2009 Annual School Report
Sussex Inlet Public School

NSW Public Schools – Leading the way
Principal's message
Sussex Inlet Public School (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 our plans and policies.

All our students are encouraged to achieve their personal best in academic, social, sporting, creative and cultural areas. Opportunities to mix with students from 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 2009 and to give you an insight into our plans for 2010 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, providing support and assistance in diverse ways. Volunteers spend many hours selling uniforms, collating book club orders, maintaining canteen financial records and preparing for fundraising events. Representatives also attend planning meetings, workshops and participate in selection panels for appointing staff to our school.

In 2009 we:
- Gave every student a new broad brimmed school hat to support the school’s Sun Protection Policy, costing $1700.
- Held a Pancake Day Stall and donated all proceeds to Strathewan Public School which was destroyed in the Victorian bushfires.
- Operated Mother’s and Father’s Day stalls as a service to our students.
- Assisted with the K – 2 Fun Run and supplied all participants with iceblocks.
- Operated the uniform shop and added a zip jacket, dress pants for girls, and a sports shirt to the approved uniform for SIPS. These additions took place after extensive consultation with students, parents and staff members. Total sales for the Uniform Shop in 2009 were $7490.
- Contributed to the development of the Student Leadership Policy which was implemented in Semester 2 of the year.
- Organised the Scholastic Bookclub, collating submitting and distributing orders throughout the year as a service to SIPS families.
- Participated in the selection of a new Assistant Principal, involving training in the process, input into the advertisement, interviews and reporting to the DET.
- Operated the Snack Shack (canteen). Volunteers are the key to the success of the operation, which had a turnover of $37 700 and finished the year with a small profit.
- Took part in school evaluation exercises as part of the extensive and detailed National Partnership planning for 2010.
- Assisted with Kindergarten transition to school by supporting classroom visits, hosting morning teas and providing a Welcome to SIPS pack for each enrolling student at a cost of $250.
- Presented all Year 6 students with an engraved pen as a memento of their time here and supported their farewell dinner dance at a cost of $900.
- Received a Commonwealth Government grant of $1500 to purchase equipment which would support our work in the school.

Our fundraising efforts in 2009 have included:
- The sale of Cancer Council sunscreen, hot cross buns and calendars.
- Collecting mobile phones for recycling.
- Operating a weekend Barbecue at Bunnings earning a profit of $434.
- Conducting a car boot sale on the school grounds, raising $626.
- Catering for a number of DET events conducted at SIPS.
- Working with the school staff on the Obstacle Course-a-thon. This hugely successful event raised $6567, which will be used to support school projects in 2010.

It has been a very busy year for the SIPS P&C. Without the support of all the school staff, the students, their families and the wider community, we would not be able to continue to provide support for the quality education that all the students at SIPS receive. Thank you all. We look forward to working with you in 2010.

Bronwyn Hedger
President
Student representatives’ message

In 2009 we have had the privilege of being the Captains of Sussex Inlet Public School. We’ve had many opportunities to develop leadership and public speaking skills.

Early in the year we met our Federal Member of Parliament, Joanna Gash. Ms Gash spoke to us about her life, what she has achieved and what it takes to be a leader. It was great to meet other school captains from the Shoalhaven for afternoon tea.

Being part of the student leadership group meant that we had to do a lot of formal things and represent our school proudly. It was nerve wracking to lead the first assembly after our election.

One of our first really big occasions was the school ANZAC Day ceremony. It was very serious and respectful. After the service we had lunch and spent time with the diggers, listening to their stories.

We also got to have lunch with the Dragons, all of the staff and many parents at different times throughout the year.

During the year we have had meetings with Miss Peters and the other representatives on the SRC. We discussed issues in our school and helped to find some solutions to problems. We organised successful competitions and fun activities for our fellow students.

Being school captain is awesome. We hope to get another chance at being school captains because it’s the best experience ever!

Melanie Foster and Angus Flanagan

School Captains

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

With a large Year 6 group leaving and a much smaller Kindergarten group to begin, anticipated enrolment for 2010 is 260 students.

Student attendance profile

Management of non-attendance

In 2009, attendance rates at SIPS improved to be slightly above the regional and state averages. The school will continue to focus on the importance of regular attendance at school, recognising and reinforcing with the parents and carers that 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 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>KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1H</td>
<td>1</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>K/1H</td>
<td>K</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>1/2L</td>
<td>1</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>1/2L</td>
<td>2</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>1/2S</td>
<td>1</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>1/2S</td>
<td>2</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>1/2T</td>
<td>1</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>1/2T</td>
<td>2</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>16</td>
<td>31</td>
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<tr>
<td>3/4H</td>
<td>4</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>3/4P</td>
<td>3</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>3/4P</td>
<td>4</td>
<td>15</td>
<td>31</td>
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<tr>
<td>3/4T</td>
<td>3</td>
<td>13</td>
<td>28</td>
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<tr>
<td>3/4T</td>
<td>4</td>
<td>15</td>
<td>28</td>
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<tr>
<td>5/6C</td>
<td>5</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>14</td>
<td>28</td>
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<td>5/6G</td>
<td>5</td>
<td>15</td>
<td>28</td>
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<td>16</td>
<td>29</td>
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<tr>
<td>5/6H</td>
<td>6</td>
<td>13</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of classes

All class groups were Stage based with the exception of one (K/1H). There was one Early Stage 1, three Stage 1, Stage 2 and Stage 3 class groups making a total of eleven classes in 2009.

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>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</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>
</tbody>
</table>

The school currently has no indigenous staff members.

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>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</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>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>267 462.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>131 871.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>53 090.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>58 506.00</td>
</tr>
<tr>
<td>Interest</td>
<td>9 396.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 141.00</td>
</tr>
<tr>
<td>Total income</td>
<td>525 466.00</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is available 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 2009

Achievements

Creative arts

This year at SIPS there has been a wide variety of creative pursuits, many integrated with our Positive Behaviours for Success program, resulting in an increase in self esteem, confidence and resilience in our students.

In visual arts we took part in the YWCA - No Excuse for Abuse Art Competition which involved reflecting on and responding to issues of bullying and abuse in our community. Two SIPS students won major awards, Calvin Wood in Stage 3 and Joel Crawley in Stage 2. Their art works, along with a number of others, were publicly displayed and featured in the local newspaper.

Our students also entered art competitions through the Centre for Learning Innovation. Students used a variety of software to create digital artworks depicting their responses to a selected landscape for the Digital Art Awards and developed their visual communication literacies through the Greeting Card Design Awards.

Visual art displays were created in the school by all classes as part of our Education and National Literacy and Numeracy Week celebrations. These displays were seen by in excess of 250 visitors to our school. The school foyer featured exhibitions of student art work from class groups throughout 2009 with two new permanent displays of digital art work and printmaking being created.

The performing arts have also been well catered for through class programs and special activities and events.

Our large school choir, conducted by Mrs Ruddick, performed at various functions throughout the year. These included special assemblies and community performances for ANZAC Day, the Senior Citizens’ party and the combined churches’ carols evening.

Class groups performed items for school assemblies throughout the year. These included dramatic pieces, dances, instrumental and vocal works, short films and poetry recitation. Audiences for these performances included students, staff, family members and special guests.

SIPS participated in the regional performing arts spectacular, Southern Stars, in 2009. Miss Peters, Ms Glover and Mrs Ruddick trained and accompanied the 53 students, who participated in dance and choir sections of the event. This group was supported by 11 school community members who prepared costumes and props, and by a further 17 parents who assisted the group during the performance week in Wollongong. Senior SIPS students added to our group’s performance by creating large banners depicting the theme “just for the fun of it” for use during the show. Involvement in an event such as this requires the support of the whole school community and is something that SIPS takes great pride in.

In September all students had an opportunity to see the Regional Performing Ensemble which visited our school and presented an outstanding concert. This highly acclaimed group of musicians and dancers is drawn from the public schools in our area and gives our student performers something to aspire to in their high school years.

Stage 1 students experienced live theatre at the Shoalhaven Entertainment Centre where they saw Jungle Book as part of their Term 4 excursion.

Our program in Creative Arts is comprehensive and enables all our students to develop a range of knowledge, understandings, skills and abilities in the various components of this KLA.

Debating and public speaking

In 2009 the Talking and Listening strand of the English Syllabus was enhanced through an extension program in debating and public speaking for Stage 3 students.

The senior students involved in this program took part in a series of debates against their peers within the school. School teams then took part in the local community of schools’ debating competition and we entered two teams in the Premier’s Debating Challenge. These teams performed admirably, with increasing confidence on each occasion they represented our school.

Public speaking skills were developed through planned and impromptu speechmaking sessions. Students’ developing skills were demonstrated regularly in school assemblies throughout the year. A demonstration of public speaking formed part of our Education Week activities when speeches were delivered to a large audience of family members by many members of the group. Students were also selected to take part in our partner high school’s (Vincentia HS) Smart Kids Speak Out program.

Two students were selected to represent SIPS in the Multicultural Perspectives Public Speaking Competition for the first time in 2009. Claudia Seidel spoke on Religions and Beliefs and Jacob Williams on What Comes After Saying Sorry? in the local competition, which Claudia won. She went on to represent the district in the Illawarra and South East regional finals.

This program has resulted in our senior students being more confident and willing to speak on public occasions and to do so more clearly and competently.
Sport

The personal development and health strands of PDHPE were taught through the release from face to face teaching (RFF) program for the first time this year. Students in Stages 1 and 2 explored Sunsmart, Road Safety, Child Protection and Inter-personal Relationships units in this program.

A gymnastics program for all students was run in Semester 1 2009. The program aimed to enhance locomotor and non-locomotor skills and to introduce students to various elements of movement using external expertise in this field. This successful program will continue in 2010.

Our students participated in coaching clinics using the expertise of staff from Cricket NSW and NSW Rugby League. The clinics catered for all Stages focussing on enhancing fitness and general ball skills in a team environment.

SIPS students enjoying Rugby League.

The School Swimming Scheme for all students in Year Two continued with great success. Instruction was also offered to students in Stages 2 and 3 who had not yet achieved proficiency. Mr David Horvat was trained as an Austswim instructor as part of this program in 2009.

SIPS conducted successful school carnivals in swimming, cross country and athletics during the year. It is at these events that our House Captains and Vice Captains have opportunities to demonstrate their leadership skills through participation and support for team mates. Winning houses in 2009 were Barracuda in swimming, Wahoo in cross country and Piranha in athletics.

SIPS was represented in all sports offered through the New South Wales Primary School Sports Association (NSWPSSA) gala days. Individual students and some teams represented our school at district and regional levels in these sports.

These students included:

**AFL:** Callum Franchi, Taj Lukas, Meg Dunnett, Eliza Brown and Jessica Green represented Sussex Inlet Public School at Zone AFL trials.

**Soccer:** Josh Sullivan, Angus Flanagan, Skyla Rayner, Meg Dunnett and Taj Lukas trialled for the Zone soccer team.

**Rugby League:** Matt Bettington, Taj Lukas and Jake Fox attended the South Illawarra Zone Rugby League Trials, along with Jarrod Hammond and Mitchell Klein who gained selection in the Shoalhaven / Illawarra team at the South Coast Rugby League trials. Mitchell Klein progressed to the State Rugby League Cup played in Parkes.

**Touch Football:** Isabella Westerholm, Emily-Mae Stenhouse, Shannen Signsworth, Jarrod Hammond, Mitchell Klein and Matt Bettington represented South Shoalhaven in this sport.

**Rugby Union:** Matt Bettington and Jarrod Hammond represented South Shoalhaven at the Zone Rugby Union Carnival.

Students represented Sussex Inlet Public School at district, regional and state levels in the three individual sporting disciplines – Swimming, Cross Country and Athletics. These students included:

**Swimming:** Meg Dunnett, Chae Moloney, Peta Rice, Skyla Rayner, Melanie Foster, Jade Geshwend, Laila Foster, Rachael Harris, Eliza Brown, Taj Lukas, Dylan Williams, Tim Bettington, Zackary Price, Leroy Lidbetter, Matt Bettington and Callum Franchi represented South Shoalhaven at the Regional Swimming carnival.

**Cross Country:** Chae Moloney, Jasmine Douglass, Matt Bettington, Meg Dunnett, Dylan Williams, Tye Baxter, Rebecca Miles, Jade Geshwend, Storm Toms and Cheyanne Klein represented South Shoalhaven at the Regional Cross Country carnival.

**Athletics:** Mitchell Klein, Amber Hedges, Rachael Harris, William Fox, Jake Fox and Jasmin Douglass represented South Shoalhaven at the Regional Primary Athletics Championships.
Technology

The integration of technologies such as interactive white boards (IWBs) into the learning environment has continued this year. The first three IWBs were installed in stage leaders’ classrooms during term one, with all remaining classrooms having them installed in term four. All members of the teaching staff have been exposed to this technology, with the majority taking part in professional learning opportunities designed to ensure their effective use in all classroom teaching and learning programs. The school is now ready to take full advantage of the learning opportunities provided by these boards, coupled with the delivery of internet content via new data projectors.

A number of teachers have taken part in team teaching opportunities offered in the computer lab during 2009 which has resulted in a very high rate of use of the facility. Word processing and internet research have been the most popular types of use of the lab during these times. The release from face to face teaching technology program has ensured that all students have experienced specialised lessons targeting the use of various technologies and programs to enhance their learning. Students in Stages 2 and 3 have developed their own student pages on the Intranet and have produced high quality work when participating in the Connected Learning Greeting Card and Digital Art competitions. Stage 1 students have been exposed to digital art, digital cameras and word processing basics along with internet activities.

Our students continue to demonstrate high levels of technology skills and confidence that will assist them in their learning both here at SIPS and in their future educational settings.

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)
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 in 2009 are reported below.

| Percentage of Year 3 students achieving at and above minimum standard |
|-------------------------------------------------|------|
| Reading                                         | 93   |
| Writing                                         | 93   |
| Spelling                                        | 88   |
| Punctuation and grammar                         | 86   |
| Numeracy                                        | 88   |

| Percentage of Year 5 students achieving at and above minimum standard |
|-------------------------------------------------|------|
| Reading                                         | 83   |
| Writing                                         | 91   |
| Spelling                                        | 88   |
| Punctuation and grammar                         | 86   |
| Numeracy                                        | 91   |

Significant programs and initiatives

Environmental education

This year saw significant progress in implementing environmental education and sustainability policy in the school.

Highlights include:

- The completion of a new School Environment Management Plan that encompasses the focus areas of curriculum, resource and grounds management.
- The formation of a Grounds Committee representative of staff, students, parents and the local community, to oversee landscaping, garden development and sustainability.
- A $2500 Eco-Schools grant and a $1000 Coles Junior Landcare grant to fund the vegetable garden revitalisation.
- Over 90% of students completed a water saving quiz winning for the school a Bluescope water tank and pump valued at over $8000.
- The vegetable garden revitalisation was commenced with new prefabricated garden beds, sleeper garden beds and an irrigation system installed.
Stage 2 classes participated in a Bunnings workshop that demonstrated basic vegetable propagation methods. They then cared for the vegetables and a crop of lettuces, garlic and tomatoes was produced late in the year for students to appreciate.

Stuart De Landre of the Illawarra Environmental Education Centre conducted environmental awareness and sustainability lessons for Stage 2, using the nature trail and school grounds.

A teacher, Neil Bramsen, was awarded a Premier’s Teacher Scholarship enabling a visit to the USA to examine the innovative use of technology in environmental education. Mr Bramsen plans to incorporate findings from his trip into the 2010 teaching program.

Aboriginal education

In November 2008 the NSW Minister for Education launched a new Aboriginal Education and Training Policy. This policy defines the NSW Department of Education and Training’s commitment to Aboriginal education in schools.

We began to work with this policy early in 2009 and all staff took part in professional learning about it on the School Development Day in Term 2. This included a guided cultural walk of the One Track for All at Ulladulla, led by Fred and Shane Carriage of the Budamurra Aboriginal Corporation and A Cultural Perspective discussion with Mrs Helen Pussell, Aboriginal Education Officer (Vincentia High School), along with an introduction to the policy through the DET Website.

At SIPS we acknowledge the strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country is respected, valued and promoted. This is done in a variety of ways at our school, such as the flying of the Aboriginal flag daily, acknowledgement of country at assemblies, during NAIDOC Week and in the COGS units of work that each class studies throughout the year.

Members of SIPS staff joined the local branch of the NSW Aboriginal Education Consultative Group Inc. in 2009. This group meets regularly to discuss issues around Aboriginal education and to support and guide the work that is being done in all our local schools.

Multicultural education

SIPS recognises and values the backgrounds and cultures of all students and seeks to promote a tolerant attitude towards different cultures, religions and world views.

In 2009 all students engaged in classroom programs that reflect strong multicultural educational links.

These have included:

- Activities which reflect art from a variety of cultures including music, drama, dance and visual arts.
- The use of texts which reflect cultural diversity and include characters from various cultural, linguistic and religious backgrounds.
- Teaching units which examine the various peoples, cultures, beliefs and ways of living within Australia and around the world.
- Teaching units which explore issues of personal identity, including family and cultural background.

The Multicultural Perspectives Public Speaking Competition provided senior students with opportunities to research and develop their ideas on issues relating to cultural diversity at local, national and global levels and to express their views publicly.

In October we highlighted the work of the world’s leading advocate for children by supporting UNICEF’s day for change. Each class selected one of the world’s most disadvantaged countries to learn more about, with particular emphasis on the education of children in that country. The week long study culminated with a day of activities including the collection of donations and a special assembly conducted by class 5/6 C.

Respect and responsibility

Sussex Inlet Public School shares the responsibility for teaching values with its families and its community. The values of fairness, inclusivity, safety and honesty underpin every aspect of SIPS life. Our values are taught explicitly in classrooms and demonstrated in the relationships we build between students, staff, parents, other organisations and the community.

SIPS students and staff take part in activities aimed at developing good citizens in our local community and for the future of Australia. This year we participated in Clean Up Australia Day, fundraising to support the victims of the Victorian bushfires and UNICEF day for change. Our ceremonies for both ANZAC and Remembrance Days are significant events, in which members of the wider Sussex Inlet community share and take important roles alongside our students.

The election of student leaders at SIPS involves participation in the democratic process. Students are nominated by their peers for the positions of school and sporting captains, vice captains and prefects. Candidates present speeches outlining their understandings about leadership and the role they have been nominated for. Students then vote in a democratic manner with the results exemplifying the fairness of the process.
A number of student leadership development opportunities have been introduced at SIPS in recent years and, in 2009, students continued to participate in a range of these programs. Student leaders attended a program at the University of Wollongong early in the year, followed by a day with our partner high school (Vincentia HS) in conjunction with HMAS Creswell in May. Our school captains were also invited to share a leadership session with the captains of other Shoalhaven schools, hosted by our federal Member of Parliament, Mrs Joanna Gash.

Each SIPS class elected two students to be part of the Student Representative Council (SRC). Members of this group met regularly to discuss issues their peers may be having in the school and ideas for improving the school environment for all the students and the school community. The SRC has important hands-on roles also and all members help whenever needed. In 2009 SRC members were great helpers during the Obstacle Course-a-thon Day in October. Most recently the SRC played a big role in collecting money and planning a very special farewell gift for Mrs Ruddick who retired from our school after many years of dedicated service.

The 2009 Student Representative Council.

In 2009 students in Stage 3 had the opportunity to learn more about Australia’s democratic process and history during a visit to Canberra. They visited the Electoral Education Centre, Parliament House and the Australian War Memorial amongst other venues. Educational excursions such as this are very powerful adjuncts to learning about respect and responsibility in the classroom.

Stage 3 students outside Parliament House.

Progress on 2009 targets

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

Our achievements include:
- Explicit and systematic teaching of the SIPS spelling scope and sequence K-6 in the majority of classrooms.
- Improved knowledge and skills in the teaching of spelling as a result of teacher professional learning activities conducted in 2009.
- Enhanced spelling knowledge being demonstrated by students in writing tasks across the KLAs.
- Extensive analysis and use of data from NAPLAN in Stages 2 and 3 and SA spelling assessments in Stage 1 in classroom planning and programs.

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

Our achievements include:
- Teacher professional learning enhancing knowledge and understanding of the Mathematics K–6 Syllabus.
- Greater use of the quality teaching model in classroom mathematics programs K - 6.
- Well supported parent information sessions and workshops.
- Areas for improvement identified in BEST START and NAPLAN assessments addressed in classroom programs.

Target 3: All members of the SIPS community will demonstrate commitment to the school values of Fairness, Inclusivity, Safety and Honesty.

Our achievements include:
- Demonstrated commitment to the PBS philosophy and program by the whole school community.
- The participation of parents and carers in the development and implementation of the program.
- Engagement in extensive professional learning by all staff members.
- Celebrating the successes of all students across a range of endeavours through an enhanced awards and recognition program.
- The successful development and introduction of a strengthened SIPS student leadership policy and program.
**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Management and English - Reading.

**School management practice**

**Background**

SIPS aims to understand and respond to the context of its community when planning and managing its programs. 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**

In excess of 90% of respondents believe that:

- The school is continually looking for ways to improve its academic, artistic, sporting and social performance.
- Minor changes are made regularly to improve activities and programs for students and staff.
- The school makes major changes in programs from time to time for a variety of reasons.
- The school systematically evaluates plans, policies and practices to measure the success of its programs and consults with the community when doing so.
- The educational needs of all students are addressed by the school in a range of ways using appropriate and plentiful resources.
- All staff members undertake extra training to improve their classroom teaching and management.
- The school communicates effectively with students and parents through a variety of media.

**Future directions**

The school takes all concerns expressed by students, teachers, parents and members of the community seriously and will endeavour to further develop opportunities for parental participation in policy development and school programs.

SIPS will continue to work towards making our school as safe and secure as possible through the implementation of the PBS and other personal development and social skills programs. Parental participation in these programs will continue to be requested and encouraged.

The school’s awards program will be further refined and communicated to all students, parents and staff early in 2010 in order to ensure that a fair and equitable process is in place.

The school will continue to work with the P&C Association to ensure that any major changes it is considering are communicated, discussed and refined prior to implementation. Parents are encouraged to join the association and to actively investigate, develop understandings and ask questions about major systemic changes which are implemented by the DET from time to time.

**Curriculum – English (Reading)**

**Background**

SIPS aims to deliver quality teaching programs which are based on current syllabus documents, explicit and systematic teaching, developed to include consideration of prior learning and current assessment data, engaging and catering for the individual learning needs of our students. We have reviewed current programs and practices and made some recommendations for changes which may lead to improved learning outcomes in reading for our students.

**Findings and conclusions**

SIPS Reading programs are based on the English K – 6 Syllabus. This provides a solid basis for the planning of class programs which should enable our students to achieve the syllabus outcomes.

Whole class programs are supported by Reading Recovery in Year 1, the Support Teacher Learning Assistance and Learning Assistance Programs in Years 2 – 6 and VIP and parent volunteers in Kindergarten to Year 6.

Quality DET and other support documents are available to SIPS teachers. These contain a wide range of 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 development of teaching and support staff has been provided through a range of teacher professional learning programs, both at school level and through recognised DET courses. Programs to encourage and support parents to participate as partners in the learning process have also been implemented during 2009.

Programs to engage and encourage students to read quality literature for pleasure included the Premier’s Reading Challenge which 195 students completed, class projects on the Children’s Book Council Book Week Awards nominated books and National Reading Day celebrations around the theme of “A Story Sharing Safari”.

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National Partnership planning in Term 4 involved the collection and analysis of significant amounts of data, drawing conclusions and making recommendations for our work in 2010 and beyond.

A continued focus on improving teaching and learning programs in reading will form a significant part of this work.

Future directions

In 2010 the school will implement the Lessons in Phonics Instruction (LIPI) and Phonemic Awareness (LIPA) programs for students in the early years of school to address identified needs in this area.

SIPS staff will continue to offer opportunities for parents and carers to develop the confidence and skills that will enable them to support their children’s literacy learning in partnership with the school.

In 2010 SIPS will have a relentless focus on improving reading achievements for all members of the school community. For students this will mean class and support programs in learning to read, reading to learn and reading for pleasure.

All teachers and support staff will participate in professional learning activities to ensure that the programs they are implementing are appropriate, relevant, engaging and based on current research and the NSW Quality Teaching Model.

Parent School Satisfaction

- 42% of parents strongly agree, with a further 48% agreeing, that they are welcomed at the school.
- 41% strongly agree and a further 52% agree that they can talk to their children’s teachers about their progress throughout the year.
- 24% strongly agree and 69% agree that we provide stimulating and challenging learning opportunities for our students.
- 32% strongly agree and 65% agree that the annual school report, newsletters and other information provided by the school tells them how the school is performing.
- 33% of parents strongly agree and 57% agree that they share in the education of their children.

Student School Satisfaction

- The majority of our students are happy to be at SIPS with just 14% indicating they are sometimes unhappy or feel lonely at school.
- 74% of students believe that learning is fun with a further 16% agreeing that some learning is fun. They believe that most teachers try to make lessons interesting. 92% know that learning is important to them and their future.
- Only 24% of our students strongly believe that they are successful learners with a further 62% feeling that they are somewhat successful. This is an area that continues to need attention at the school planning level.
- Only 32% of students like to do extra or challenging work, with 24% indicating that they do not like extra work either at school or at home. They acknowledge that the work they are given is important and significant. This is another area that requires further attention.
- A significant number of students believe that their parents aren’t sure how to help them with their learning. They believe that their parents need to know more about lesson content and the teachers’ expectations.

Teacher School Satisfaction

- 90% of teachers believe that the school offers a wide range of programs and professional learning opportunities to cater for the range of learning and social needs of our students.
- 50% of teachers indicated that they would like further support to develop new skills and improved teaching practices. This will be part of our work in the National Partnership in 2010.
• 36% strongly agree and 64% agree that we offer a wide variety of challenging programs for our students in a range of areas.

• 48% of teachers strongly agree that syllabus based teaching and learning is the main focus of their work, with a further 40% agreeing that this is the case.

• 80% of respondents strongly agree that the school teaches and promotes core values, with a further 12% agreeing that this is the case.

**Professional learning**

In 2009 all members of the teaching and support staff participated in a range of professional learning programs. The SIPS professional learning plan focussed on five major areas:

- Syllabus Implementation – with an emphasis on literacy, numeracy, assessment and catering for individual student’s needs.

- Use of ICT – development of skills in the use of new technologies, especially the interactive whiteboards, for teaching and learning.

- Welfare and equity – with an emphasis on catering for special needs and preventative classroom management.

- Aboriginal Education – focussing on new policy, cultural awareness and curriculum integration.

- Leadership and career development.

It is appreciated that staff members travelled to many venues to access appropriate training and development programs conducted well outside their normal working hours. In addition to this staff members actively 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**

Late in 2009 SIPS was advised of its inclusion in the National Partnership on Low SES School Communities from the commencement of 2010. This necessitated a review of our existing school plan following an extensive situational analysis. The analysis team consulted with students, parents, staff members and representatives of community organisations to gather information which informed the direction of our plan. The targets and strategies for achieving them that are outlined below represent a small part of what resulted from this process.

**Targets for 2010**

**Target 1: Increased levels of achievement in reading for every student.**

Strategies to achieve this target include:

- Best Start Literacy Continuum used to identify areas of need and differentiate the curriculum in the early years (K – 2).

- Analysis of NAPLAN results and use of SMART data to inform teaching and learning programs across the school.

- Implementation of group and individual support programs including LIPI and LIPA, Reading Recovery, Support Teacher Learning Assistance and Making Up Lost Time In Literacy (MULTILIT).

- Professional learning focussed on improving teaching and learning in the area of reading within the Quality Teaching framework.

Our success will be measured by:

- Evidence of the use of the continuum in teaching programs and classroom observations.

- Enhanced teacher understanding and use of the NAPLAN and SMART data in programming and teaching.

- Evidence of successful implementation of support programs through regular assessment and tracking of student achievements.

- All staff demonstrating enhanced knowledge and skills in the teaching of reading.

**Target 2: Increased levels of achievement in numeracy for every student.**

Strategies to achieve this target include:

- Best Start Numeracy Continuum used to identify areas of need and differentiate the curriculum in the early years (K – 2).

- Analysis of NAPLAN results and use of SMART data to inform teaching and learning programs across the school.
• Implementation of group and individual support programs including Count Me In Too, Counting On and Taking Off With Numeracy (TOWN).

• Professional learning focussed on improving teaching and learning in numeracy within the Quality Teaching framework.

Our success will be measured by:

• Evidence of the use of the continuum in teaching programs and classroom observations.

• Enhanced teacher understanding and use of the NAPLAN and SMART data in programming and teaching.

• Evidence of successful implementation of support programs through regular assessment and tracking of student achievements.

• All staff demonstrating enhanced knowledge and skills in the teaching of numeracy.

**Target 3: Quality teaching practices used by every teacher for every student through personalised learning programs.**

Strategies to achieve this target include:

• Teaching and learning within the quality teaching framework is the absolute priority at SIPS 2010.

• Building teacher capacity to support student engagement through professional learning.

• Implementation of high quality transition programs to support students and families at significant times.

Our success will be measured by:

• Limited disruption to class routines and the provision of diverse learning opportunities for all students.

• Delivery of a rigorous curriculum which is differentiated to meet the needs, abilities and interests of all students.

• Inclusive consultation processes will ensure that students’, parents’ and the school’s needs are met.

**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: