – this program ran each term, encouraging our students to become more active members of their sporting community and to become more active in general. This program allows our students to develop sporting skills and take part in sporting opportunities that would otherwise be closed to them due to distance and cost.
• Frog Sanctuary and Vegetable garden Project continued to be developed, and revised. The frog pond grew to include fish and more natives were planted in the sanctuary to encourage local bird life. The vegetable garden was reorganised with the help of our parents and local community and we enjoyed many fresh vegetables as a result of our hard work.
• The opening and use of the new classroom provided through the BER program. At the completion of the program and the arrival of new furniture the students were moved from their original classroom into the new building.
• The original school classroom was renovated to become the school library and the building that had been acting as the school library was refurbished to become the new school hall. We are confident that this new space will be able to be utilised by our community as a meeting place for social clubs and organisations. It is currently being used by the Lachlan Shire Mobile Pre-school and ‘Kids Club’ a fortnightly afternoon club for children aged 3 years and up.

• Connected Learning has become a priority and a bi-weekly occurrence at Euabalong West public school. Our students take part each week in at least two video conference lessons. The main school with which we are sharing these learning experiences with Rankin’s Springs public school. The opportunities for learning being provided by these technologies are extraordinary, as well as the opportunities to share resources, teaching knowledge and for the students to work with new and different thinkers. We have very much enjoyed beginning this process as a school community and as a sister school, we are looking forward to continuing the program in 2011.

Messages

Principal’s message

This is a favorite opportunity to reflect on the 2010 and what the highlights were for us at Euabalong West public school.

Believe it or not we have enjoyed the building reshuffle. It is so exciting to have our students taking advantage of the newest infrastructure and Miss Lesker, Mrs. Brett and myself have quickly become addicted to the modern marvel of reverse cycle air-conditioning. The new room means we also now have a separate library and hall, we are enjoying taking advantage of these new spaces. All of the shifting around also provided an excellent opportunity to have a big clean out and reassess what resources we do have and what new resources we might need.

Kindergarten transition and swim school are also favorite times of the year for the staff and myself. We love to meet and get to know the newest members of our school community and watching our current kindergarten students as they help the transition students learn the routines and adjust to school life is an exciting process. Seeing all the students interacting and learning so well together the way they do each year at Swim School is a fantastic way to round out our year. Our students are genuinely supportive of each other and keen to celebrate each others successes.

Our Canberra excursion was also a real highlight, our senior students managed to consistently impress not only their regular teachers but every adult we came into contact with, with their fantastic behaviour and thorough knowledge of the capital and Australia’s prime ministers.

This document is also my opportunity to say thank you to all of our parents and families. As a small school we rely on your help to achieve success for our students. Without your support and willingness to transport students to events, attend sports carnivals and presentation nights we would be unable to run many of the events that our students attend. So on behalf of myself and the staff of Euabalong West public school thank you very much.
I would also like to thank the staff of Euabalong West public school, both personally and professionally. It takes my breath away the amount of effort, care, concern and support they invest in our students and our school community. I am looking forward to working with each of you again in 2011.

2010 has seen us achieve many of our goals and our success incorporating technology in the classroom and developing our leadership and literacy skills has been extremely pleasing. In 2011 we are looking forward to the opportunity to continue to develop our skills particularly in numeracy using a variety of new strategies. We look forward to the involvement of our parents, families, staff and students in driving our continued success in the future.

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.

Alison Jackson
Principal Euabalong West Public School
2010

P & C and/or School Council message

The P&C has had a busy year as always, we have been involved in a variety of fundraisers including, the Easter chocolate sale, catering for the Lachlan Shire water meeting, the canteen and barbeque at the Small school's Athletics Carnival as well as securing donations from a variety of local businesses.

We have also been pleased to support our school by helping to subsidise two large excursions this year, the first a senior excursion to Canberra and the second a whole school excursion to Altina Wildlife park at Darlington point.

The P&C has also supported our school in other ways, providing transport for our children so that they could attend performances and sporting events, volunteering labor for projects like the frog sanctuary and library stock-take and collaborating with the staff and principal of our school to ensure that the best possible choices are being made for our students.

All of this would not be possible without the dedicated parents and community members on our committee, which can only get stronger the more people that are involved. Even the smallest amount of help or time can make a big difference so feel free to come and join our next meeting.

Vanessa Sartor, P&C President & Jim Hoadley
P&C Secretary
Student representative’s message
2010 has been a great year for students, teachers, parents and community. We have had lots of fun occasions for instance we had the Canberra excursion for the seniors. We had our senior fundraiser for breast cancer foundation; we got our new BER building that is now our classroom. We also took part in the Oliver Townsend concert and the Easter bonnet parade.

The Canberra excursion was great fun, we participated in so many activities but Parliament House was my favorite out of all of them, it is a massive place. As we were waiting for our tour we ran into John Cobb, he took us up to his office for a look it was AWSOME! When our proper tour guide found us we went into the House of Representatives and the Senate and we walked past Julia Gillard’s office and peeked inside. We also went into the Prime Ministers meeting hall.

This year EWPS took part in the Oliver Townsend concert. We performed two songs, one was the frog song and the other was “We’re going on a bear hunt”. We all had lots of fun performing our songs and enjoyed watching all the other acts.

This year we also moved in to our new classroom in term 3, we have turned our library into the hall and the old classroom into the library. We have been happy and comfortable in our new classroom. We also had our book week parade and it was a great sight to see.

This year the seniors had to pick a charity and then hold at least three events to raise money for it. We chose the cancer council. We had a movie night where we watched ‘Racing Stripes’ on that night we raised over $120. We also had a mufti day and a bike-a-thon, it was a great success, we rose over $800 in the bike-a-thon so altogether we have raised nearly $1000 dollars all up. Thank you to anyone that supported us and everyone that took part in our activities.

This year we also had our Easter bonnet parade. I think everyone had great Easter bonnets on and it was a great sight to see. For example Natalie had a great hat, it had a little rabbit on top, and it was so cute. And she won a prize for it. Well done to all those students, parents, teachers, friends and family who made an Easter bonnet and took part in the event.

Thank you to all of the students and teachers who helped make 2010 such a great year, we will miss you all next year when we are in year seven but we know you will be learning a lot and having a great time at Euabalong West.

By Shantelle Ohlsen and Courtney Gleeson
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 final enrolment figure for 2010 was sixteen, with eight students in K – 2 and seven students in 3 – 6. These nine girls and seven boys were from twelve families.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

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>K/6</td>
<td>K</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>K/6</td>
<td>1</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>K/6</td>
<td>2</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>K/6</td>
<td>3</td>
<td>2</td>
<td>18</td>
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<tr>
<td>K/6</td>
<td>4</td>
<td>2</td>
<td>18</td>
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<tr>
<td>K/6</td>
<td>5</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>K/6</td>
<td>6</td>
<td>2</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes
Euabalong West public school consists of a single multistage classroom from Kindergarten to year 6.

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

Euabalong West Public School is staffed by experienced, dedicated and committed teachers who deliver quality student-centered educational programs.

The teaching staff is supported by longstanding, loyal and knowledgeable SASS staff comprising:

- School Administrative Manager
- General Assistant
- School Learning Support Officer
**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>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</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</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

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

**Teacher qualifications**

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

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

**Financial summary**

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

Date of financial summary: 30/11/2010

**Income**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>30,306.89</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>46,424.19</td>
</tr>
<tr>
<td>Interest</td>
<td>25,779.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,193.36</td>
</tr>
<tr>
<td>Canteen</td>
<td>1,340.00</td>
</tr>
<tr>
<td><strong>Global funds</strong></td>
<td><strong>113,312.81</strong></td>
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</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>21,830.80</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>8,103.95</td>
</tr>
<tr>
<td>Excursions</td>
<td>820.32</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>802.32</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>112.60</td>
</tr>
<tr>
<td>Library</td>
<td>27,687.80</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,403.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Short Term Relief</td>
<td>16,272.65</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>7,010.73</td>
</tr>
<tr>
<td>Utilities</td>
<td>8,737.46</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1,340.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>97,140.40</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>97,140.40</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>16,172.41</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the P&C, a copy is also given to each of our families and a copy is kept in the office for any interested community members. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

We take great pleasure at Euabalong West in being involved in all aspects of the curriculum throughout the year. It is also important to our students and community to be involved in the local community and its events.

Achievements

Arts Education

An especially important arts event for Euabalong West public school this year was the opportunity to be involved in the Oliver Townsend memorial concert. Our school performed alongside a multitude of other schools from our region to help raise money to support families with critically ill children. Our school performed two different songs and was excited and proud to be part of such an important community event.

Our students also participated in both the Lake Cargelligo Agricultural Show and the Blue Waters art competition. Their enthusiasm for and participation in both events is a credit to all of them, we would also like to once again congratulate all of our winners.

Students were also able to perform songs, plays, poetry and present their own work to parents at our school assemblies. This regular chance to present has seen a significant improvement in their self confidence and public speaking abilities.

Another highlight of our year was the chance to travel to Beckom to be a part of the Beckom public speaking and debating day. All students from Kindergarten to year six had the opportunity to speak publicly and formally and receive helpful feedback, it is a fantastic day which we are hoping becomes an annual event.

Sport Education

Euabalong West students continue to participate in a range of sporting activities throughout the year, including a daily fitness program that requires our students to exercise for fifteen minutes every morning.

Our students also take part in the Active After Schools program, this program provides funding for our students to take part in sports that would otherwise be difficult for our students to attend or take part in either due to distance or monetary concerns.

Another much looked forward to part of our year is Swim School, the ten day intensive learn to swim school which takes place at Lake Cargelligo pool. All of our children participate in this program and look forward to challenging themselves to improve their skills.

This year also saw us return to the Rankin’s Springs round robin, to take part in a soccer and netball gala day. During these activities our younger kindergarten to year two students took part in a series of games designed to work on their motor skills as well as be a lot of fun.

Euabalong West students participated in the small schools athletics and swimming carnivals, sending two students on to District form both carnivals. We also participated in the Lake Cargelligo Fun Run from which we sent three of our students on to participate in the District cross country.

Multicultural Education

Multicultural education is a vital part of the primary school curriculum, Euabalong West public school works hard to ensure that our students participate in a variety of events that help broaden their experience of other people and cultures.

NAIDOC day, as it is every year, was an important opportunity for our students to talk about and explore the Aboriginal culture, both historically and in the present day. This year our students joined with students from Naradhan, Rankin’s Springs, Binya and Beckom to talk about the Aboriginal culture the stolen generation and how these students as the coming generation might work to make our country and it’s citizens a better place and better people. This was an invaluable experience for our students.

Euabalong West students this year utilised our connected classroom facilities to link up and talk to students for different areas of Australia. This gave our students opportunities to engage with students from different cultures, social backgrounds and environments. Euabalong West students really began developing their questioning techniques and making connections about places very different than their current environment.
Leadership Education

2010 saw a specific focus on leadership at Euabalong West public school and a variety of programs were introduced to help develop these skills.

The first program was a challenge for our school leaders. They were asked to choose a charity which to support, our senior students choose the Cancer council. Once they had chosen their charity for the year the students were asked to plan and run three events, to raise money which they would donate to their charity at the end of the year.

The students were given a fifty dollar float to begin their events, over the course of the year the students organized and ran, a movie night, a mufti day, a games event and a bike – a – thon. The students promoted the events, organized any catering and tickets, collected money and paid for resources. At the end of the program the students had raised $916.00, which they presented to Mr. Jim Hoadley at our end of year presentation to be donated to the Lake Cargelligo chapter of the cancer council. We feel that this program was a genuine success and we are looking forward to continuing it in 2011.

Euabalong West year five and six students attended the Sydney young leaders day, where they had the opportunity to hear brilliant Australian leaders talk about what makes a good leader and participate in activities to continue to develop their own leadership skills. This event also gave our senior students the opportunity to mix and socialize with leaders of other schools from all over the state.

Student achievement in 2010

In 2010, three year five students and two year three students sat the NAPLAN Literacy and Numeracy assessment.

Owing to the small number of students who sat the exam detailed results cannot be printed for privacy reasons.

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)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 3

Results cannot be reported as doing so may allow recognition of individual students.

Progress in Literacy

All students’ kindergarten to year six made continued progress toward achieving their individual literacy goals. There was significant growth in writing skills and spelling. Students and staff have made sentence structure and comprehension target focus areas for 2011.

Numeracy – NAPLAN Year 3

Results cannot be reported as doing so may allow recognition of individual students.

Progress in Numeracy

All students’ kindergarten to year six made continued progress toward achieving their individual Numeracy goals. There was demonstrated growth in number and space skills. Students and staff have made working mathematically; problem solving and number sense target focus areas for 2011.
Literacy – NAPLAN Year 5

Results cannot be reported as doing so may allow recognition of individual students.

Progress in Literacy

All students’ kindergarten to year six made continued progress toward achieving their individual literacy goals. There was significant growth in writing skills and spelling. Students and staff have made text structure, grammar and comprehension target focus areas for 2011.

Numeracy – NAPLAN Year 5

Results cannot be reported as doing so may allow recognition of individual students.

Progress in Numeracy

All students’ kindergarten to year six made continued progress toward achieving their individual Numeracy goals. There was demonstrated growth in number and measurement skills. Students and staff have made working mathematically; problem solving and number sense target focus areas for 2011.

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.

Results cannot be reported as doing so may allow recognition of individual students.

Progress on 2010 targets

Target 1

All students achieving stage based outcomes in Literacy and Numeracy

Strategies to achieve this target include

- Continued implementation of the Count Me in Too numeracy program
- Professional learning opportunities for staff and parents
- Targeted support for students with individual learning needs
- Explicit, modeled and scaffold teaching of text types

Our achievements include:

- Review, updating and modernizing of both our Numeracy and Literacy resources
- Teachers have begun training in Count Me in Too and are due to begin InTENsive training in 2011.
- Individual learning plans have been implemented in the classroom.
- Assessment and reporting review is complete and the assessment schedule has been implemented

Target 2

To develop consistent and authentic school based methods of assessment in literacy and numeracy

Strategies to achieve this target include

- Staff to work with colleagues form other schools to ensure consistency in teacher judgment and understanding of the correct interpretations of grades and outcomes.
- Development of assessment rubrics
- Review of the school assessment and reporting policy
- Creation of a feedback policy for both students and teachers
Our achievements include:

- Assessment and reporting review is complete and the assessment schedule has been implemented
- Seven minutes for seven days feedback program has been created and is in the beginning stages of its implementation
- Student assessment portfolios have been implement to run concurrently with the school assessment schedule

**Target 3**

*All senior students demonstrating leadership skills within the school and the community*

Strategies to achieve this target include

- Establish student leadership team
- All stage two and stage three students to take part in activities to develop their leadership potential
- For school leaders to accept and run a community challenge or project
- For senior students to work with leadership teams from other schools to develop their skills

Our achievements include:

- Attendance at the Sydney Young Leaders conference
- Seniors fitness program running consistently
- Seniors interacting with other school leadership groups on a regular basis
- Participation of all senior students in public speaking and debating competitions

**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 Enter text here

**Science and Technology**

**Background**

After significant changes and development in this area of the curriculum we wanted to assess and review what was working well, what still needed to be done and what our students, parents, staff and community would still like added.

**Findings and conclusions**

We discovered that our staff, students, parents and community members were pleased with the direction that the school was traveling in, confident that value was being added to the students learning. The programs that the students are involved in are engaging, relevant and useful. Our school community feels very positive about the work we are doing in this area and they are committed to continuing to develop our knowledge and involvement in this field.

**Future directions**

The short term plan for the future is to develop a consistent program with two to three sister schools that would see regular share programming and learning between the staff and students of these schools using all of the technology currently available to us.

To utilise technology every day during at least one learning session and to be involved in two video conferences a week that are planned using explicit teaching strategies and either directed toward the junior or senior school.

Develop our knowledge of the technologies available to us to improve student learning and outcomes through professional development and shared experiences.

Provide opportunities for our community to grow and develop their knowledge apace with the students of Euabalong West Public School.
School Planning

Background

After completing an assessment and reporting review we felt it would be beneficial to assess how well Euabalong West is communicating the programs and teaching it is engaged in as well as the extra curricula events that take place at our school. We also felt it was important to discover whether staff, students and families felt that they were part of the decision making process at our school and what changes we could make that would engender this kind of collaborative decision making culture and implement it as part of our standard practice.

Findings and conclusions

We discover that our parents, students and staff felt very aware of the programs and teaching that was occurring in the classroom. They felt connected and involved in this aspect of our school and were pleased with the collaborative atmosphere between teachers, students and parents.

We also found that in the broader school environment, in areas such as finance, policy and procedure our students and parents felt somewhat disconnected and uninformed.

Future directions

Discovering this gap has allowed us to plan several strategies to try and address it, which we plan on implementing in the beginning of 2011.

We plan to include the budget and finance as an agenda item during the P&C meetings, as well as adding a section in our weekly newsletter to inform parents of any purchases made by the school or professional developments attended by the teachers and the value that this will add to our school and our students learning.

To have the finance committee meet each term instead of each semester.

To have a focus DET policy each term simply to raise awareness and review the information and resources available to us as a school community.

School development 2009 – 2011

We are coming to the end of our current three year plan, 2011 is an important year to assess what the plan has helped us achieve and what is on that plan that still needs to be achieved. These are aspiration documents, used to guide our choices and direction, we have achieved a great deal in the last two years and should be proud of these accomplishments, 2011 will provide us with the opportunity to address the remaining targets we feel still need improvement before reassessing and creating new targets for 2012 – 2014.

Targets for 2011

Target 1

To improve student outcomes in Numeracy, with a particular focus on Early Arithmetical Strategies, Working mathematically and Number sense

Strategies to achieve this target include:

- Continuing numeracy professional development with a particular focus on Count me in too and InTENsive training
- Utilising the regional Numeracy consultant to address planning and programming issues
- Developing the explicit teaching strategies and creating a consistent, cohesive Numeracy scope and sequence

Our success will be measured by:

- Improvement in student engagement and learning outcomes
- Improvement in the Numeracy strategies used by students and the informal mathematical conversations held by the students.
Target 2

The continued development of student leadership skills and the leadership programs being implemented

Strategies to achieve this target include:

- Continuing professional development for both staff and students
- Development of the students leadership network within our P6 network
- Involvement in community events, e.g. ANZAC day march, Lake Cargelligo Agricultural show, Blue Waters and the Lachlan Catchments regeneration project

Our success will be measured by:

- Improvement in student engagement and learning outcomes
- Improvement in students problem solving skills, self confidence and social conscience

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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