Principal’s message

Euchareena Public School continues to be a progressive and innovative teaching and learning environment for our children. Our community and parent body are very supportive of school initiatives and increasingly involved in school activities.

I commend the students on their application to learning and innovation and their commitment to the positive promotion of their school and its values to the wider community.

I would also like to congratulate my staff as they continue to embrace new directions in school culture and teaching and learning. They continue to demonstrate a strong commitment to public education with increasing confidence and ability.

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.

Mrs Meg Cross

P&C and/or School Council message

The Euchareena P&C had another busy and successful year supporting our students through a variety of fundraising activities. Small fundraisers included a Mother’s day, Father’s Day and Easter raffle that helped to raise funds for our major excursion to Sydney in Term 2 2008. As a committee we have allocated funds to the general upkeep and ongoing running costs of our school bus purchased last year with Investing in school funds. We are committed to maintaining this valuable resource for our children and for future students of Euchareena Public School.

I would like to thank my committee and on behalf of the executive thank all families who have generously donated throughout this year and who have continued to support the growth and development of our little school through their ongoing involvement in school activities, fundraising and school programs that benefit our children’s educational growth.

On behalf of past and retiring president

Trudy Cummings

Student representative’s message

As a Year 5 student I am writing this message on behalf of the Year six student who during the course of the year moved to another school and was unable to represent the student body as school captain. As a Year 5 student at Euchareena Public School I have enjoyed my school year again and love being part of my school community. I have taken over leadership roles this year and now help organise weekly assemblies with another Year 5 student and I enjoy this experience.

We have helped to organise lots of school activities and help our teachers in the classroom. When the Pre-school students come to our school on Monday mornings I help their teacher organise lessons and equipment. I also like to help the preschool students in the playground to play safely.

I went to a Young Leader’s conference in Bathurst with the other Year five students and enjoyed listening to different speakers and other young leaders.

I will be a school leader next year when I am in Year six and I hope to organise lots of fundraising activities for our school and organise excursions and activities for my student council.

Sophie Clayton

Year 5
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

Student attendance profile

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.

Staff information
We had 6 members of staff in 2007. This included a Teaching Principal, 1 classroom teacher/librarian. The school was supported by 2 part time Teacher’s Aids, General Assistant, Pre-School Program Co-Coordinator and a School Administration Manager.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
</tbody>
</table>

Staff retention
All teaching staff were retained for the 2008 school year

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></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: 30/11/2008

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>100 007.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>42 669.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>40 150.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>6 701.16</td>
</tr>
<tr>
<td>Interest</td>
<td>4 766.42</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>468.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>194 763.12</td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas: 8 302.12
  - Excursions: 3 309.20
  - Extracurricular dissections: 4 790.94
- Library: 999.58
- Training & development: 0.00
- Tied funds: 92 033.32
- Casual relief teachers: 0.00
- Administration & office: 33 277.01
- School-operated canteen: 0.00
- Utilities: 2 728.89
- Maintenance: 3 915.44
- Trust accounts: 787.00
- Capital programs: 0.00

**Total expenditure**: 150 143.50

**Balance carried forward**: 44 619.62

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Achievements

Sport
At our school we provide a wide range of sporting opportunities for students in Years K-6. As educators we encourage all of our students to participate in weekly sport lessons as well as opportunities to be part of team sports, inter school carnivals and representative sport at a higher level.

Highlights of sport in 2007 include:

- OSSA Athletics and Cross Country carnivals
- Inter school learn to swim program at Wellington Pool
- School team entering the Western Small schools sporting association- NSW PSSA Knockout competition for Touch Football at Spring Hill PS.
- School based gymnastics 10 week program with specialised teacher
- School based Lawn Bowls Program at Molong Bowling Club with coaching from member of the bowling club.

Other

Students were involved in a number of curriculum based activities and excursions as well as our major sport and recreation camp.

- Major excursion to Sydney
- Tabloid Day with other OSSA schools at Spring Hill

- Education and Book Week
- COGS based excursions/activities
- Sleepover and class dinner
- Gold Rush Day at Spring Hill
- Performing at Wontama Nursing Home
- Community based Remembrance Day Service
National benchmarks

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 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Priority Schools Program

The school has continued to be supported by this funding again this year.

This funding provides the school with significant funding that enables us to provide resources and help to develop programs and engage our community in school successes.

Some of our successes include:

- Increased student engagement in Literacy programs and higher Benchmark results across all grades.
- Increased student engagement in Mathematics outcomes and special programs with improvements in students test results in all grades.
- Establishing a highly successful and innovative Play group and transition program that operates from our school library, catering for young children in the district. As a result we enrolled three kindergarten children that attended this program in the previous year for this school year.
- High quality and innovative Literacy resources were purchased with funding that engage children in daily Literacy sessions.
- Employment of a part time teacher to further support the classroom teacher and help to implement Quality Literacy programs on a weekly basis.
- Increased Teacher professional learning in Literacy and Numeracy initiatives through DET throughout the year to further enhance Literacy and Numeracy outcomes and improve student engagement.
- Increased parent and community involvement in school initiatives.
Progress on 2008 targets
This section of the report describes the progress made towards achieving the improvement targets set out for 2006.

Target 1
To improve literacy and numeracy levels for students K-6
Our achievements include:
- Increased implementation of Reading Recovery strategies
- Increased support through the Support Teacher Learning Assistance Program (STLA) for students with Learning Difficulties in Literacy.
- Implementation of Literacy groups across the school weekly timetable
- Employment of an extra teacher to support classroom teacher in implementing Literacy groups.
- Purchasing of extensive Literacy and Numeracy resources through PSP funding to support classroom programs.
- Increased use of technology to enhance student’s understandings of key Mathematical Concepts.
- Increased student involvement in Home Reading Program

Target 2
Enhance Learning by developing self-esteem, leadership and resilience in students.
Our achievements include:
- Increased parent and community involvement in school activities and decision – making.
- Development of a school policy in consultation with student services consultant to enhance students self-esteem
- Implementation of a new school uniform policy for all students in consultation with the school P&C to further enhance self-esteem and a sense of school pride in students and their parents.
- Increased involvement in curriculum based excursions as well as involvement in excursions outside the school district.

Target 3
Improved profile of the school in the wider community.
Our achievements include:
- Increased activities that involved the wider community.
- Students representing their school for sport, Anzac day, Remembrance Day.
- Students artwork exhibited
- Advertisements of school in local paper
- Student’s achievements recognised through the school newsletter.
- Public musical performances throughout local community establishments.
Key evaluations

Educational and management practice

Background
Students and parents were surveyed using the School Map Leadership survey. We wanted to find out what students thought about initiatives to improve their learning experiences and their feelings of involvement in the school. Importantly we also wanted to find out what parents felt about their child’s progress and their own experiences at school.

Findings and conclusions
Parents and students generally believe that the school leadership team understands and supports the school.

The majority of parents and students feel that the school continually finds ways to improve student outcomes and involves other groups in these decisions.

All groups acknowledge that they are encouraged to accept appropriate leadership roles within the school.

Future directions
There is a need for the changes that we implement, such as quality teaching, to be more directly linked to student’s learning, improving their sense of achievement and their actual learning outcomes.

Curriculum
Connected Outcomes Groups (COGS)

Background
Connected outcomes groups or COGS as it is known has been a focus for our school this year and will continue to be implemented in school programs in 2008.

Findings and conclusions
Through professional learning experiences the staff involved in the COGS project have found the implementation of the units and the writing multi-stage units a valuable experience and applicable for our own unique setting.

Future directions
We are continuing to trial units and through professional learning experiences, evaluate and implement appropriate assessment strategies.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Euchareena Public School is a progressive primary school that caters for children of all ages and backgrounds. Our school continues to be a wonderful place for our children to achieve their best in all aspects of their school life. The teachers are innovative in their approach to curriculum and as a parent I feel valued and very much part of children’s school & their education.

Parent
As an experienced teacher I find working at Euchareena Public School a rewarding experience. The strong relationships with parents, staff and students continue to grow and there is a sense of community that we have built.

My teaching has supported the innovative programs that the school embraces and my professional learning experiences have enhanced classroom practice and quality teaching.

I enjoy working in a progressive and dynamic environment where I am valued for my expertise and experience.

Teacher
I like my school because we use the computers everyday to do our work. We have swimming lessons and fun excursions and I like to play with my friends at recess and lunch. I have fun teachers and lots of friends who help me everyday. We have a lovely garden and playground that we get to look after.

Year 1 Student
School development 2009 – 2011

Targets for 2009

Evidence of student/teacher engagement in connected classroom lessons.

Students achieving at intended stage/year for numeracy and literacy.

Evidence of higher engagement and improved outcomes in Science and Technology.

Target 1

Evidence of student/teacher engagement in connected classroom lessons.

Strategies to achieve this target include:

- Sharing of lessons and teacher expertise through connected (technology lessons.
- Assess teacher needs
- Assess student work samples
- Analyse results
- Explicit teaching of Maths outcomes via interactive lessons.

Our success will be measured by:

- Increased sharing of knowledge and expertise
- Attendance at Professional learning courses
- Monitor teacher programs Naplan, Class assessments
- All students to achieve stage outcomes in Numeracy

Target 2

Students achieving at intended stage/year for numeracy and literacy.

- Assess teacher needs
- Teachers utilise scaffolding techniques to improve student outcomes. Collection of student work samples.

- Utilise residual PSP funds to employ support teacher to further implement QT Literacy programs
- Purchase of quality literacy resources to support class programs.
- Increase enrolment by 20% over 3 year period. Employ Transition Program Coordinator

Our success will be measured by:

- Attendance at Professional learning courses – READING TO Learn
- Reading levels of students in stage 2 lifted by 25%
- Students attain higher levels of engagement in literacy lessons
- Student engaging in Transition Program

Target 3

Evidence of higher engagement and improved outcomes in Science and Technology.

- Strategies to achieve this target include:
- Sharing of lessons and teacher expertise
- Assess teacher needs
- Involvement in combined school’s science rally day

Our success will be measured by:

- Increased sharing of knowledge and expertise
- Attendance at Professional learning courses
- Increased student engagement in Science and Technology
About this report

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

Mrs Meg Cross Principal
Mrs Carol Smithers Teacher
Mrs Colleen Clayton SAM

School contact information

Euchareena Public School
Walter Street
Euchareena NSW 2866
Ph: (02) 63 64 1062
Fax (02) 63 64 1094
euchareena-p.school@det.nsw.gov.au
School Code: 1869

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: