Our school at a glance

Students
The students attending Stuart Town Public School live within the small rural village setting. There were five students enrolled in 2009, two boys and three girls, with an age range from Kindergarten to Year 5.

Staff
There were no staffing changes in 2009. The stability in personnel provides consistency for the students.

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

Significant programs and initiatives
Students participated in community events and inter-school programs. Both the P & C and the school funded the students' involvement in the 'Books in Homes' program and ‘Jetsetter’ magazine.

Student achievement in 2009
A high percentage of student participation was achieved in internal and external educational activities. Students strived to achieve to the best of their ability in sporting, academic and cultural events.

Messages

Principal's message
Stuart Town Public School is a key component in the community. The staff and students are active ambassadors for the school and community. It is extremely pleasing to report the very high level of participation by students at events, usually 100%.

Community organisations and committees request the students and staff to represent and interact with the public at major events in the village such as ANZAC Day ceremonies and commemorative events. The students are keen to interact and support the local organisations and the local community support and delight in the students' efforts. As the students participate in community events they are developing greater community spirit and citizenship.

It is a high priority to foster students' interaction and relationships with members of the wider community. To the credit of our staff, although we have a small cohort of students they participate in community, state and national fundraising and awareness-raising events. Our school joins with the Dubbo Small Schools’ group for sporting and cultural activities. The students, staff and community take advantage of opportunities to present the school to visiting student groups, past students and educational visitors. We take pride in sharing our well-equipped school and facilities.

This report will reflect on and highlight the positive outcomes and achievements gained by students and staff.

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.

Joy Wyner

P&C
Throughout 2009 Stuart Town Public School was supported by the P & C with funds raised being used to support the students with their major excursion and other events. Fundraising events included Cash for Cans (recycling), Nutrimetics Lipstick and Product Drive, Christmas Fundraiser and raffles.

A school canteen was operated one day per week and the Annual Prize Presentation was organised and catered for.

Meetings are held on the third Thursday of each month during each term and parents and community members are welcome and encouraged to attend.

Marion Percival, P & C Secretary

All students received Jetsetter prizes.
Student representatives’ message

We are involved in many activities and we have a visitor or an excursion every week. The Year 4 and Year 5 students are expected to be polite, use manners and set the correct example for the younger students. The senior students planned and did activities with the proposed 2010 Kindergarten children.

In 2009 the highlights for the year were the Blue Mountains excursion, CWA International Day, Presentation Evening, visit from Glebe Public School and Mrs Keirle’s practice teaching period. During local Council Week we visited Wellington Council Chambers, met the Mayor and Jordana sat in the Mayor’s chair. We went to Orange to do training activities with NSW City/Country Rugby League representative players. At the Wellington Eisteddfod our prepared mime, “Morning Rush”, was great. We were awarded first place and Alexandra Dickerson made the crowd laugh.

We do lots of different things; we learn and want to attend school.

Jordana Dickerson and Bailey Preston

Students at Blue Mountains Scenic World

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

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Student enrolment profile

Student attendance profile

Good school attendance provides opportunities for students to participate in constant and engaging learning experiences. As can be seen in the following table and graph, the attendance rates for our school are above state and regional standards.

<table>
<thead>
<tr>
<th>Attendance averages for 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Average</td>
</tr>
<tr>
<td>92.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school limits non-attendance by using quality teaching strategies, fostering engagement and encouraging attendance.
If a child does not attend school and a note is not received within a few days, a proforma note is sent home with the next school newsletter.

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

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

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Class size data are as provided by schools in the annual class size audit.

Structure of classes
All students are in one multi-age, multi-stage class. There were five students from Kindergarten to Year 5 in the one class group.

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

<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>Classroom Teachers</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>2.2</td>
</tr>
</tbody>
</table>

During 2009 there were no indigenous people employed as fulltime employees at Stuart Town Public School.

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

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

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>135 751.34</td>
</tr>
<tr>
<td>Global funds</td>
<td>32 646.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>14 327.11</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2 123.47</td>
</tr>
<tr>
<td>Interest</td>
<td>5 113.59</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>558.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>190 520.42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7 474.99</td>
</tr>
<tr>
<td>Excursions</td>
<td>585.26</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>413.13</td>
</tr>
<tr>
<td>Library</td>
<td>1 035.47</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>816.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>14 592.48</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2 200.12</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>3 671.95</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>3 529.48</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1 017.87</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>558.90</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5 128.50</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>41 024.85</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>149 495.57</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
With the assistance of Mrs Frazer the students entered the 'Simsmetal Waste to Art and Design' competition which is a community art project celebrating the recycling and reuse of waste throughout the NetWaste region. Our students created a three-dimensional image of the world using discarded blue plastic bags, aluminium cans and fencing wire. The entry, called 'Warree',
progressed through the regional levels of the competition and the students were invited during local ‘Council Week’ to visit the Wellington council chambers and receive their prize from the Mayor, Mrs Anne Jones.

Presentation to students by Mayor Anne Jones

At the 33rd Annual Wellington Eisteddfod all students participated in the Verse Speaking Choirs for Small Schools and received third place. In the Prepared Group Mime Own Choice for Small Schools they gained a first place and a glowing adjudication report. Their final performance in the Percussion Group for Small Schools won them third place with very positive and encouraging comments. The students expressed a keenness to participate in the eisteddfod in 2010.

Mrs H Rutherford, Principal of Mumbil Public School, applied for and received a grant to develop a Small Schools’ Art Program and Exhibition. The participating public schools were Mumbil, Goolma, Geurie and Stuart Town. All the schools attended morning activities at Stuart Town School before the exhibition opening at the School of Art Hall. At the opening, student representatives from each school presented their work and introduced their resident artist. Artists, invited guests, parents and community members were very impressed with the outstanding display and ability of the students to present their thoughts, ideas and reports to a large audience.

Sport

Stuart Town Public School is a member of the Dubbo Small Schools’ group and participates in the Swimming, Athletics and Cross Country Carnivals.

The Swimming and Athletics Carnivals were held in Dubbo and Stuart Town had 90% of enrolments participating with all students encouraged by staff members and parents. The Athletics Carnival was held in very poor weather conditions and our students are congratulated for their stamina and perseverance. The students were very keen to participate in the PP6 school relay events at the Swimming Carnival and Athletics Carnival and came fourth in both events.

The Small Schools’ Cross Country Carnival was held in association with a fun run. The students performed very well and money raised was used to support the students’ major excursion to the Blue Mountains.

Stuart Town and Mumbil students joined together to participate in an introduction to AFL Football and coaching session. The students participated in lead-up games and skill development drills.

Bailey and Mitchell Preston represented our school at the Dubbo District Primary Boys’ cricket trials.

We attended the Rugby League Clinic conducted at Orange with over 400 children in attendance. The children were put into groups and rotated around a number of drill and skill activities. There were opportunities for the students to work with NSW City and Country Team representatives and coaches. All students conducted themselves in an outstanding manner and their skills, interest and knowledge were developed.

State representatives signing NRL posters

Other

The major excursion for 2009 was to visit historical sites and attractions within the Blue Mountains area. The excursion was attended by all students from Kinder to Year 5, Mrs and Mr Frazer and Mrs Wyner. A unit of study based on the exploration and discovery of Australia, historical and tourist attractions was completed.

The excursion proved to be an extraordinary activity and there were very memorable occasions for all students and adults involved. The guides provided information and insight into the historical, environmental and tourist aspects of the area.

All students were very good ambassadors for their school and community. Thank you to Mr and Mrs
Frazer for their care, concern and supervision during the excursion.

**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**

There were no Year 3 students in attendance during 2009.

**Numeracy – NAPLAN Year 3**

There were no Year 3 students in attendance during 2009.

**Literacy and Numeracy – NAPLAN Year 5**

There were two students in Year 5 during 2009. Both students participated in the NAPLAN – National Assessment Program Literacy and Numeracy. After the school and parents received the assessment sheets highlighting the child’s achievements parent/teacher interviews were conducted.

**Progress in literacy and numeracy**

Year 5 students and the school received progress analysis sheets.

**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 to parents within the NAPLAN Assessment Sheet and also discussed at parent/teacher interviews.

**Significant programs and initiatives**

**Aboriginal education**

A program introducing Wiradjuri, the aboriginal language of our area, was developed for the students and this program will continue in 2010. The senior students were also involved in delivering Acknowledgement of Country at major assemblies and our End of Year Presentation Evening.

**Multicultural education**

Department of Education and Training Calendar for Cultural Diversity, 2009 ‘Australians All’, was the supportive document producing information and prompts for the morning language program. The calendar and language program also highlight significant events within the aboriginal culture.

With the guidance of Mrs Burns and Mrs Frazer the students keenly participated in the Country Women’s Association (CWA) country of study activities. The country was Egypt and the students researched, studied, collaborated and produced a number of varied projects. They also performed at the CWA International Day luncheon at Mumbil.

In association with other small schools within the area we participated in the Musica Viva in Schools program which develops lessons for the students that are conducted before a performance. The children are given the opportunity to be part of the audience and they may be invited to perform with
the artists. The performances often take on an international or multicultural theme.

**Respect and responsibility**

There is a close bond between the Stuart Town community and Stuart Town Public School. The students are involved in a wide range of programs and learning experiences while assisting the local community and supporting events. By being actively involved respect and responsibility, within school and in the local community, are being fostered, encouraged, expected and provided from our students.

The school staff, Parents and Citizens and community leaders involve the students in community events including ANZAC Day March and Ceremony, Clean Up Australia Day, National Tree Day, Footy Colours Day (The Cancer Foundation), and Arbour Day (planting trees and shrubs allocated to the school by Wellington Council.

On 11th November 2009 a Remembrance Service was conducted within the school grounds. The students directed the proceedings and all staff and visitors were impressed by their knowledge and composure.

At the local Wellington show the students took the opportunity to enter both the school and general sections. All students were successful and received place certificates and merit awards. Haley McConnell and Jordy Dickerson shared first place as junior champion exhibitors and both received a sash. The students, staff and community were very pleased with the success and participation levels of the students.

As a part of Environmental Awareness the students and community members participated in the Cash for Cans program and money raised was donated to the Parents and Citizens’ Association and used to subsidise the major excursion.

The P & C also provided the funding for the students to subscribe to Jetsetter Magazine. The students are able to submit written work, art, craft and photos to the editors of the magazine and all students receive a copy of the magazine and contributors receive special prizes. There are three issues distributed each year and the students are keen to see their items published.

The Education Week and Back to School Programs were very successful and memorable for students, staff, family members and visitors. The students assisted with the organisation and management of the activities as well as providing displays, performances and sharing their technological skills. We received a number of thank you notes from visitors and former students.

**Progress on 2009 targets**

**Target 1**

To improve students’ expressive and receptive language in alignment to their age/stage levels.

Our achievements include:

Consistent oral language expectations for the classroom, playground and school functions have been achieved. All staff members have common standards and expectations. Parental awareness of the importance of language has been increased but further development will be needed.

The Support Learning Assistance teacher was contacted to assist with administration of the Western Region Language Test or Receptive Language. All students were evaluated and a
small targeted group was identified. A program was planned and implemented with participants being reassessed at the end of the program and all participants achieved the set outcomes. This program will be followed up with similar strategies applied to the infants students in 2010.

During spelling activities an emphasis on word meanings and how words work was developed within the program. Students started to use a wider vocabulary within classroom discussions and during playground interactions. These observations were made by teachers, staff, students and parents.

**Target 2**

To improve students’ understanding and ability to interpret and use data and money.

Our achievements include:

One hundred percent of primary students effectively managed their money on local and major excursions.

The students often set up a ‘play’ shop and would price stock, buy, exchange and give change.

The primary students can purchase items from the drink fridge, recording their purchases and giving the correct change.

The senior students assisted with the collecting and counting of funds during fundraising events such as the Golden Circle Fun Run.

Sixty percent of students were working and achieving outcomes at their appropriate stage level.

**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 in the following areas:

**Educational and management practice**

**Planning**

**Background**

Towards the end of 2009 Stuart Town Public School was selected to be part of the National Partnership program. Due to our involvement we were required to complete an extensive school analysis with the assistance of students, staff, parents and community members. With the input of these parties and the school data information from the School Measurement Assessment and Reporting Toolkit (SMART), NAPLAN Data package, regional reading benchmark data, in-class testing, assessment tasks and conferences the 2009 Management Plan was developed.

**Findings and conclusions**

The completion of a school situational analysis was a time-consuming task but was very worthwhile and provided background information and data that influenced the decision-making and planning processes within the school.

With the Management Plan providing the direction professional learning opportunities, funding and human resources were applied to meet the plan's requirements. The Management Plan is not a rigid document but static and may need alterations as a result of changes in the school situation.

The completion of a formal situational analysis will need to be a yearly task conducted with the assistance of staff, students, parents and community members.

**Future directions**

The development of the 2010-2011 Management Plan and the associated Professional Learning Plan was completed but changes may occur if and when the needs of the school clientele change. Also a recording sheet for key evaluations conducted over the past six years was produced and will become an appendix to the School Management Plan.

Easter Hat Parade

**Curriculum**

Human Society and Its Environment (HSIE)

**Background**

Stuart Town Public School was involved in trialling the COGs (Connected Classroom units) in 2007 and 2008. During 2009 integrated teaching units were developed by the teachers to meet the unique circumstances of the students, school facilities and situation within the rural isolated environment. The units were developed around specific focus areas within the HSIE or Science and Information Technology Curriculum.
Findings and conclusions

Computer software, internet resources, smartboard facilities, library resources, teacher reference material, posters and videos were all found to be excellent resources and support the HSIE curriculum outcomes and teaching units.

Within 2009 resources were purchased to further support teaching units. There have also been funds budgeted in 2010 for the purchase of equipment for Early Stage One students to develop their understanding of social systems and structures.

The four-year rotation plan for major excursions has been directly linked with the HSIE curriculum area and teaching units. In 2009 the unit of study was “Exploration” and the major excursion was to the Blue Mountains.

The students, parents, teachers and staff representatives were aware of the integrated approach and considered this to be an effective and relevant teaching method.

Future directions

Increased use of up-to-date text, media, computer programs and internet material will be incorporated into teaching programs. Develop the skills of the students to select accurate sources when researching.

Teachers will be involved in professional learning activities to develop their ability to create lessons and design assessment tasks using the technological equipment available – computers, internet, smartboard and video-conferencing material.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses were very positive and over 70% of people surveyed stated the school was well resourced and were pleased with the service provided by the staff. The area of concern mentioned by 30% was that more students would be a good addition to the school. There were no major concerns highlighted by the group. The consensus was that the students could not be better served by their local school.

Professional learning

Funding to the value of $5583 was spent on professional learning and included School Management – Principals’ conferences; Best Start – Kindergarten training; National Partnership – Low SES; Technology training – smartboard; Administration – SASS training.

School development 2009 – 2011

Stuart Town Public School will be participating in the National Partnership Program for Low Socio-Economic Schools. The planning strategies and methods developed in 2009 will be implemented and assessed. All staff will be involved in planned professional learning to increase the quality teaching strategies used within the classroom.

There will also be a focus on up-skilling all staff and students in using technology – connected classroom equipment, school website facilities, smartboard material and the DET website, therefore utilising the school resources and Department of Education on-line facilities more effectively.

Transition Students, Kinder for 2010

Targets for 2010

Target 1

At least 50% of K-2 students achieve the regional reading benchmarks by the end of 2010.

Strategies to achieve this target include:

- Conduct and analyse running records for Early Stage 1 and Stage 1 students weekly.
- Develop individual and small group teaching programs to meet specific student’s needs. Also support students achieving at their appropriate stage level.
- Commence professional development Best Start program and administer Best Start assessment tasks.
- Analysis of Best Start data to identify areas of need and strengths in literacy and numeracy.
• Inform and discuss the Best Start results with parents and guardian with follow up during interviews and School Reports.

**Our success will be measured by:**

• Assessment of running records, taken during Term 2 through to the end of Term 4 for all students, will show entry and exit data and appropriate growth.
• Individual and small group teaching programs to meet specific student's needs.
• Achieve Early Stage 1 and Stage 1 outcomes for students within these stages.
• Complete Best Start professional development, assessment tasks and analyse data. Use data as base level data.

**Target 2**

*Stage 2 and 3 students demonstrate average progress of at least 10% in school-based “working mathematically” assessments from Term 2 to Term 4, 2010.*

**Strategies to achieve this target include:**

• Analyse NAPLAN data to identify Mathematical areas where students need assistance and have strengths.
• Develop and conduct school-based “working mathematically” assessments. Administer the assessments in Term 2 and Term 4, 2010.
• Develop Teaching Principal's knowledge and understanding of Newman’s Error Analysis using online resources.
• Teaching Principal to apply Newman’s Error Analysis and to teach the strategy to students, staff members, community helpers and parents.
• Use students’ working out when assessing their tasks and marking work samples.

**Our success will be measured by:**

• Stages 2 and 3 students demonstrate average progress of at least 10% in school-based “working mathematically” assessments from Term 2 to Term 4, 2010.
• Staff, students and parents to apply Newman’s Error Analysis during lessons.
• Improved results in students’ problem-solving tasks within class and on work samples.
• Working out will be clearly visible in student workbooks, assessment tasks and work samples.

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**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.

Joy Wyner, Principal
Sandra Preston, P & C President/Parent
Marion Percival, School Administrative Manager
Kim Frazer, Community Representative
Judy Burns, Staff Representative

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**School contact information**

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Web: www.stuarttown-p.schools.nsw.edu.au
School Code: 3127

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:
