2008 Annual School Report
Chandler Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
The number of students enrolled fluctuated throughout 2008, reaching a peak of 26 in Term 2 and concluding the year with 22. Two students completed Year 6 and have enrolled in Armidale secondary schools to continue their education.

Staff
Chandler Public School is a small school, the Principal teaching the junior class and a second teacher the senior students. The school has a further teaching allocation of two days per week providing learning support, library and release time. The teaching staff is supported by part time senior administrative manager, general assistant and teachers’ aide.

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

Significant programs and initiatives
In 2008 there were a number of programs and events involving our students. Contained in this report is an account of some of the major activities that involved our students.

- Active After-school Communities program
- Dubbo visit – social and scientific learning
- Competitive sport activities
- Intensive swimming program
- Tennis coaching
- Chandler Rock Band
- Weekly singing program

The social and scientific visit to Dubbo, which took place in September, provided a basis for cross-curricula learning.

The Active After-school Communities programs sessions provide opportunities for school and community interaction.

Chandler students participated in local, district, regional and state cross country, in the PSSA Small Schools Touch Football Knockout, orienteering and combined sports days with Wongwibinda and Ebor students.

Student achievement in 2008

NAPLAN Year 3
Four Year 3 students completed the National Assessment in Literacy and Numeracy. Due to the small student cohort the results can not be reported.

NAPLAN Year 5
There were no students enrolled in Year 5 in 2008.

Messages

Principal's message
The Annual School Report is a summary of the school’s achievements in 2008 and provides information regarding our priorities for 2009. The dedicated staff continued their commitment to professional learning and implementation of quality innovative programs to improve the learning outcomes of our students.

Staff have actively participated in projects that have enabled them to work with and share learning with colleagues from other schools in the region, as well as ongoing professional development at school level. This has ensured the development of skills, knowledge and understanding of curriculum and current trends in teaching and learning.

Our dedicated and motivated parents/caregivers have worked tirelessly to support their children’s learning through attending parent workshops, assisting with the school’s new initiative “Friday Clubs”, fund raising and supporting teachers at various activities. Community members have also contributed time and expertise to enhance the learning opportunities for students.

Our motto, “Learning – Caring – Sharing” is encapsulated in:

- a strong connectedness between the school and the community;
• a culture that supports, nurtures and values kindness and respect of individual differences, and a commitment to and love of learning;
• practices that empower students by developing problem solving skills; and
• a commitment to the provision of a curriculum that is relevant, challenging and addresses the needs of all students.

The staff at Chandler Public School is committed to providing excellent learning opportunities across the full range of subjects and with the cooperation of the parent body, a wide range of extra-curricula activities.

In 2008 Chandler Public School became a P6. The impact of becoming a one teacher school was minimised as student enrolments reached 26 allowing for the formation of the second class. At this stage it seems likely the school will be able to continue to provide this class structure as we are anticipating new families from the Point Lookout area enrolling their children for 2009.

I would like to take this opportunity to thank the school community for their support and commitment in 2008. I am proud and privileged to be the Principal of such a wonderful school community.

Congratulations to our students for their fine achievements in the classroom, in the arts and on the sporting fields and their endeavours as students of our school and citizens of the community. This success is partly due to the hard work of the experienced teachers at the school but also reflects the strong supportive role played by all parents and the wider community.

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.

Fran Brown

P&C and/or School Council message

2008 was another successful year for the school P&C. It was a year of dramatic change for our school with our principal of many years, and our "Lower Division" teacher retiring at the end of the previous year. Despite a decline in student numbers we have been fortunate to retain our junior and senior class structure and a demountable classroom.

P&C meetings in 2008 were well attended and provided a forum for discussion and decision making including introducing the wide brimmed hat and the sports shirts as part of the uniform. The P&C were consulted about the Investing in Our Schools project which delivered the refurbishment of the sports court completed during Term 1. Parent involvement in school activities has supported the learning of our children and their enjoyment of school.

The main fund raising activities for 2008 revolved around catering engagements, the trivia night and our cattle trading enterprise. From fundraising activities the P&C was able to support learning activities including a substantial per student subsidy for the week long excursion to Dubbo and a subsidy for the great new school shirts. We also ran a very successful working bee early in the year to rehabilitate the gardens around the school. Parents assisted moving the resources from the demountable library and relocating them in the new area.

I would like to thank the school staff - teachers, administration, volunteer teachers, cleaners and grounds people for the great job they have done over the past 12 months. There has been a complete change over in teaching staff but things have settled down nicely.

Many people were available to help with the fund raising and working bees but much of the work fell to a small group of regular helpers. It has made my job so much easier to have such a great group of people there to help. I would like to thank in particular Leanne and Daniel Betteridge who have moved on now and I wish them all the best for the future. Their help and support will be sorely missed.

I have enjoyed my time as president of the P&C but with my new job it is impossible to continue to the standard I would like. I will definitely be there to help whenever I am home though and look forward to being involved for a long time yet. Ours is a small school and thus a small school community. This leaves only a few to do the work. You can hold your heads high and take comfort in the fact you are helping a great group of kids.

I also see P&C involvement as a way (other than whipping the kids through their homework) of being actively involved in my children’s education. I encourage all parents to contribute as fully as possible to activities run by the P&C as this is one way that you show your children that their education is important to you.

Ian ‘Dingo’ Saunders
Student representative's message

2008 has been a great year at Chandler Public School. We all went to Dubbo for our excursion, visiting the Dubbo Zoo, Old Dubbo Gaol and Planetarium. Thankyou to Mrs Brown, Miss Rose, Mrs Williamson, Mrs Faint and Mark Reeves for taking such good care of us.

Some of our students participated in local, district, regional and state cross country and in the PSSA Small Schools Touch Football Knockout. We also did some orienteering and had combined sports days with Wongwibinda and Ebor.

The school got a great tennis court refurbishment and we had tennis coaching as well as swimming lessons and Active After-schools Communities Program.

Mr Eddy helped our Rock Band perform at Bald Blair for the Band Spectacular and Mrs Waters also came to do music lessons with us.

We also had parents Katy Williamson, Michelle Neild and Dusty Lasker come along to do some pottery, cross stitch and cooking with us in Term 4.

Melissa Dye

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

In 2008 Chandler Public School had an enrolment of twenty-four students at the time of the annual class size audit.
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>K-6</td>
<td>K</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>9</td>
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<td>5</td>
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<td>5</td>
<td>0</td>
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<tr>
<td></td>
<td>6</td>
<td>3</td>
<td></td>
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</tbody>
</table>

Structure of classes

In Term 1 there was a multi-grade K-6 class. The enrolment of additional students in Term 2 allowed for the formation of a junior and senior class.

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

Chandler Public School has one full-time teaching principal, one temporary classroom teacher and a part-time teacher. The school is also staffed with a school administration manager for three days per week.

A general assistant maintains the school grounds and buildings.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.126</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Administration Support Staff</td>
<td>0.686</td>
</tr>
<tr>
<td>Total</td>
<td>1.996</td>
</tr>
</tbody>
</table>

Staff retention

In 2008 there have been staff changes with the principal position being filled in Term 2 and a second teacher appointed for Terms 2, 3 and 4.

Chandler Public School had a staff retention rate of 50% from 2007 to 2008.

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, is reported as N/A as the school has less than 3.4 staff members.

Teacher qualifications

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

The table below indicates the proportion of teaching staff holding particular academic qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma (or equivalent)/Degree</td>
<td>50</td>
</tr>
<tr>
<td>Postgraduate qualifications</td>
<td>50</td>
</tr>
</tbody>
</table>

Further information regarding staff qualifications can be obtained from the school.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Chandler Public School received a Commonwealth Government grant under the Investing in Our Schools program. These funds were used for the refurbishment of a multi-purpose playing court.

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the School Council and the P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2008**

**Achievements**

**Arts**

Mr David Eddy, a specialist music teacher, attends weekly, offering students individual and group music lessons. The Chandler School Rock Band, under Mr Eddy’s direction was very well received at the Band Spectacular held at Bald Blair. Mrs Deidre Waters also attends weekly and provides all students with music lessons including, singing and percussion.

Performances and class lessons further enhanced the students’ skills development and participation.

**Sport**

A comprehensive range of sport programs was provided, focussing on building skills, confidence and fitness levels through enjoyable learning experiences. Interaction with students from other schools was also seen as an important feature of our sporting program.

Students participated in Primary School Sport Association (PSSA) athletics, cross country, and touch football competitions with one student participating at state level.

Professionally coached programs were offered to all children in tennis and intensive swimming.

Students all participated in the Active After-school Communities program aimed at increasing fitness and developing an enjoyment of physical activity.

**Other**

Parents assisted running clubs on Friday afternoon during Term 4. Students enjoyed cooking, pottery and cross stitch. This is seen as a valuable opportunity for parents and community members to contribute their many skills and talents to the education of the local young people. It is anticipated that this program will operate earlier in the year in 2009 to avoid the inevitable interruptions that the end of the year brings. Thank you to the parents who gave generously of their time to share their expertise.

**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)

Our four Year 3 student and no Year 5 students sat the National Assessment Program.

It is a requirement that the reporting of information about student achievement must be consistent with the privacy and personal information policies. National Assessment Program results are unable to be reported here, as they could identify particular students.

**Progress in literacy**

External and classroom testing, teacher observation, student work samples and Reading Recovery assessments showed that 75% of students are working at stage appropriate levels.

Spelling and grammar assessment and student work samples indicates students have good skills in isolation but are not yet using these in their written work. Reading comprehension and fluency have been highlighted as areas for further development for the 25% of students not currently achieving stage appropriate outcomes. Learning support programs are in place for those students requiring additional assistance.

**Progress in numeracy**

External and classroom testing, teacher observation and student work samples indicate that 80% of students are achieving stage appropriate outcomes. Learning support programs are in place for those students requiring additional assistance.

**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 unable to be reported here, as they could identify particular students.

**Significant programs and initiatives**

**Aboriginal education**

The school’s growing range of non fiction library resources across a variety of subjects enhanced our learning in Aboriginal education. Aboriginal culture and history is included in the Chandler Public School Human Society and It’s Environment (HSIE) and English units.

In 2008 our school included Acknowledgment of Country at all assemblies and formal gatherings.

Our school continues to provide support for Aboriginal students and to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. A key focus has been recognising Aboriginal achievement and expanding all students’ cultural awareness.

**Multicultural education**

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs that develop knowledge, skills and attitudes required for a culturally diverse society. New class room reading resources provide contemporary material for students.

**Respect and responsibility**

The values of respect and responsibility are the foundation of all teaching and learning activities.

On 23 July 2008 all teaching staff and those parents who attended were trained in the Restorative Justices Practices program. The school’s discipline code was modified to incorporate the philosophy of restorative justice using Circle Speak. Students are encouraged to understand and accept responsibility for their actions whilst reflecting on their behaviour. The questions students are asked to reflect on are - What happened? What were you thinking at the time? Who has been affected? What rule was broken? How can you make it better?

The school rules were refined in Term 3 to promote respect for our self, our peers and the school. Teachers reinforced these by developing student’s self-esteem and the notion of each person being one part of a team that is part of the school and wider community.

**Other programs**

**Student Welfare**

Our school has the welfare of our students as our highest priority. The school continues to provide experiences designed to foster the development of responsible and respectful school members. Older students are provided with specific leadership opportunities as well as a focused transition to high school program.

During Term 4, Year 6 prepared and sold morning tea on Fridays to fund raise for a gift to the school. The students and parents supported this initiative.
very well and allowed the students to make over $250 towards the purchase of an aviary and birds. Healthy eating was emphasised with the introduction of a morning fruit break. Students are also encouraged to have water available at all time so that they are well hydrated.

The school has a zero tolerance toward bullying and utilised the Bullying No Way web program to support students in the development of important values such as tolerance, cooperation, honesty and resilience. Staff reported positively about the impact of these lessons.

**Progress on 2008 targets**

**Target 1**

Students achieve stage appropriate levels in spelling, grammar and reading comprehension.

Strategies used to achieve this target included:

- introduce modern SRA style reading comprehension cards for use in Year 3-6;
- senior students use self assessment of their draft writing through criteria marking to ensure high standards of spelling and grammar are personal strategies; and
- word study becoming a daily lesson for all students.

Our achievements include:

- work samples and assessments collected have a higher proportion of correct spelling and grammar; and
- students achieving stage appropriate skills in this area of English as shown by external and school based assessment.

**Target 2**

To develop student understanding of the vocabulary of Mathematics and problem solving and to further develop numeration skills.

Strategies used to achieve this target included:

- establishing class mathematical vocabulary lists to facilitate whole grade teaching of language associated with problem solving;
- introduction of the Extemporary Mathematics program with a whole school scope and sequence to facilitate class and group teaching and learning; and
- explicit and systematic teaching of problem solving strategies using concrete materials in the introductorily phase.

Our achievements include:

- improved student results in National Assessment Program and
- regular classroom assessments showing improvement in student’s comprehension of written problems and skills in working mathematically.

**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 planning in the area of education and management and mathematics and technology in teaching and learning in the area of curriculum.

**Educational and management practice**

**Planning**

**Background**

The school values and incorporates parental input in planning programs and initiatives. This takes place through P&C meetings and discussions held between staff and parents. Questions from School Map planning survey were used to provide parents, students and teachers with an opportunity to express their opinions about the school’s planning processes and future direction.

**Findings and conclusions**

**Students**

Most students stated that the school plans interesting activities and that the things they learn are interesting to them. They also indicated that the things they learn are important and that there is a good balance between regular class work and special events.

**Parents**

Parents indicated that the accuracy and completeness of information about coming events provided in the weekly newsletter was very important. They appreciated receiving reports and photographs about events that have taken place.

**Staff**

Staff indicated that the weekly staff meeting was a useful planning and communication tool. Some staff preferred written notice of coming events and found accessing the school newsletter useful. Teaching staff felt that more time was needed to ensure collaborative curriculum planning was carried out effectively.
Future directions

In 2009 the school diary will be kept in the office available to all staff and a year planner accessible to all students and parents. Notice boards for parents and students will be regularly updated with information about coming events and recent photos. An additional staff meeting for curriculum planning and discussions of student learning will be planned on a weekly basis.

Curriculum

Mathematics

Background

Mathematics is one of the six key learning area or subjects taught in primary schools. A whole school scope and sequence of lessons was trialled in Terms 2 and 3. After evaluating the effectiveness of K-6 Mathematics programs using the scope and sequence it was modified for implementation in Term 4 and 2009. This was completed in consultation with Ebor Public School to facilitate professional dialogue and interschool activities.

Parents, students and staff were surveyed after eight weeks of implementing the revised scope and sequence and lesson plans.

Findings and conclusions

Staff found the lessons provided a fully sequential development of students’ skills. Concern was expressed about the pace of the program and the need to build in more revision of units.

85% of students reported enjoying mathematics lessons. All students replied that mathematics is an important subject at school and that the things they learn would help them get better jobs and would be used a lot in life. When asked what they would like to learn more of in mathematics students answers included; times tables, division, addition, everything and measurement.

Parent surveys were returned by 20% of families. Parents valued mathematics, felt their children enjoyed mathematics and that their child’s skills were improving. The information provided by the school in student reports outlining children’s progress in mathematics was not found to be useful. Parents felt that an increased emphasis on the teaching of tables and area would be of benefit.

Future directions

In 2009 there will be an increased focus on ensuring parents are well informed about class mathematics programs. The use of student work samples during parent teacher interviews to enhance the information being provided and inclusion of regular items in the weekly newsletter outlining what topics are being taught will convey additional information.

Other evaluations

Science and Technology

Background

Science is one of the six Key Learning Areas or subjects taught in primary schools. Science is being taught for two hours per week in alternate terms. It was felt important to evaluate the effectiveness of this implementation strategy.

Findings and conclusions

Discussion with students and analysis of teaching programs show that science lessons build upon the knowledge of other areas.

Students reported enjoying their lessons, particularly the construction of models to represent systems.

Staff described students as being particularly well engaged during science lessons.

Future directions

Implementation of K-6 Science Syllabus will continue to follow the current school scope and sequence. Purchasing of further resources to support this is a priority for 2009.

Technology in teaching and learning

An evaluation of student and teacher use of technology was conducted to determine skills levels in different file management and software applications. It was felt important to have a clear understanding of current classroom practice so
that the change to a school network could be managed in the most beneficial manner.

Observation of students during computer use and examination of their file saving techniques were used as the main indicators.

**Findings and Conclusions**

It was found that junior students were not able to independently save and open data files. They did not have an understanding of naming files and ensuring suitable destination. There was a high range of skills amongst senior with some students being fully independent.

It was clear that the older students were assisting younger ones to the extent that they are not learning simple computer protocols.

Students reported that using Learning Objects and internet sites during Mathematics helped them practice their learning.

**Future Directions**

Students will be provided with specific computer skills lessons in 2009. The variety of computer applications across different subjects will also be emphasised. Senior students will be given peer tutoring skills to assist in their support for the learning of the junior students.

**Computers enhance student learning**

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school. 27% of parents responded to the parent survey. Their responses are presented below.

Areas of perceived strength included: promoting a healthy life style; providing an attractive and well resourced school; providing good student access to computers with a strong technology program; developing a sense of community and pride in the school and being connected to the community and welcoming parent involvement.

Areas for further focus include implementing fair discipline and promoting student achievement in literacy and numeracy.

Positive feedback was received from staff about improvements made to the school’s physical environment; computer access and the positive manner in which students interact with each other.

**Plane Crazy Day**

**Professional learning**

In 2008 staff participated in school and regional professional learning. All teachers had individual professional development plans. Professional learning was linked to the school’s targets of literacy, numeracy, student well-being and quality teaching. All staff participated in the following professional learning; Small Schools Conference, Child Protection, an introduction to Exemplary Maths and You Can Do It.

Staff participated in these activities by attendance on school development days, being released from classroom teaching and through meetings and workshops after school.

School administrative staff participated in professional learning through networking and attendance at training opportunities.

**School development 2009 – 2011**

Goals and targets for the school are shaped by collection and analysis of performance data.
Judgements are made about the degree to which plans have been achieved. Plans for future directions are developed and then discussed with the schools community. The resulting School Development Plan is available by contacting the school.

**Targets for 2009**

Analysis of student work samples, school assessment tasks, NAPLAN results and University of NSW competition results indicate that some student's achievements are lower than state average in literacy and numeracy. Student attendance rates for 2008 were below expectations.

**Targets for 2009**

Targets for 2009 will focus on student academic achievement in literacy and numeracy, increased student engagement and attendance and enhanced skills in the use of information technology.

**Target 1**

Academic achievement: all students show growth above chronological growth in school based literacy and numeracy; NAPLAN results for Year 5 in Reading, Writing, Numeracy, Spelling, Grammar and Punctuation place 2 students in bands 7 or 8, and 2 students in bands 4-6.

Strategies to achieve this target include:

- Train staff in Accelerated Literacy and provide consultancy support for the implementation of Accelerated Literacy program,
- Increase the teaching time focused on student writing and improve student engagement with writing by providing modelled, guided and independent teaching.

Our success will be measured by:

- Students’ growth in achievements in literacy being measured at above growth in chronological age as measured against syllabus outcomes and using standardised assessments,
- NAPLAN results for Year 5 students showing that they are performing at or above targeted bands.

**Target 2**

Students show growth above chronological growth in school based numeracy tasks and assessments; SENA 1 and SENA 2 results show growth on 2008 results; NAPLAN results for Year 5 in Numeracy place 2 students in bands 7 or 8, and 2 students in bands 4-6.

Strategies to achieve this target include:

- Implement whole school scope and sequence developed during training in the Exemplary Mathematics program, and
- Use standardised assessment tasks and consistent assessment practices that allow students to demonstrate understandings in a variety of ways.

Our success will be measured by:

- Standardised assessment results showing rapid growth, and
- Year 5 results in NAPLAN showing students are achieving at or above target bands.

**Target 3**

Increased student engagement and attendance and improved skills in information technology.

Strategies to achieve this target include:

- Provide integrated use of technology in all subjects,
- Implement “You can do it” program, and
- Establish effective partnerships with families to support the learning of each child. Hold focused parent workshops twice per year.

Our success will be measured by:

- Student attendance being at or above regional levels,
- Weekly class timetable incorporates activities to enhance student enjoyment of learning and use of information technology and
- Students using computers including email daily.

**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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Neroli Rose, Teacher
Fran Brown, Principal
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School Code: 1547
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:

Father's Day Breakfast