2008 Annual School Report
Sussex Inlet Public School

NSW Public Schools – Leading the way
Messages

Principal's message

It is an honour to be the Principal of Sussex Inlet Public School (SIPS) and to present this report to our community.

SIPS has a commitment to quality and caring in all it does. We enter into partnerships with parents, carers, other government agencies and the community to provide support and quality experiences for all our students and their families. We encourage the full participation of students, parents and the community in planning, implementing and leading school programs and in the development and review of plans and policies.

All students are encouraged to achieve their personal best in academic, social, sporting, creative and cultural areas. Opportunities to mix with other school communities are provided through regular participation in gala days, debating and leadership activities.

This report is designed to provide you with information about some of the programs implemented in 2008 and to give you an insight into our plans for 2009 and beyond.

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.

Chris McLean

P&C message

SIPS P&C plays an important role in the school community, not only for raising funds but also for providing support and assistance wherever and whenever requested. Volunteers spend many hours selling uniforms, collating and distributing book club orders, maintaining canteen financial records and preparing for fundraising events. Our members also assist by attending planning meetings, workshops and Merit Selection Panels for staffing requirements.

In 2008 we have had a slight change of focus with fundraising efforts moving away from some of our traditional events. This has led to a smaller than normal profit but has also meant a smaller workload for members. We have also had no major requests from school for funding during 2008 but 2009 may be different!

The major fundraiser was a joint project organised with the staff to raise funds to assist our Southern Stars performers. A very successful “Spicks & Specks” night was held in May which had fantastic support from the school and wider community. Approximately $2200 was raised from this night and it was well worth all the time and the effort of the organisers. As a result P&C donated $2000 towards the Southern Stars expenses.

Fundraising events have included:

- A school disco
- Tea towel and apron sales, featuring children’s self portraits
- Pancake Day Stall
- BBQ stall at Bunnings
- Pancake stall at the Rotary Conference
- Mobile phone recycling
- Sales of Cancer Council sunscreen
- 2009 calendar & Christmas card sales, featuring children’s photos or artwork
- Spicks & Specks night
- Stall at Choppers for Charity selling garden bulbs

Funds have been donated for the following programs:

- Classroom Consumables $960.00
- Gymnastics Program $437.50
- Southern Stars $2000.00
- Year 6 Gifts + engraving $475.00
- Student Representatives $75.00
- Student Blazers $281.59
- Year 6 Bus $300.00

Total $4529.09

We conclude 2008 with approximately $4500.00.

The P&C also operates the school canteen and this year we have been able to boost funds through catering for DET regional trainings days that have been held in our school. Our profits this year have been less than in previous years and we will look more closely at this when the year ends and the books are audited. We must thank our volunteers, some of whom come in every week, others once a month and sometimes once per term. Each one of these helpers is valuable to the continued running of the canteen.

Another continuing initiative of P & C has been the provision of library bags, hats and colouring pencils to each child enrolling in Kindergarten. This year we will be providing each Kindergarten student with a wide brimmed hat and in total this gift will cost approximately $12 per Kindergarten student.

It has been the continued support of our school community, including families and staff, that has made 2008 a successful year for SIPS P&C Association and we thank you all very much and look forward to 2009.

Bronwyn Hedger

President

Student representative's message

In 2008 we have had the privilege of being the Captains of Sussex Inlet Public School. We’ve had many opportunities to develop leadership skills. We met our Federal Member of Parliament, Joanna Gash. Ms Gash spoke to us about what it takes to be a leader. At Nowra High School we had the opportunity to learn about leadership with school leaders from around the district. It was great to share experiences and meet new people.
During the year we have had meetings with Miss Peters and the other representatives on the SRC. We have discussed problems in our school and ways to change them, organised successful competitions and raised money for charities.

A new value system called Positive Behaviours for Success (PBS) was launched at our school this year. Miss Peters and SRC members organised a competition for all students and their families which involved the designing of School Fish logos. Blue Fair fish, Green Inclusive fish, Yellow Safe fish, Orange Honest fish and the School fish Logo were the results of this activity.

Another project of the SRC was the Bus Ticket System. This involved the SRC choosing students who had been behaving well on the buses and giving them chances to win prizes from the canteen. This system was a great success and we believe that bus behaviour improved because of it.

It has been a privilege to be the School Captains for 2008. We thank our fellow students, SRC members and school staff for making this year a memorable year.

Rebekah Douglass and Jack Westley
School Captains

Student enrolment profile
Anticipated enrolments for 2008 were approximately 290 but student numbers grew steadily during the year. By the end of the year enrolments had reached 309.

With a large Year 6 group leaving and a much smaller Kindergarten group to begin, anticipated enrolment for 2009 is 280 students.

Student attendance profile
In 2008 attendance rates at SIPS dropped below both the region and the state leading to the development of a plan to address this in 2009. Regular attendance is essential if students are to achieve their personal best.

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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>1-2C</td>
<td>2</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>1-2C</td>
<td>1</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>1-2D</td>
<td>1</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>1-2D</td>
<td>2</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>1-2H</td>
<td>2</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>1-2H</td>
<td>1</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>3-4C</td>
<td>4</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>3-4C</td>
<td>3</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>3-4G</td>
<td>4</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>3-4G</td>
<td>3</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>3-4P</td>
<td>3</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>3-4P</td>
<td>4</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>3-4T</td>
<td>4</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>3-4T</td>
<td>3</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>5-6D</td>
<td>5</td>
<td>13</td>
<td>28</td>
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<tr>
<td>5-6D</td>
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<td>15</td>
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<td>5-6G</td>
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<td>5-6G</td>
<td>6</td>
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<td>5-6H</td>
<td>5</td>
<td>14</td>
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<td>5-6H</td>
<td>6</td>
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<tr>
<td>KH</td>
<td>K</td>
<td>20</td>
<td>20</td>
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<tr>
<td>KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

**Structure of classes**

All class groups were Stage based with two Early Stage 1 classes, three Stage 1 classes, four Stage 2 classes and three Stage 3 classes. The fourth Stage 2 class was formed early in March to accommodate an unanticipated increase in enrolments.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>Priority Schools Program Teacher</td>
<td>.4</td>
</tr>
<tr>
<td>Part Time Teacher - Technology</td>
<td>.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Assistant</td>
<td>1.2</td>
</tr>
<tr>
<td>General Assistant</td>
<td>.4</td>
</tr>
<tr>
<td>Total</td>
<td>18.4</td>
</tr>
</tbody>
</table>

**Staff retention**

At the end of 2007 Mr Burney, Assistant Principal, was transferred to Berry Public School and Mr Crawford was appointed to replace him for the commencement of 2008. Unfortunately, due to illness, Mr Crawford was unable to continue in his position. Mrs Chittick relieved in the Assistant Principal’s position throughout the year with Ms Peters filling the vacant classroom teaching position created by this change. Ms Linda Glover filled the additional teaching position created when enrolments rose early in the year.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.6%.

A number of staff members accessed their entitlement to Long Service Leave during the year, for periods of up to four weeks. During their leave classes were taught by qualified professionals with little disruption to educational programs.

**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>25%</td>
</tr>
</tbody>
</table>

SIPS teachers have gained qualifications in a range of specialist areas through additional study at a number of universities in recent years. Post graduate qualifications in Special Education, Literacy teaching and Educational Leadership are amongst the additional qualifications held. SIPS teachers have demonstrated a high level of professionalism through such commitment to lifelong learning.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
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>30/11/2008</th>
</tr>
</thead>
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### Income

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>258 270.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>113 039.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>99 362.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>71 559.00</td>
</tr>
<tr>
<td>Interest</td>
<td>17 109.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 415.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>564 754.00</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>25 970.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>29 882.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>28 768.00</td>
</tr>
<tr>
<td>Library</td>
<td>8 042.00</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>10 977.00</td>
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<tr>
<td>Tied funds</td>
<td>69 859.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>22 785.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>25 524.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>17 249.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7 837.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6 229.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>21 822.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>274 944.00</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>289 810.00</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Creative Arts

Visual Arts

During 2008 a vibrant mural was created reflecting the environment in which we live and work. The talents of 75 students were put to good use under the direction of Mrs Tiina Hill. All our Kindergarten children were involved in the project. Students drew and painted four panels depicting the inlet, the beach, the lake and the escarpment. These panels now have pride of place on the front wall of our assembly hall.

Performing Arts

Southern Stars is an annual, major event in the public schools’ performing arts calendar for the Illawarra and South East Region. The theme for 2008 was ‘This Life.’ A total of 64 SIPS students participated in the dance and choir sections of the show. The choir students were trained by Mrs Ruddick, with community member Cath Larkin assisting her. They were supported by Mrs Chittick and parent, Sharon Piendl, who trained the dancers. Twenty parents were also involved in the care of the students while they were staying in Wollongong for the performances. The P&C supported our Southern Stars financially and many parents and community members were involved in preparing props and making costumes. This was co-ordinated by parent, Bronwyn Hedger.

Mini-Movies

Students from 5/6H submitted entries into the Illawarra South East Regional Mini-Movies Festival. Students completed the process of planning, shooting and editing movies using computer software. Students were then given the opportunity to view their movies at the ROXY Cinema Complex in Nowra with other cooperating schools. “Bobo – The Psycho Suitcase” created by Jardeen Solomona, Jemma Koellner-Prescott, Idgy-Lou Becker-Freeman, Brooke Douglas, Miranda Lockhart and Chae Moloney, was our school finalist.
Debating

This year 24 students from Years 4-6 attended an in-school debating workshop presented by Mrs Chittick and Mrs Drummond. Of these, 16 formed the continuing debating group. A number of debates were held during lunch times and were used as demonstrations to the class groups which made up the audie

Ten students participated in the Premiers’ Debating Competition. As part of this program a debating day was conducted at SIPS with students and teachers from Braidwood Central School joining us here. One of our teams, consisting of Teneika Marston, Jack Westley, Shane Bate and Shannon Kerma went on to win the zone semi-final.

Four students participated in a debate against Vincentia Public School utilising our newly installed Connected Classrooms technology. All students believed debating via video link was challenging but exciting.

The PDHPE team organised and prepared SIPS teams for all the Gala Days planned by our local PSSA for all students in Years 3 to 6. Students then represented our school at District and Regional levels in team sports. These students include:

- Soccer: Taj Lukas, Ben Wiggins, Jack Westley and Rebekah Douglass took part in trials for the zone soccer teams, representing our school wonderfully.
- Rugby League: Boyd Blayden, Tyler Clark, Jay Edwards, Justin Hornitzky, Robbie McDonagh, Joshua Wilson, Taj Lukas and Brodie Lane attended the South Illawarra Zone Rugby League Trials. Boyd Blayden and Joshua Wilson were successful and represented the Shoalhaven / Illawarra region at the South Coast Rugby League trials.
- Softball: Jay Edwards attended the Regional Softball Trials.
- AFL: Boyd Blayden, Robbie McDonagh, Justin Hornitzky and Jay Edwards represented SIPS at the zone AFL trials. Robbie McDonagh was successful in making the Shoalhaven / Illawarra Sharks AFL team.
- Touch Football: Mihkayla Humble, Idgy-Lou Becker-Freeman, Chae Moloney, Jay Edwards, Tyler Clark, Justin Hornitzky and Robbie McDonagh tried out for the District Touch Football teams. Jay Edwards, Tyler Clark and Robbie McDonagh were successful and represented South Shoalhaven at the Regional Carnival.
- Rugby Union: Jay Edwards represented South Shoalhaven at the Zone Rugby Union Carnival.

Our students represented SIPS at district, regional and state levels in the three individual sporting disciplines – Swimming, Cross Country and Athletics. These students included:

- Swimming: Shannon Kerma represented South Coast at the State Swimming Championships in Sydney.
- Cross Country: Chae Moloney, Jasmin Douglass, Rachael Harris, Charlene Malone, Leah Davidson, Madii Taber, Jarrod Hammond and Matthew Bettington represented South Shoalhaven at the Regional Cross Country carnival.
- Athletics: Mihkayla Humble, Sidnee Jenkins, Madii Taber, Rebekah Douglass, Tyler Clark, Mitchell Klein, Meg Dunnett, Skyla Rayner, Amber Hedges, Jessica Green and Rachael Harris represented South Shoalhaven at the Regional Primary Athletics Championships at Wollongong.

Sport

Students from Stages 2 and 3 participated in the Diabetes Australia Healthy and Active Kids Program. The aim of the program is to encourage healthy eating and fitness habits. Students monitored their eating habits at home and at school and used pedometers to monitor activity levels during the program.

All Stage 1 students participated in an eight week intensive gymnastics skills program with trained instructors who came to the school on a weekly basis. The program will continue in 2009 when all SIPS students will be involved. We aim to focus on whole school Gymnastics development bi-annually.

The annual DET School Swimming Scheme was implemented in Term 4 for Year Two and Three students. Mrs Drummond completed her Austswim training earlier in the year in order to accompany and teach the students daily as one of three teachers who implemented the program. All our students made considerable progress with their swimming skills and knowledge of water safety during the two week program.
Programs to support Gifted and Talented students

In 2008 gifted and talented students at SIPS were supported through differentiation of the curriculum. Our programs included enrichment and extension activities.

In addition to the opportunities and challenges provided for students in visual and performing arts, debating and public speaking, sport and the use of technology outlined above students engaged in a range of programs including:

- a Stage 3 group which engaged in the Murder Under the Microscope online challenge, supported by Mrs Dunnett.
- a Stage 2 enrichment group which took on the challenges of advanced assignments under the guidance of Mrs Chittick.
- a Stage 1 group which immersed themselves in a study of endangered animals and then participated in the Golden Paws art competition with Mrs Drummond and Mrs Henderson.
- students participating enthusiastically in the World Mathematics Day online competition.
- students from Years 3 to 6 taking part in the International Competitions and Assessments for Schools program. A total of 66 assessments were completed in English, Spelling, Writing, Mathematics, Science and Computer Skills. SIPS students earned 1 High Distinction, 5 Distinctions and 9 Credits.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

Our results showed that grammar and punctuation is an area of particular strength, reading and writing improved on the school average 2005 – 2007 with spelling remaining an area for improvement.

These results show that our students achieved better than state average in bands 4 and 5 that our focus should be on moving students from band 3 to 4 and from 5 to 6 in 2009 and beyond.

Improvements in writing have been achieved each year since 2005 as a result of professional learning, school planning and programming in this area.
Improved results in bands 4 and 6 are pleasing but over representation in bands 2 and 3 is of concern.

Numeracy – NAPLAN Year 3
Numeracy results show improvement in bands 4, 5 and 6, with our students bettering the state in bands 4 and 5.

These atypical results have resulted in the development of individual learning plans for some students in 2009.

Our focus in 2009 will be on reducing the numbers of students in band 2 and increasing the number in band 6.
Lower than anticipated numbers of students in bands 7 and 8 has lead to plans to a review of the Stage 3 writing program for 2009 – 11.

These results indicate that the 2008 focus on spelling needs to continue into 2009 and beyond.

This cohort of students is atypical and analysis of individual and group results will drive whole class, group and individual support programs in 2009.
Progress in literacy

The downward trend of 2004 – 2006 and 2005 – 2007 has been reversed with pleasing progress being made by our students 2006 – 2008. SIPS is now close to the state growth rate but still lags behind the growth rate of the like schools group.

The progress in writing made by SIPS students has continued to be impressive, far outstripping that of the state and our like schools group. This has been the case since 2004 and a cause for celebration.

Progress in numeracy

Our students have made impressive progress in numeracy when compared to the like schools group and their progress compares favourably when measured against the state also. This is a pleasing improvement of the 2005 – 2007 results.

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 achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>98</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>82</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Priority School Program (PSP)

Literacy Focus Programs

Literacy is a major PSP focus area and this year our school set goals in this area to:
- Improve Literacy outcomes for all students.
- Improve the quality of teaching and learning.
- Increase the level of students’ participation and engagement in learning.
- Enhance partnerships between the school, parents and caregivers and the wider community.
- Ensure that all students achieve the syllabus outcomes for their stage of schooling, where appropriate.

The effectiveness of our programs is evidenced by:
- Enhanced teaching skills, practices and programs as a result of professional learning through Support Teacher Learning Assistance, Reading Recovery, Best Start and Teaching Narrative programs.
- High levels of student uptake of the Reading is RAD holiday reading program and completion of the Premier’s Reading Challenge.
- Successful delivery of parent and carers and tutor training programs and workshops throughout the year.
- 97% of Year 3 and 94% of Year 5 students bettering the minimum National Literacy standards in the NAPLAN Test.

Numeracy Focus Programs

Numeracy is a major PSP focus area and this year our school set goals in this area to:
- Improve Numeracy outcomes for all students.
- Enhance the quality of teaching and learning.
- Increase the level of students’ participation, and engagement in learning.
- Enhance partnerships between the school, parents and caregivers and the wider community.
- Ensure that all students achieve syllabus standards for their stage of schooling, where appropriate.

The effectiveness of our programs is evidenced by:
- Enhanced teaching skills and programs introduced through the Best Start, Count Me In Too (CMIT) and Counting On programs.
- Successful parent workshops showcasing CMIT and Counting On strategies for use at home, to boost students’ knowledge and retention of basic number concepts.
- 95% of Year 3 and Year 5 students bettering the minimum National Numeracy standards in the NAPLAN Test.

Student Welfare Focused Programs

Student welfare is the third PSP focus area and this year our school set goals in this area to:
- Further develop and sustain the positive and inclusive school culture.
- Raise expectations for the academic and social success of all students, teachers, school executive, parents and caregivers.

The effectiveness of our programs is evidenced by:
- 44% decrease in behaviour referral forms compared to 2007.
- Inclusion of our Student Representative Council in the decision making process of structuring our new awards system.
- 100% participation by staff in the delivery of explicit lesson plans to teach, reinforce, practice and reward expected behaviours in the playground and classroom.
- The number and variety of extra-curricular activities organised and conducted by teachers to engage students and promote school spirit.

Aboriginal education

All SIPS teachers and students were encouraged to view, discuss and reflect on the Ngunnawal Peoples’ welcome to country, performed for the first time at the official opening of the national Parliament and the Prime Minister’s apology to the stolen generations in February. These were historic events for Aboriginal people and for all Australians.

In July SIPS celebrated NAIDOC Week in a number of ways. Students were introduced to traditional and contemporary Aboriginal arts, crafts, music and games and each class group created a display or a performance.

Studies of famous Indigenous Australians and their achievements in literature, arts, business, politics and sport were conducted by senior students, using both Library and Internet resources.

Junior students had opportunities to listen to and watch dreamtime stories and to learn about the native plants and animals that were important in the lives of traditional Aboriginal people.

In addition to these special celebrations Aboriginal perspectives were incorporated throughout our integrated curriculum units and across the Key Learning Areas.
**Multicultural education**

SIPS recognises and values the backgrounds and cultures of all students and aims to promote an open and tolerant attitude towards different cultures, religions and world views. We believe that community harmony can be promoted through school policies and practices which counter racism and intolerance and develop understanding of cultural, linguistic and religious differences. In 2009 students have had opportunities to engage in classroom topics that reflect strong multicultural educational links.

Early Stage 1 and Stage 1 students developed understandings about our multicultural heritage by sharing stories, oral histories, photos and artefacts related to their own and other families in our community. They developed values related to social justice and intercultural understanding through participation in a variety of learning activities.

Stage 2 students undertook a study of the British colonisation of Australia. Students developed values and attitudes associated with social justice, ecological sustainability and democratic processes, and they identified multicultural changes that have occurred in Australia as a result of British colonisation.

Stage 3 students developed knowledge and understandings of different cultural influences on the Australian culture. Knowledge about how Australians live, behave and express their cultural differences and values was particularly reflected in the study of the multicultural workforce that led to the creation of the Snowy Mountain Hydro Electricity Scheme.

**Respect and responsibility**

**Positive Behaviours for Success Program (PBS)**

Through involvement in the PBS Program, we aim to achieve a positive and inclusive school environment. During the three year development period, staff, students and the school community will look to develop positive attitudes and behaviours that will lead to sustained student success. This program is based on explicit and systematic social skills instruction, behaviourally based interventions and academic instruction matched to the learner’s needs.

As part of this program in 2008 we have:

- Developed a values matrix for our school.
- Empowered students through involvement in decision making in this area.
- Organised a ‘fish’ logo competition to finalise designs to represent our core values.
- Developed a Community Partnership with the St George Illawarra Dragons.
- Developed explicit lesson plans to teach, reinforce, practice and reward expected behaviours in the playground and classroom.
- Developed a database to document and monitor behaviour incidents so that future directions are driven by data.
- Facilitated professional learning for all staff and the wider community to enhance behaviour management skills and develop commitment to the program.
- Consistently reinforced the use of PBS and values language to our students and staff.

**Future directions of the PBS Program include:**

- Analysis of data to document improvements and provide focus for planning and future interventions.
- Development of a consistent consequence system of teacher and executive interventions when behaviours are of concern.
- Development of an award database, raising the profile of positive behaviours, to sit alongside our behaviour monitoring system for comparative purposes.
- Create signage around the school to visually reinforce our Fair, Inclusive, Safe and Honest (FISH) core values.
- Regular community consultation to consolidate and further develop the partnerships between home and school which are vital to the success of this program.

**Progress on 2008 targets**

**Target 1: 80% of students to score age level or higher in the SA Spelling Test**

Our achievements include:

- Successful use of the SIPS spelling document evidenced through stage based collaborative planning, teaching programs, daily lessons and student work samples.
- Evidence of explicitly taught spelling knowledge being demonstrated in writing for a range of purposes across the Key Learning Areas.
- All staff, and many parents, demonstrating enhanced knowledge and understandings about the teaching and learning of spelling.
- Records of students’ spelling knowledge and achievements being used in planning and future teaching, demonstrating the effective use of the teaching – learning cycle.
Target 2: 75% of students will meet grade Numeracy benchmarks.

Our achievements include:

- Development of a SIPS Numeracy benchmark statement to be used in planning and implementing class programs.
- Greater use of quality teaching strategies, including, Count Me In Too and Counting On strategies, to support student learning.
- Positive feedback from the large number of parents attending information sessions and workshops, enabling them to better support students at home.
- Evidence of areas of weakness identified in Best Start, SENA, Counting On and Stage based testing data being addressed in classroom programs.

Target 3: Every child will feel safe and secure at school.

Our achievements include:

- The introduction of, and commitment to, the PBS philosophy and programs by the whole school community.
- Professional learning and dialogue involving all members of staff.
- Sharing information about our PBS action plan with the wider school community through Newsletters, displays and P&C meetings.
- Participation of significant numbers of parents and carers in the development of the program and its implementation.
- The celebration of the successes of all students across a range of endeavours.

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 2008 our school carried out evaluations of Culture and English - Spelling.

Educational and management practice - Culture

Background

SIPS aims to understand and respond to the context of its community. The school’s main priority is meeting the needs of students in an environment of continuous improvement. In order to determine the effectiveness of our efforts in this area we sought the opinions of students, parents, staff and members of the wider community.

Findings and conclusions

Of the adults who responded:

- 92% of parents and 100% of staff believe that the school understands and responds well to the context of its community.
- 92% of parents and 93% of staff believe that the students are the schools main concern and that it has supportive programs.
- 96% of parents and 100% of staff believe that SIPS is an attractive, well resourced school with high levels of student access to new technology and challenging programs.
- 28% of parents and 14% of staff feel that a more consistent approach to discipline would improve the school culture.
- 12% of parents feel that the school could be more tolerant and accepting of all students, whilst 100% of staff feel that the school is already accepting and tolerant.

Student feedback indicates that:

- 87% really like to come to school each day, 96% believe that they are learning how to get along with others in the community and 90% are happy at SIPS.
- 93% believe that what they learn is important and 7% are unsure of this, with 78% believing that they cope well with the work and 18% being unsure about it. Only 4% of students believe that they don’t cope well with the work.
- 84% believe that discipline is fair with 12% being unsure and 4% believing it isn’t.
- 81% believe that other students accept them as they are with 12% being unsure about this.

Future directions

Improving student outcomes will continue to be the focus for decision making in the school with the welfare of students being a priority in all the practices of the school.

Change processes that have resulted in improved student learning outcomes will be recognised and used as models for whole school change.

Key groups within the school community will continue to be involved in the development of the school’s plans and policies with the aim to ensure that ultimately all members of the school community are comfortable about participating in school activities.

We need to focus more on developing and implementing school policies and practices that will provide for the needs of new and temporary members of the school community.
Curriculum – English (Spelling)

Background
SIPS aims to deliver quality teaching programs which are based on current syllabus documents, explicit and systematic, developed using the teaching and learning cycle to include consideration of prior learning and assessment, engaging and catering for the individual learning needs of our students. Our spelling results have been below the state average in recent external assessment programs and significant numbers of our students have not achieved the expectations and goals set in school based assessments. We have therefore reviewed current programs and practices and made recommendations for changes which may lead to improved outcomes in spelling for our students.

Findings and conclusions
The SIPS School Spelling Policy is based on the current English K – 6 Syllabus and provides a solid basis for the planning of class programs which would enable our students to achieve the syllabus outcomes. Quality DET and other support documents are available to SIPS teachers. These contain a wide range of planning and implementation strategies and practices to improve the quality of teaching programs, especially in the areas of engagement and adjustments to cater for individual learning needs.

Professional learning needs of teaching and support staff have been provided for through a range of teacher professional learning programs, both internal and external to SIPS.

Programs to encourage and support parents to participate as partners in the learning process have been implemented utilising the PSP at SIPS during 2008.

The development of Stage based spelling programs that focus on explicitly teaching the relevant spelling rules and key words has had some positive effect in improving outcomes.

A continued focus on improving teaching and learning programs in spelling will be necessary to achieve improved results in this area.

Future directions
The school has included spelling across the Key Learning Areas as a target in the 2009 school plan. The focus is to continue teacher professional learning and further develop more effective spelling strategies for use in the classroom.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. The opportunity for all parents to contribute was provided with twenty families choosing to do so. A focus group of thirty three students was randomly selected to participate.

The opinions of all staff members were sought with twelve choosing to contribute.

Their responses are presented below.

Parent School Satisfaction
- 68% of parents strongly agree, with a further 26% agreeing, that the school offers a wide range of special programs to cater for the learning and social needs of all our students.
- 32% strongly agree and 60% agree that we offer challenging programs for our students.
- 44% strongly agree and a further 48% agree that the teachers at SIPS are competent and have high expectations of all students.
- 48% strongly agree, with an additional 48% agreeing, that the school maintains a focus on literacy and numeracy.
- 44% strongly agree and 52% agree that SIPS promotes its uniform policy as an aspect of school pride.
- 60% of parents strongly agree and the remaining 40% agree that our school promotes a healthy lifestyle for all our students.

Student School Satisfaction
- The majority of students are happy to be at school with 18% indicating they are sometimes unhappy. Only 6% indicated that they are unhappy to be at SIPS. 6% also indicated that they are somewhat lonely at school.
- 78% of students believe that learning is fun with a further 12% agree that some learning is fun. 93% know, however, that learning is important to them and their future.
- Only 54% of our students strongly believe that they are successful as students with a further 24% feeling that they are sometimes successful. This is an area that requires further investigation and attention at the school level.
- 45% of students like to do extra or more challenging work with 33% unsure about this. 18% of our students do not like to do extra work either at school or at home even though they believe that the work they are presented with is important and significant. This is another area that requires further investigation.

Teacher School Satisfaction
- 24% of teachers strongly agree with a further 64% agreeing that the school offers a wide range of special programs to cater for the learning and social needs of all our students.
- 36% strongly agree and 64% agree that we offer challenging programs for our students.
• 48% of teachers strongly agree that Quality Teaching is a main focus at SIPS and a further 40% agree that this is the case.

• 40% strongly agree and 60% agree that the school maintains a justifiable focus on literacy and numeracy.

• 48% strongly agree and 52% agree that we promote a healthy lifestyle for all our students.

• 56% of respondents strongly agree that the school teaches and promotes core values, with 36% agreeing that this is the case.

Professional learning

In 2008 all members of the teaching and support staff participated in a range of professional learning programs. The SIPS professional learning plan for 2008 focussed on five major areas:

• Welfare and equity – with an emphasis on special needs and behaviour management.

• Use of ICT – focussing on the introduction of new technologies, especially the interactive whiteboards and video conferencing facilities.

• Quality Teaching – concentrating on the dimensions of intellectual quality and significance.

• Syllabus Implementation – with an emphasis on literacy and numeracy.

• Leadership and career development

It is appreciated that staff members willingly travelled to many distant venues to attend training and development programs which were conducted well beyond their normal working hours. In addition to this staff willingly share their learning with colleagues in order to develop greater depth of understanding and to effect more positive change in the school.

School development 2009 – 2011

Targets for 2009

Target 1: 80% of students to demonstrate improved spelling knowledge in writing tasks across the KLAs.

Strategies to achieve this target include:

• Explicit and systematic teaching of the SIPS spelling scope and sequence K-6.

• Embedding the teaching of spelling in all aspects of literacy teaching and learning and across the Key Learning Areas.

• Teacher professional learning in the area of spelling with guidance from the Quality Teaching consultants.

• Analysis and use of data from NAPLAN and the SA spelling assessments in planning classroom programs, assessment and reporting.

Our success will be measured by:

• Evidence of the use of the SIPS document in teaching programs and observed lessons.

• Analysis of writing samples to determine if spelling knowledge is being demonstrated across all areas.

• All staff demonstrating enhanced knowledge and skills in the teaching of spelling in their planning and implementation of spelling programs.

• Evidence that records of students’ spelling achievements are being used in planning and future teaching.

Target 2: 75% of students will meet Stage number outcomes as expressed in the Syllabus.

Strategies to achieve this target include:

• Teacher Professional Learning to enhance knowledge and understanding of the Mathematics K – 6 Syllabus.

• Review of all current teaching and learning programs and strategies.

• Provision of learning opportunities for parents, to enable them to assist students at home.

• Target areas for improvement identified in BEST START, SENA and NAPLAN assessments.

Our success will be measured by:

• Publication of a SIPS number statement to be used in planning and implementing class programs.

• Greater use quality teaching strategies to support student learning.

• Positive feedback from parents attending information sessions and workshops.

• Evidence in classroom programs of identified areas being addressed and improved student learning outcomes.
Target 3: All members of the SIPS community will demonstrate commitment to the school values of Fairness, Inclusivity, Safety and Honesty.

Strategies to achieve this target include:

- Ongoing implementation of the Positive Behaviour Strategies (PBS) program.
- Involvement in professional learning activities by all staff members.
- Regular communication about the implementation of the PBS program and encouragement of community members to participate in its further development.
- Implementation of an enhanced whole school award system.
- Development and introduction of an enhanced SIPS student leadership policy and program.

Our success will be measured by:

- The commitment to the PBS philosophy and program by the whole school community.
- Professional learning and dialogue involving all members of staff.
- Participation of significant numbers of parents and carers in the development of the program and its implementation.
- Celebration of the successes of all students across a range of endeavours.
- Implementation of the SIPS Student Leadership Policy and Program.

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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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: