2009 Annual School Report
Condobolin Public School

NSW Public Schools – Leading the way

At Condobolin Public School we are Strong, Smart and Proud
2009 Highlights

P & C school fete was a great community event.

Circus program was commenced.

The school implemented Positive Behaviour for Learning.

Community reading program continued in the train with both community tutors and students gaining from the program.

Students competed in Regional Swimming, Athletics and Cross Country Carnivals.

Teams represented the school in PSSA Netball, Boys and Girls Soccer, Boys and Girls Touch Football, Rugby League, Cricket.

Students represented the school in Public Speaking and Debating.

The school had one team in the Tournament of Minds Competition in Orange.

School website is launched.

Fildes Foundation supported the school with Speech, Hearing, and Occupational Therapy for all identified students.

School received additional funding through Priority Schools Funding Program, Literacy and Numeracy Partnership.

Implemented Curriculum Outcomes Group planning and programming.
Principal’s Message
What makes Condobolin Public School a great school?

- Students are our primary focus.
- We support all students to reach their full potential.
- We promote a culture of striving for your personal best.
- Our staff is caring, motivated, professional and hard working.
- We are a Positive Behaviour for Learning School.
- We are committed to continuous improvement.
- As a team the staff provides a range of additional learning experiences and opportunities.
- Our lessons incorporate quality teaching elements.
- Parents are partners in the schooling process and they contribute significantly to our school.
- We continually build relationships with the local community and agencies in the community.
- We value and are proud of our school and local environment.
- We celebrate the achievements of our school.

It is with great pleasure that I present the 2009 Annual school Report of Condobolin Public School.

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.

Jan James
Principal

School Council President’s Message

2009 saw a rebuilding phase for the School Council. There were two parent representatives and two community members inducted on to the council, seeing a new and vibrant council into the future.

The School Council’s main aim for 2009 was to secure grants we applied for the previous year in 2008 and diligently applying for various other grants available.

We were successful in securing a number of programs that will have an enormous impact on our school. The programs include The Priority Schools Program, Literacy/ Numeracy Partnership, Schools in Partnership Program, Pride in Our School Grant and The Healthy Heart Program. All programs will inject a
considerable amount of money into the school over the next four years. Programs such as these will enable our school to invest in teacher training, employ teachers in specific roles and increase our resources though literacy and numeracy books and aids, smart boards and sporting equipment.

The Government Stimulus Package was an unexpected bonus enabling the school to spend the money on much needed upgrades of the canteen, classrooms, staffroom and toilets.

Financially the school is currently in a sound position. The future looks optimistic thanks to the success of these grants.

Thank you, to a small but tirelessly working School P&C Committee lead by Sandi Berry. Their devotion and enthusiasm towards our school is to be commended.

To the members of the School Council, thank you for your time and support throughout the year.

Finally thank you to Jan James for her diligent work at Condobolin Primary School and her eagerness to involve the community within the school community.

DAVID MARSHALL

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**School Context**

**Student information**

**Student attendance profile**

![Graph showing student attendance rates from 2006 to 2009 for School, Region, and State.]

**Management of non-attendance**

The school attendance policy underpins the management of non attendance. Parents and Carers of students who are non attending will be contacted by the school.

**Class sizes**

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

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

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1K</td>
<td>1</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>K/1K</td>
<td>K</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>KF</td>
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<td>17</td>
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<tr>
<td>S1D</td>
<td>1</td>
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<td>S1D</td>
<td>2</td>
<td>11</td>
<td>19</td>
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<tr>
<td>S1H</td>
<td>1</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>S1H</td>
<td>2</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>S1L</td>
<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>S1L</td>
<td>2</td>
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<td>20</td>
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<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>S1LE</td>
<td>2</td>
<td>11</td>
<td>20</td>
</tr>
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<td>S2M</td>
<td>3</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>S2M</td>
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<td>24</td>
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<tr>
<td>S2W</td>
<td>3</td>
<td>13</td>
<td>23</td>
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<tr>
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<td>4</td>
<td>10</td>
<td>23</td>
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<td>S3P</td>
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<td>31</td>
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<tr>
<td>S3W</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>S3W</td>
<td>6</td>
<td>15</td>
<td>30</td>
</tr>
</tbody>
</table>

Staff information

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

Staff Retention

Generally, staff retention at this school is very high. The total number of staff in 2009 was 22.226. Two teachers were on maternity leave at the beginning of the year, with a further two going on maternity leave during the year. One teacher was on leave during the fifth year of the 4 for 5 year program. Two teachers relinquished their positions at the end of the year.

Staff attendance.

Staff have access to leave entitlements such as Sick, Family and Community Services and Long Service leave.

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 Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>Priority School Funding Program</td>
<td>.4</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>.5</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>.504</td>
</tr>
<tr>
<td>Primary Drought Supplementation</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>4.622</td>
</tr>
<tr>
<td>Total</td>
<td>22.226</td>
</tr>
</tbody>
</table>

The school employs both Indigenous teachers and SASS support staff.
Teacher qualifications

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

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>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>174,865.33</td>
</tr>
<tr>
<td>Global funds</td>
<td>180,925.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>409,028.49</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>31,044.07</td>
</tr>
<tr>
<td>Interest</td>
<td>5,787.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>34,167.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>835,817.76</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 1,267.89
- Excursions: 4,808.72
- Extracurricular dissections: 17,259.83

Library: 2,482.75

Training & development: 617.58

Tied funds: 419,821.94

Casual relief teachers: 37,693.17

Administration & office: 71,875.49

School-operated canteen: 0.00

Utilities: 51,924.62

Maintenance: 22,923.69

Trust accounts: 25,756.91

Capital programs: 13,566.00

**Total expenditure** | **669,998.59**

**Balance carried forward** | **165,819.17**

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School Performance

Achievements

Arts

Throughout the year a variety of performers visit our school to help widen our students’ appreciation of the performing arts. This year the school presented two performances of our Variety Show, which was received.

Individual students and a number of classes competed in the Condobolin CWA public speaking competitions in a variety of categories.

Our students provided rich displays of their artistic talent during NAIDOC Week, Education Week and the Year 6 Graduation Dinner. The school also participated in the Condobolin Annual Show and the Condobolin Seniors Week celebrations.

Academic

In the National Assessment Program, the results across the Years 3, and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Literacy – NAPLAN Year 3

This year the school made significant progress in reading.
Progress in literacy
This year the school made extremely pleasing progress in reading with results above the Like School Group and State for 2007-2009.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>87.4</td>
<td>94.5</td>
<td>96.7</td>
</tr>
<tr>
<td>LSG</td>
<td>86.5</td>
<td>90.9</td>
<td>75.8</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Progress in numeracy

Numeracy – NAPLAN Year 5
The school made significant progress in numeracy when compared to like school groups for 2007-2009.

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>83.3</td>
<td>101.8</td>
<td>89.0</td>
</tr>
<tr>
<td>LSG</td>
<td>75.1</td>
<td>73.0</td>
<td>77.6</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Since 2006 in most areas there has been steady improvement in the percentage of students achieving at or above minimum standard.

**Significant Programs**

At Condobolin Public School we are Strong, Smart, Proud.

**Positive Behaviour for Learning**

We believe that everyone has the right to feel safe and happy at our school. It was because of this that the staff decided to implement the program Positive Behaviour for Learning. The features of this program include:

- Revisiting and refocusing our school rules.
- Using data from the playground and classroom to determine teaching points.
- Teaching the behaviours expected of the students.
- Working as a team to improve student behaviour and responsibilities.
- Rewarding students for displaying the appropriate behaviours.
- Negotiating consequences for incorrect behaviours.

**Professional Learning**

Our teachers and support staff have participated in a range of professional learning activities during the year. Emphasis was placed on development of stages or teams, with fortnightly meetings and team planning each term. A major focus was the development and implementation of the School Curriculum Outcomes Group scope and sequence and embedding Reading to Learn into the COG’s units. In addition money from Country Area Program, Priority Schools Funding Programs and Literacy and...
Numeracy Partnership Funds was spent on professional learning. The priority areas were:

- Literacy: Reading to Learn, Reading Recovery, STLA network meetings.
- Student Welfare Positive Behaviour for Learning, Autism and Aspergers, Non Violent Crisis Intervention Training, Teaching strategies for Hearing Students, CPR,
- Career Development: Executive Leadership Development Program, Principals Conferences, Beginning Teachers
- Equity: Enrich All and Country Area Program network, Dare to Lead community training and development.
- Technology: ICT, Technology Co-ordinator

**COG’s:** Introduction and implementation of new units through working with a consultant on team planning.

**Technology**

This year the school received new computers under the T4L program. These new computers have helped replace a number of our aging machines, with each classroom receiving a new computer to assist with implementing the interactive whiteboard technology.

The use of interactive whiteboard technology has received a major boost this year. The school now has an interactive whiteboard in each classroom. Using this technology, students are able to have a hands-on approach with learning through technology, either individually or in groups. Staff members have received training in using new Smart Technologies Notebook software, which allows students and teachers to write or draw just like a normal whiteboard, but also insert pictures, sound, or video; flip between whiteboard pages and easily change each of these elements.

The school has had videoconferencing equipment installed through the Connected Classrooms program. Videoconferencing is a powerful technology that can bring the world into the classroom engaging students in real-world, meaningful learning. It also allows staff to receive training and development opportunities that would not otherwise be available without travel.

Stage 1 classes participated in the CAP schools online “Collie’s Helpers” program with great success and student engagement. Part of this experience was to attend “Virtual Excursions” through the use of the connected classrooms equipment, to link up via video with community helpers, such as a farmer, pilot, and ranger.

In 2009 all classrooms had access to an interactive whiteboard. The money was provided by the P &C to equip the last classrooms with these.

The Department of Education provided the school with a connected classroom system that allows both students and teachers to video conference with other schools and teachers.

Students had lessons in technology during normal class lessons as well as during the Release from Face to Face program.
Aboriginal Education

An Aboriginal perspective is included in teaching and learning programs across K-6 to ensure all students have knowledge and understanding of Aboriginal history, culture and contemporary issues.

Also in 2009:
Aboriginal Education Officers, support workers and community members received training in Indigenous games.
NAIDOC week was celebrated with a games day.
Resources were purchased that support integrating the Aboriginal perspective in literature.
The Aboriginal Education Advisory Group met twice each term to discuss how to improve Aboriginal Education within the school.
The Dare to Lead team worked with staff to develop a strategy to implement effective Aboriginal Education within the school.

Sport

In 2009 we had teams take part in cricket, soccer, rugby league, touch football, netball, swimming and athletics. Although we didn’t have enormous success in some of these competitions as far as winning games goes we had success of a different type because many children who wouldn’t normally trial for sport teams decided to give it a go and achieved success by gaining selection into the school team to play in the competitions between other schools in the Lachlan district and the Western area.
Once again our school hosted the Lachlan District Swimming Carnival in February where we had some personal best times swum in several events. Students then competed at the Western Carnival in Dubbo in March where they came up against some very tough competition. In June on a wet muddy day teams travelled to Condo for the Peachey / Richardson competition. Again the opposition was very good which gave the spectators some good footy to watch. One of our 5/6 teams made it to the final against Forbes Public and were beaten in a close game.
Our first netball gala day went ahead in August. This involved players in both primary and high school age groups. All players and spectators had a fantastic day and are looking forward to next year’s event which will hopefully attract even more teams from the district. All children reported that they had a great day and that they want to do it again next year.
During the year our school also attended gala days for touch football, soccer and more recently a cricket day in Forbes where both our boys and mixed teams won their divisions. Gala days are a great way for schools to give more children the opportunity to be involved as we are usually able to enter more than one team.
This year we applaud the successes of 4 individuals who represented Condobolin Public School, Lachlan District and Western Area at state carnivals in 3 different sports. They are Jesse Wighton in Rugby League and High Jump, Dianne Richards for shot put and Alex Davis in cricket where the Western team was placed 4th out of 14.
**Netball**

Condobolin Public School’s Netball Team travelled to Dubbo on Thursday 4th June to compete in the Western Region PSSA Netball Knockout Competition.

Despite playing in the pouring rain, the girls displayed great ability and sportsmanship and should be proud of their efforts. The girls won against Tullamore Central School and Narromine Public School and were narrowly defeated by Forbes Public School.

Vanessa Worthington.

**Headstart Program**

A Headstart Program was run at Condobolin Public School with assistance with funding provided by Widening the Circle Project from Lachlan Shire Council. The program is provided for children who have not had previous pre-school experiences and will be commencing Kindergarten in 2010. It commenced in Week 8 of Term 3 with 25 children enrolled. They attended for three days each week with the time spent at school increasing during the period of the program. The aim of the program is to prepare the children for school routines and to participate in activities which will enable them to transition into the learning environment successfully. This year the program was delivered by Miss Kylie Tompkins assisted by Ms Olivia Singh and the children enjoyed the variety of activities prepared for them which was evident at their Graduation Ceremony held at the completion of the program.

**Reading Recovery**

In 2009, ten students entered the Reading Recovery program. These children were selected for instruction based on a series of specific tests. Of these students, three transferred to another school during the program, one was referred for ongoing support for learning, and six students reached the target of reading at Level 16. The length of time spent on the program differed due to many factors including the child’s ability to progress, which level the child commenced on, illness, absences from school and school organisation. These children’s progress will continue to be monitored regularly for the next two years.
This year, eight students from stage 2 and 3 partook in the Western Region Debating Challenge. The two teams enthusiastically attended preparation sessions and skill-building workshops where they developed their presentation skills and speaking skills. They learnt how to develop substantial arguments and how to raise counter-arguments. The teams competed against schools within the Central Western region. Both teams demonstrated an impressive improvement in their debating skills throughout the competition.

In Term 2 Condobolin Public school held an in-school public speaking competition for students in the primary stages. Students presented a prepared speech on one of three given topics. The four winners – two from stage two and two from stage three – were nominated to compete in the CWA public speaking competition, held locally. The competition attracted a large number of students from across the western region, and the calibre of the speeches was very high.

**Excursions**

Stage Two Excursion.

During Term One, Stage Two studied their COGS unit *Machines*. As part of this unit, students, teachers and some handy helpers went to Lake Cowal Mines. Here we looked at some of the huge machinery, the open cut and the educational centre. At this centre we looked at the effects of pollution to our river systems. The students were involved in a story where each participant added to the pollution or improved the ‘river’ through specific actions. At the end of the experiment the ‘river’ was not fit to drink. After the centre we had enough time to go for a walk with our guides and we saw lizards’ holes, birds’ nests and animal tracks. A great day was had by all.

**Circus Program**

The Circus Skills Program has been a joint initiative between Condobolin Public School and the Lachlan Arts Council.

Students from K-6 have been developing skills in stilt walking, unicycle, poi, diabolo, devil sticks, juggling, ribbon twirling, plate spinning, balancing and tumbling. The students are building these skills during lunchtime play sessions, as well as an after school program. The program has become increasingly popular throughout the year, with 20-40 students participating in each lunchtime session, working with one teacher, and 30 students regularly attending the after school workshop each week.

Funding for additional equipment this year has been provided by the P&C as well as from school sporting funds, which has allowed additional students to become involved, and provided new experiences for students.

The circus group has been performing at events such as the community markets, Condobolin’s Hear the Bush Beat, the Condobolin Relay for Life, and the Condobolin Public School fete, with future events booked in as well.

Kelly Downs
Progress on 2009 Targets

**Target 1**
Increased Literacy levels of every student in line with state plan.

Our achievements include:

- Continuation of the Reading to Learn program.
- Implementation of Multilit for targeted students.
- 85% of students meeting minimum standards in reading in Years 3 and 5

**Target 2**
Improved attendance of children K-6

Our achievements include:

- Development of school attendance plan.
- Improvement in Kindergarten and Year 3 student attendance.
- Implementation of NSW Attendance policy which resulted in improved attendance in some families which have been chronic non attendees in the past.

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**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. Due to commencement of the Literacy and Numeracy Partnership and the Low Socio Economic Partnership our evaluation phase was replaced with the evaluations required for the Analytical Framework and the Situational Analysis.

**Educational and Management Practice**

**Educational and Management Practice**

**Background**

As part of the Literacy and Numeracy partnership the school was required to evaluate the systems in place in order to facilitate enhancing leadership capacity within the school.

**Findings and conclusions**

The school has a strong focus in staff members planning and implementing literacy program across all KLA’s.

Mostly the Principal and executive were responsible for the organisation of the school.

**Future directions**

Implementing a school improvement team, to devolve some of the organisational aspects of the school, and develop leadership capacity
amongst all staff.

**Curriculum**

**Background**

As part of the Low Socio Economic Partnership the school was required to complete a situational analysis which evaluated our Reading and Numeracy Program. For our Curriculum Key Evaluation we have chosen Reading.

**Findings and conclusions**

After careful evaluation of our reading results the school improvement team decided to continue with the Learning to Read: Reading to Learn program as well as support teachers in the classrooms with guided reading. The use of Literacy and Numeracy Partnership as well as Low Socio Economic Partnership funds will be used to support teachers in this process. The aim is to have an additional trained teacher in each classroom during the literacy block.

**Future directions**

To focus professional learning on the Learning to Read: Reading to Learn program and using guided reading in the classroom.

To focus SLSO support for those students not meeting benchmarks using the Multilit program.

To thoroughly analyse the School Reading and NAPLAN Data to ensure the quality of teaching reading.

**Parent, student and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Most parent surveys received had a positive perception of the school. One third of the respondents indicated that they didn’t feel that the school’s main concern was the students.

Another significant proportion of parents did not feel that the school encourages new families to become involved in the school.

Students generally agreed or mostly agreed that the school as a place they liked, felt valued and achieved to an acceptable standard.

**Future Directions**

To increase the number of parents returning the survey in the future.

To increase the perception that the school’s main focus was not the students.

To encourage new families to become involved in the school.

To enhance school and community partnerships and communicate with these groups regularly.
School Development 2009-2011

Targets for 2010

Literacy Outcome: Increased literacy levels for every student in line with State Plan and Regional Targets.

Targets

1. To increase the number of Year 2 students achieving or exceeding Regional Reading Benchmark to 95%.
2. To increase the number of students in the top 2 performance bands in Year 3 and Year 5 NAPLAN overall Literacy by 10% when compared to 2009.
3. To increase the number of Year 6 students achieving or exceeding Stanine 5 to 95%.

Strategies to achieve this target include:

- Reading to Learn
- Guided Reading Groups
- STLA Support
- IEP’s
- Professional learning for staff in data analysis
- Mapping of students on the literacy continuum.

Our success will be measured by:

- Analysis of assessment records and NAPLAN data
- Learning Support Team support for students not achieving targets.
- Professional Learning records

Teacher Quality Outcomes: Strengthened teacher capacity to improve student learning outcomes.

Enhanced school leadership capacity for school improvement

Targets

1. To increase the number of classroom programs that are planned and developed in stage groups incorporating the Quality Teaching Framework from 80% to 100% by 2011.
2. To increase the number of teacher’s programs that use data and targets to identify student learning outcomes from 20% to 100% by 2010.
3. To increase executive professional learning on supervision and supporting both early career teachers and experienced teachers to 100% by 2011.

Strategies to achieve this target include:

- Collegial programming
- Implementation of the Quality teaching framework.
- Professional Learning
- Leadership Development

Our success will be measured by:

- Executive reports to Principal
- Classroom programs
- Professional Learning records
Connected Learning Outcomes: Widen access to technology.

Increased knowledge among staff and students.

To increase the implementation of ICT scope and sequence to from 0% to 100% by 2011

**Strategies to achieve this target include:**

Professional Learning

Reinforcement of the ICT scope and sequence

**Our success will be measured by:**

Scope and sequence used in programs.

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**About this Report**

_School Self Evaluation Team_

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.

Jan James -Principal  
Sue Worthington - Assistant Principal  
Marjorie McDonald- Class Teacher  
Dave Marshall-School Council President

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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: