2010 Annual School Report
Rankin’s Springs Public School

NSW Public Schools – Leading the way
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Principal’s Message

Our school culture is encapsulated by our motto, ‘Pride in Effort.’ Staff are committed to excellence in teaching, striving for continual improvement in their teaching practice. They are also committed to encouraging and helping students to realise their full potential.

The local community takes great pride in our school, supporting school programs and initiatives in so many ways. Staff are committed to working with parents and the wider community to provide learning programs and opportunities which foster the development of academic, physical, social and emotional skills of students. The School Council and the Parent and Citizens’ Association (P&C) are both very active and meet regularly. The School Council plays a key role in all evaluations and in the school’s decision making processes. The P&C focuses its energy primarily on fundraising, supporting a range of programs, initiatives and excursions in 2010.

2010 has been another wonderful year at Rankin’s Springs Public School. I certify that the information in this report is a result of an extensive school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Natalie James
Principal

P&C Message

The P&C strives to support all school-related activities as much as possible. We work hard to raise money to support activities financially but also demonstrate our commitment by our presence at special activities, events and functions. The role of the P&C is invaluable at Rankin's Springs Public School. The events we organise have also proven to be of great social importance to the school and wider community.

The annual Golf Day, held in July, was both our major fundraising event and our major social event for the year. Most other fundraising occurred through catering for events and some funds were raised through donations and raffles. In 2010 opportunities for catering included our annual Round Robin, where we catered for staff and students from a number of schools in the district and the AWB field day, where we provided morning tea and lunch for 65 people. It was a big day but no-one went hungry!

Our fundraising success allowed us to support a few programs in the school, most notably, the three-day excursion for primary students to Borambola Sport and Recreation Camp. The P&C subsidised the cost of this excursion and parents provided transport for students without passing this cost on to the students or the school. In addition to this excursion, parents have provided transport for students to participate in KROP, a Maths day at Euabalong West Public School, a Public Speaking Day and NAIDOC celebrations at Beckom Public School, Goolgowi Sports Day and Naradhan Athletics Day. The P&C would like to take this opportunity to thank the parents who continue to provide transport to such activities.

The P&C was also pleased to make a donation of $100 to Royal Far West this year.

We have such a small body of parents but enjoy a high level of support from them as well as from a number of committed and generous community members. Without such support we would be unable to run the functions that we do. We would like to take this opportunity to pass on our sincere thanks.

We would also like to thank our dedicated principal and her staff for all their hard work with our children. We really do appreciate it and look forward to continuing to support them all in the future.

We are all excited about the rain we have had and the potential of this year’s crop so while we are mindful that it is not harvested yet, we are looking forward to a wonderful Christmas break and hope this is the beginning of the end of the drought. We look forward with great optimism to what is in store in 2011 for our community and for our school.

Sue Streat
Secretary
Rankin’s Springs P & C Association
School Council’s Message

2010 was a relatively quite year for the School Council. We found great satisfaction in the completion of the ‘Beautification of the School’ project with the gardens being fully mulched. We continued to offer input into the development and review of school policies, most notably the anti-bullying policy this year. We supported the school’s application for funding for a special NAIDOC grant and were really pleased with the outcome from this program. We provided extensive input into the Annual School Self-Evaluation, supporting the development of findings, conclusions and recommendations. We also assisted in the review of the school plan and the compilation of this report.

We have begun investigating the possibility of having a School Council page linked to the school’s website. This is an opportunity we are interested in pursuing further.

It has been a privilege to continue to provide input into the school when it is clearly valued and heeded. We look forward to continuing to support both the school and the principal in this role.

Jeanne Parslow
Secretary
RSPS School Council

Student Message

This year I had the privilege of being school captain of RSPS. I love the way this year went and couldn’t have imagined it being any better. My three highlights for 2010 were the excursion to Borambola Sport and Recreation Centre, KROP and our athletics carnival.

Being school captain has been great for me. It has brought me closer to the other students because they like to ask me for advice and help. I also enjoyed representing the school in many different ways.

I would like to thank the staff and students for choosing me to be the captain of RSPS in 2010.

On behalf of the students I would like to take this opportunity to thank the members of the P&C who have supported us in so many ways as well as the people who have volunteered in the canteen this year.

Kelsie Parsons
RSPS School Captain 2010

Staff and students on the last day of Miss Roschelle Moulds’ internship
School Context

Student Enrolment Profile
For the first time in some years, enrolments at Rankin’s Springs Public School increased. We ended 2009 with nine students. We commenced 2010 with ten students and finished with eleven. We also had the privilege of being joined by a family of three for a large portion of the year, seeing our enrolment peak at fourteen. Sadly that family had to move on but we are thankful for the time they shared with us. Throughout the year there has continued to be a very even balance of boys and girls.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>2007</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>2008</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2009</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2010</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

Class Size and Structure
Rankin’s Springs Public School consists of one multi-aged class with students from Kindergarten to Year 6. The following table shows our class size and the distribution of the students across the various year groups as at the point of data collection.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>K-6</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total / Yr</td>
<td>4-1</td>
<td>13</td>
</tr>
</tbody>
</table>

Student Attendance
The attendance rate at Rankin’s Springs Public School improved slightly in 2010 (from 91.9% in 2009 to 95.2% in 2010). In 2010 our attendance rate was slightly better than both the region (93.8%) and the state (94.4%). The patterns and rates of student attendance continue to be very pleasing at Rankin’s Springs Public School. Absences are minimal and generally promptly explained. Students and parents are to be congratulated on this. The following graph and table provides an overview of student attendance trends over the past 4 years.

Management of non-attendance
Our attendance rates are very pleasing. Parents/carers provide verbal and/or written explanations of absences promptly in the vast majority of instances. Unexpected/unplanned absences for which parents do not contact the school on the day of the absence are followed-up with a phone call usually on the day of, or following the absence.
Staff Information

There was little change in the staffing entitlements of Rankin’s Springs Public School between 2009 and 2010. Below are the details of our staffing entitlement for 2010 along with the names of the staff who filled these positions and an overview of their responsibilities in 2010.

Staff Establishment—Teaching Staff

The following table outlines the staffing entitlements for teaching staff at Rankin’s Springs Public School as at the end of 2010.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Part-Time</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1.31</strong></td>
</tr>
</tbody>
</table>

Teacher Qualifications

All teaching staff meet the professional requirements for teaching in NSW Public Schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Roles and Responsibilities of Teaching Staff

Miss Natalie James is the teaching principal at Rankin’s Springs Public School. Mrs Claire Sedola was employed one full day / week and Mrs Barbara Luelf was employed for two full days / week during 2010.

The responsibilities of Mrs Claire Sedola included providing Principal’s Release and teaching visual arts as the part-time teacher.

Mrs Barbara Luelf’s responsibilities included teaching music and filling the roles of the Support Teacher Learning Assistant, the library teacher and computer co-ordinator. Mrs Luelf also supported the pre-school to kindergarten transition program.

Staff Establishment—School Administration and Staff

The following table outlines the staffing entitlements for administrative and support staff at Rankin’s Springs Public School as at the end of 2010.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Administrative Manager</td>
<td>0.496</td>
</tr>
<tr>
<td>Two adults—School Administrative Manager</td>
<td>0.504</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1.19</strong></td>
</tr>
</tbody>
</table>

Roles and Responsibilities of SASS Staff

At Rankin’s Springs Public School the teaching staff are assisted by a School Administrative Manager and a General Assistant.

Mrs Michele Prince is appointed to Rankin’s Springs Public School as the School Administrative Manager in a full-time capacity. Her responsibilities include preparing and distributing the newsletter, preparing and managing teaching and library resources, supporting the principal in the management of school finances and miscellaneous office and reception tasks.

Mr Christopher James is employed part-time as the school’s General Assistant. His responsibilities include general maintenance and minor repairs.

A Special Note

The National Education Agreement requires schools report on the Indigenous composition of their workforce. There are currently no Indigenous members of staff at RSPS.

Staff Retention

There were no changes in the staffing of permanent positions at RSPS in 2010. There was also a high degree of continuity among temporary staff with Mrs Barbara Luelf and Mrs Claire Sedola continuing to fill the temporary teaching positions. We did however employ the services of a few new teachers on a casual basis. We enjoyed the interests and skills they brought to our school and would like to acknowledge Miss Roschelle Moulds, Mrs Natalie McCarten and Mr Ian Pagett as valuable members of our staff.
Professional Learning

Staff and parents both recognise the importance of the ongoing professional learning of staff. In 2010 professional learning focused on the development of skills required by staff to fulfil their role at Rankin’s Springs Public School and learning related to the focus areas identified in the school plan.

In 2010 staff undertook professional learning in the following areas:

- Using effective questioning to improve the depth and quality of learning;
- Strategies to improve the teaching of spelling;
- Strategies and skills to teach ‘The art of persuasion’;
- Teaching literacy through art;
- Programming, planning and assessing in Mathematics; and
- The procedures around merit selection within the NSW DET.

All teaching staff continued their professional learning journey through collaboration with other teachers. Staff also participated in the appropriate professional network meetings.

Mandatory training completed by staff in 2010 included:

- the NSW DETs Code of Conduct;
- Occupational Health and Safety;
- child protection;
- CPR and first aid as appropriate; and
- anaphylaxis training.

On average $844.40 was spent per staff member on professional learning. This figure includes the cost of employing staff for training purposes, course fees and the cost of travel and accommodation.

(N.B. The above figure has been calculated by dividing the total amount spent by five to account for the professional learning undertaken by the support staff as well as permanent and temporary teaching staff.)
Below is a summary of the income and expenditure of Rankin’s Springs Public School for 2010. The table on the left provides the actual figures, the comments on the right provide a brief description of the key programs.

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

A full copy of the school’s 2010 financial statement is tabled at the general meetings of the School Council. For further details please contact the school office.

### BALANCE BROUGHT FORWARD

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58 256.98</td>
</tr>
</tbody>
</table>

### RECEIPTS FROM:

- **Global funds**: 43 801.72
- **Tied funds**: 10 990.50
- **School & community sources**: 3 769.47
- **School operated canteen**: 0.00
- **Interest**: 3 582.36
- **Trust receipts**: 509.85

**TOTAL RECEIPTS**: 62 653.90

**TOTAL FUNDS AVAILABLE**: 120 910.88

### PAYMENTS APPLIED TO:

#### Educational Programs

- **Key learning areas**: 8 344.26
- **Library**: 1 337.90
- **Excursions**: 636.52
- **Extra curricular**: 1 733.09
- **Professional learning**: 3 428.97
- **Tied funds**: 16 279.29
- **Short term relief**: 1 007.96

**Sub-total**: 32 767.99

#### Administrative Programs

- **Administration and office**: 11 150.13
- **School operated canteen**: 0.00
- **Utilities**: 6 221.08
- **Maintenance**: 4 848.53
- **Trust payments**: 523.85

**Sub-total**: 22 743.59

#### Capital Programs

- **Total Capital Programs**: 0.00

**Sub-total**: 0.00

**TOTAL PAYMENTS**: 55 511.58

**BALANCE CARRIED FORWARD**: 65 399.30

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In 2010, income from school and community sources' included:

- excursion contributions
- P&C donations
- community donations

Expenditure of tied funds in 2010:

- excursion subsidies (Drought Assistance)
- professional learning (see ‘Professional Learning’ section of this report)
- additional teacher for half an hour / week (Computer Co-ordinator)

Key financial commitments of 2010:

- additional teaching time (1.5 days / week) / employment of additional teaching staff
- teaching resources
- excursions – minor excursions, Young Leaders Conference, major excursion to Borambola (primary students only)
- prizes and awards for students (various incentive programs as well as end of year presentations)
- ICAS competition entries
- office and classroom supplies
- maintenance of office equipment (printers, laminator, photocopier etc)
- utilities (gas, electricity, waste).
Resources

Staff and students enjoy wonderful facilities and resources. In 2010 renovations to our library, teacher resource room and toilet block were completed. There is an abundance of quality resources for teaching and learning and recreation.

The technological resources are certainly a feature of our school. Between desktops and laptops, we have more than one computer for every student. Students use computers for individual or group learning tasks for 2-3 lessons / week. We also have the wonderful connected classroom equipment, and continue to make it work for us both in providing quality and engaging lessons and in overcoming some of the challenges presented by our isolation.

In 2010 our sporting equipment was updated and expanded courtesy of the Premier’s Sporting Challenge grants as well as the Coles ‘Sports for Schools’ program.

Parents and community members are very proud of the facilities and the way in which they are used to enhance teaching and learning.

We enjoy a number of beautiful old buildings as well as a more modern brick building, providing ample space for teaching and learning, administration and storage.

The library following its refurbishment

The toilet block following its upgrade

The students love all the play equipment!
## Significant Programs and Initiatives—2010

### Respect and Responsibility

The staff at Rankin’s Springs Public School recognise the importance of cultivating a school environment in which respect and responsibility are valued and consistently displayed by all. Staff consistently model, teach and reinforce respectful behaviour. They also address disrespectful behaviour promptly and fairly.

Developed around the values of the NSW DET, the 2010 Peer Support program was one vehicle for the explicit teaching of respect and responsibility. The Life Education program helped students understand the importance of treating others with respect and of making responsible decisions, as well as equipping them with some of the skills required to do this. A three-day excursion to Borambola helped primary students develop a range of skills that enable them to accept greater responsibility both at school and in other environments. It also helped students recognise differences in skills, abilities and interests, to celebrate those differences and treat everyone with respect, irrespective of their level of skill, personality, likes or dislikes.

### Aboriginal Education

In 2010 Rankin’s Springs Public School joined staff and students from Euabalong West, Beckom, Barmedman and Binya Public Schools in undertaking a major project connected with NAIDOC Week celebrations and initiatives. This project involved building the knowledge and understanding of primary students regarding the experiences of Australian Aboriginals following the British colonisation of Australia through texts and the movie ‘Rabbit Proof Fence’. Students were then interviewed about what they learnt. These interviews were recorded and used to make a DVD, through which infants students also had the opportunity to deepen their understanding of these issues. Students demonstrated a high level of respect for and empathy with the Aboriginal people of Australia. It was a really valuable unit of work, and one that was thoroughly enjoyed by students. An Aboriginal perspective is also embedded in the content of all key learning areas.

### Multicultural Education

In 2010 we hosted a significant celebration of Harmony Day where students learnt about a range of cultures through a study of head coverings. Students undertook a major unit of work exploring life in a variety of places around the world including England, France, Switzerland, Canada, India and Nepal. They considered similarities and differences in the ways people live in those places as well as differences in the natural and built environments there. They also participated in the online learning program, ‘Where’s Collie?’ following the adventures of a gnome as he travelled through South East Asian countries. Students gathered information about each country including capital cities, population, products, clothing, food and industry which they used to help identify the country Collie was hiding in from the clues they were given.

Once again, students participated in the Country Women Association’s (CWA’s) International Day. Primary students prepared individual information reports about Scotland which they read on the day and answered questions from the adults present. Infants students displayed the Scottish bagpipers they made in an art lesson. All the students were intrigued by the bagpipes played by Mr Jock Munro who was also dressed in traditional Scottish outfit. When invited, the children asked Mr Munro many questions about kilts, clans and how the bagpipes worked, adding to the knowledge they had gained through writing their information reports.

A multicultural perspective is also embedded in content across the curriculum.
Programs for students with additional educational needs

Staff at Rankin’s Springs Public School seek to ensure all students are given the opportunities and support required to be successful, and that every opportunity is provided to enable individual students to fulfil their potential.

In 2010 the placement of an intern from Charles Sturt University allowed staff to undertake a specific project. The project chosen was the development and implementation of Individual Learning Plans. This project was very effective, allowing staff to target a range of learning needs primarily in the areas of understanding mathematical concepts, successfully completing mathematical sums and problems, improving word attack skills while reading, improving reading fluency and improving the clarity of speech.

These projects were so effective that funding for eight additional teaching days was applied for to support the continued implementation of Individual Learning Plans, with a particular emphasis on the speech programs.

Our commitment to supporting students with additional educational needs is also highlighted by our decision to employ additional teaching and support staff as the budget and funding allows. In 2010 an additional 1.5 teaching days / week was funded through the school budget to allow students more time in individual or small group teaching situations.

Student Leadership

The K-6 class environment lends itself well to the development of leadership skills. From as early as Kindergarten students begin to develop leadership skills, being allocated a weekly job through which they learn responsibility as well as the benefits and importance of being part of a team and the need to be willing to do even the undesirable jobs when called on to do so. The infants students also have a wonderful opportunity to become leaders in Term 4, when the pre-school to kindergarten transition program commences and the infants students show the transitioning children the ropes in the classroom and the playground.

The opportunities for leadership development are even more extensive in primary. Through a program called Buddy Reading, students learn to work cooperatively and productively with the infants students, listening to them read and helping them learn their sight words.

Our excursion to Borambola Sport and Recreation Camp was another wonderful opportunity for all primary students to develop leadership skills. Through the various activities they learnt about working as a team, cooperation, encouraging each other, rising to meet challenges, being responsible and becoming more independent.

Year 5 and 6 students had a number of other opportunities to develop and exercise leadership skills including leading a Peer Support group during the pre-school to kindergarten transition program and attending the Halogen Young Leaders’ Conference. The office of school captain and other identified student leadership positions also play an important role in fostering student leadership at Rankin’s Springs Public School.
**Preschool to Kindergarten Transition**

Rankin’s Springs Public School offers an extensive transition program for students enrolling in Kindergarten there for the following year. This enables teachers to assess the academic and social skills of incoming students, provides opportunities for older students to demonstrate and further develop their leadership skills through the Peer Support program and allows transition students to become familiar with staff and students as well as the expectations, routines and rules of the school. There are also opportunities for pre-school aged children to participate in the activities of Rankin’s Springs Public School throughout the year. For more information about the pre-school to kindergarten transition program contact the office.

Students from RSPS and Rankin’s Springs Preschool at our 2010 Book Parade

Peer Support leaders with 2010 transition students

**Learning Partnerships – Parents and Community**

The relationship between staff and parents and community members is strong and productive. Its strength is demonstrated through:

- the contributions of the School Council and P&C Association (see P&C Message on page 2 and School Council Message on page 3);
- ongoing service of parents and community members to the school through volunteering in the canteen, providing transport for excursions when required and supporting the delivery of individual learning programs, special activities and events and Special Religious Education (Scripture);
- the participation of parents and community members at school functions and events;
- the school’s participation in community programs and events including the CWA’s International Day, local ANZAC Day commemorations and ‘Operation Christmas Child’; and
- the participation of parents and community members at training and development opportunities.

Students with their donations for ‘Operation Christmas Child’
Learning Partnerships - Interschool Interactions

Staff, students and parents all value the strong connections we have developed with other public schools in the Riverina. These relationships have gained strength and substance through the P6 Principals’ network. Principals from six P6 schools in the region meet together at least once a term to talk about what is going well and to get ideas about how they can do things better. It has been a great avenue for collaborative planning and has also resulted in a number of common learning programs.

The ‘Connected Classroom’ equipment installed in 2009 has proved invaluable in strengthening these relationships. This year staff and students from Rankin’s Springs and Euabalong West Public Schools undertook a number of joint teaching and learning programs via video conference. Both infants and primary students had the opportunity to participate in a literacy unit. Primary students also undertook a joint science unit, researching significant inventions in information and communication technology in the 20th Century. Students from the different schools shared their findings with each other via video conference and desktop sharing software. Students really enjoyed this experience and achieved some pleasing results. There were also a number of teaching benefits, most notably, while a group of students was being taught via video conference, the teacher was freed up to focus their teaching on the remainder of the class.

The extent and quality of interschool activities accessed by students from Rankin’s Springs Public School reinforces the value staff, students and parents have given interschool learning partnerships and demonstrates the extensive benefits gained from these relationships.

In 2010 students from Rankin’s Springs Public School visited Goolgowi Public School for a Science Fun Day, Euabalong West and Weethalle Public Schools for some maths fun days, Lake Wyangan Public School for performances of the Emperor’s New Beat Box and by the Leaping Loonies and Beckom Public School for a public speaking day and a filming day for our NAIDOC project. They also participated in a range of sports carnivals at various venues.

Staff and students from Rankin’s Springs Public School hosted students from other small schools for the Small Schools Round Robin and Life Education.
Achievements—2010

Academic

In 2010 students have demonstrated outstanding improvements in both internal and external assessment measures. For a number of years now, all students from Years 3-6 have participated in the ICAS tests. Our results this year demonstrate our continued improvement. In 2009 only one student earned a credit, and did so in two of the tests (Computer Skills and Writing). In 2010 three students earned a total of four credits across two different tests (Mathematics and Computing Studies) and one student earned a distinction (Writing).

The NAPLAN results also demonstrate remarkable growth across all areas. Beyond our improvements in student outcomes there are a number of other academic achievements that we would like to celebrate:

- In 2010 students from Rankin’s Springs Public School participated in the School Spelling Bee. Three students, Kelsie Parsons, Samuel Prince and Brian Banfield went on to represent the school at the regional final for the Premier’s Spelling Bee. They enjoyed the experience and were pleased with their efforts and performance. One student was not eliminated until Round 5. We were all very proud of this achievement.
- Once again, all students participated in the Premier’s Reading Challenge with many students completing the challenge.

For further information regarding the academic achievements of students from Rankin’s Springs Public School refer to Progress on Targets 2010—Literacy and Progress on Targets 2010—Numeracy on page 18 of this report.

While we are very proud of the improvements in student learning outcomes and their achievements this year, the development of literacy and numeracy skills will continue to be a focus of teaching and learning in 2011.

National Minimum Standards

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular stages of education. These are referred to as National Minimum Standards. Students in Year 3 and Year 5 are assessed in relation to these standards through NAPLAN (National Assessment Program for Literacy and Numeracy).

In 2010 students performed best in the areas of ‘Writing’ and ‘Grammar and Punctuation’. This is particularly satisfying as writing has been a major focus area for the 2009-2011 School Plan. The results also support school-based assessment which has indicated that students would benefit from further support developing their spelling skills and their ability to transfer their knowledge to writing and editing their own texts as well as in editing the texts of others.

Due to the small number of students participating in these tests it is not appropriate to report more specifically on student achievement.

Value Added

‘Value added’ refers to the amount of demonstrated improvement students make towards (or beyond) the minimum standards between Year 3 and Year 5.

Staff at Rankin’s Springs Public School continually strive to maximise the ‘value added’ each year. The 2010 NAPLAN results have revealed outstanding growth across the board, with the average growth demonstrated in each assessment being significantly higher than state and regional growth averages.

Due to the small number of students participating in these tests it is not appropriate to report more specifically on student achievement.
Creative Arts

Creative arts programs provide students with opportunities to develop and demonstrate a variety of important skills including self-confidence and self-esteem. For most students these programs provide a welcome interlude from intensive literacy and numeracy programs.

In 2010 all students participated in the ‘Kid’s Rapt on Performing’ (KROP) program, performing a dance to ‘Hit the Road, Jack’. Students thoroughly enjoyed this opportunity and developed a range of skills in both dance and performance throughout auditions, rehearsals and the four performances. Students also had the opportunity to watch and critique the performances of other schools, further developing their understanding and appreciation of music, visual arts, dance and drama.

Students had the opportunity to watch a number of live performances including ‘Leaping Loonies’, which is an athletic slap-stick comedy performance and ‘The Emperor’s New Beat Box’ which is a musical performance. Year 5 and 6 students also had the opportunity to participate in the RAW dance workshop.

In addition to these programs and events, the school’s end of year performance provided a wonderful opportunity for all students to be involved in a musical, presenting an adaptation of ‘The Wizard of Oz’.

Sport

Sporting programs and competitions provide opportunities for students to develop a range of skills including gross motor skills, hand-eye coordination, communication, problem solving and decision making skills. Students also develop an appreciation of the importance of rules, cooperation and teamwork.

Students participated in a number of school-based sporting activities including a sport and fitness program, the school swimming program and the RSPS Athletics Carnival. They also participated in a variety of interschool sporting activities including our Round Robin, the Goolgowi Cross Country, tabloid sports, the Griffith District PSSA Small Schools athletics and swimming carnivals and the Griffith District PSSA cross country.

Students from Year 3-6 had the opportunity to participate in the Trent Barrett and Mortimer Shields (Rugby League and Aus Tag) and those students who qualified were able to participate in the various district, regional and state carnivals.
Key Evaluations

In 2010 Rankin’s Springs Public School conducted three major evaluations. In the area of educational and management practice we evaluated the school’s process related to staff supervision and accountability. In the area of curriculum we evaluated teaching and learning in English. We also evaluated the school’s processes and procedures related to assessment and reporting.

This report summarises the findings, conclusions and recommendations for each of these evaluations. For more details regarding the findings, conclusions, recommendations and strategies resulting from these evaluations please contact the school.

Methodology

The same methodology was used for each review area - feedback was sought through a combination of surveys and discussion groups. All staff, parents and primary students were given the opportunity to complete surveys for each area evaluated. All students had the opportunity to participate in the class discussions. Input from parents and community members was sought through School Council and P&C meetings. Staff also provided input into the various reviews during staff meetings.

Initial findings, conclusions and recommendations were made by the principal, then refined and endorsed by staff at staff meetings and parents and community members at School Council meetings.

Staff supervision and accountability

Background

The focus of this evaluation was to gauge the effectiveness of supervision and accountability processes as well as the extent to which staff, students and parents are familiar with them.

Findings and Conclusions

- There was a high degree of satisfaction among all key stakeholders in both the performance of staff and the structures for supervising staff and maintaining accountability at RSPS.
- All staff believed the system for accountability and supervision is primarily supportive rather than punitive and is built on trust, collegiality and mutual respect.
- All staff believed that the school processes and procedures for supervision and accountability address staff welfare needs.
- All staff and students were familiar with the process for raising concerns about staff performance, as were the vast majority of parents and community members.
- The vast majority of stakeholders were satisfied with their current level of knowledge in these areas and responses indicated accurate understanding at an appropriate level within each of group of the key stakeholders.
- There was a general consensus that supervision and accountability should be closely related to student achievement of outcomes identified in the NSW Board of Studies Syllabus documents.

Future directions

- Ensure supervision and accountability continues to focus on teaching and learning programs and student achievement but incorporate accountability of all staff members in the implementation of the school plan and policies of the NSW DET and RSPS.
- Ensure all parents (as well as staff and students) are aware of the process for raising concerns about the performance of staff members through a discussion at P&C and a note in the newsletter.
Background
The focus of this evaluation was to gauge the level of satisfaction amongst staff, students and parents with the manner in which English is being taught as well as with the level of student achievement. It sought to identify things that were highly valued as well as areas requiring further improvement.

Assessment data from internal and external assessments was also used in this evaluation.

Findings and conclusions

- In most areas, staff, students, parents and community members have indicated that current teaching practice for English at RSPS is appropriate and effective.
- The English program is well balanced addressing talking and listening, reading and writing outcomes.
- There was a high level of agreement that staff both appeared to enjoy teaching English and taught it well.
- Student achievement has improved dramatically over the past few years but further growth is still desired.
- A few areas were identified for focused attention, as follows:
  - Students’ achievement, specifically in the areas of:
    - Oral and written vocabulary;
    - Written expression skills;
    - Spelling;
    - Handwriting; and
    - Oral reading.
  - Extension of Individual Learning Plans;
  - Student enjoyment / engagement (currently quite high but room for improvement was certainly identified by the students in particular); and
  - Staff familiarity of available resources as well as the process for requesting additional resources.

Future directions

- Continue to build staff familiarity of available resources as well as the process used to request / purchase resources through staff meetings.
- Focus on teaching spelling skills in Term 4, 2010 (and include interactive / game like activities).
- Continue to focus on writing skills (major focus of 2009-2011 school plan).
- Discuss the possibility of three-way conferences (parent, teacher, student) with parents at P&C meeting.
- Schedule parent-teacher-student meetings (if supported by parents) to develop and monitor Individual Learning Plans and to discuss semester reports.
- In 2011 arrange staffing to allow for the implementation of Individual Learning Plans and individual / small group teaching as much as possible (ideally a minimum of ½ day / week).
Assessment and reporting

Background
The focus of this evaluation was to gauge the level of satisfaction with both the means of assessing student learning at RSPS and the process used to report to students and parents. This evaluation also considered the school’s process for recording assessment data and tracking student progress.

Findings and conclusions
- There was a high level of satisfaction expressed with both assessment and reporting in general.
- There was a high level of agreement that teachers have a deep knowledge of students’ ability.
- There was a high level of agreement that teachers communicate effectively with both parents and students regarding student achievement and progress as well as areas requiring further improvement.
- Staff, students and parents were all confident that teachers use assessment information to direct their teaching and follow-up on learning needs identified through assessment.
- There were a number of areas identified where improvements could be made, specifically:
  - Planning of assessment tasks (particularly summative assessment);
  - Recording and maintenance of assessment data; and
  - Tracking of student progress.
- It was found that most feedback given to students is verbal and most feedback given to parents is written (via school reports, reports of external assessments, merit awards, notes on homework etc).
- Feedback was seen to be open and honest, supportive and balancing well acknowledgement/celebration of student achievement with identification of areas for further improvement.
- There was also a high degree of satisfaction recorded, particularly amongst parents, with the current format used for formal reporting.

Future directions
- Include assessment and reporting as a focus in the 2012-2015 School Improvement Plan.

Assessment
- Develop an assessment plan.
- Develop a means of tracking student achievement / progress.
- Develop ways of assessing more subjective subjects like music and art.
- Use assessment matrices to set learning goals for students and make criteria explicit.
- Set timeframes for students to demonstrate achievement of certain skills and understandings or complete certain tasks.
- Help students develop a realistic view of their skills in comparison to a larger peer group.
- Incorporate specific assessment related strategies in the 2011 revision of the school plan.
- Incorporate planning of assessment as well as the maintenance of assessment data as a focus for TARS in 2011.

Reporting
- Include a section at the end of the general comment in school reports, directed to the student, using ‘child friendly’ language.
- Strongly encourage parents to participate in three-way conferences (teacher-parent-student) each term to discuss progress and learning priorities (including one after each formal written report).
Parent, Student and Staff Satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the extent to which they were satisfied with the educational experience offered by Rankin’s Springs Public School. In their responses varying degrees of satisfaction were indicated, as presented below.

<table>
<thead>
<tr>
<th></th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Extremely Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong></td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>14%</td>
<td>7%</td>
<td>79%</td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td>25%</td>
<td>0%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Progress on 2010 School Targets

Target 1 Creating Quality Writing

All students will demonstrate a level of competency at or above their anticipated level of achievement when assessed against the ‘Learning to Write’ outcomes of the English K-6 Syllabus.

Achievements in this area include:

- the development and implementation of Early Literacy Plans for all students in Early Stage 1 and Stage 1 using the Best Start assessments, learning continuums and software;
- the development of Individual Education Programs as appropriate;
- the development of writing portfolios for primary students including a variety of text types;
- growth well above both regional and state averages in the NAPLAN assessment of spelling, writing and grammar and punctuation; and
- the awarding of a distinction to one student for their performance in the ICAS writing test.

Target 2 Numeracy

All students will demonstrate a level of competency at or above their anticipated level of achievement when assessed against the ‘Number’ outcomes of the Mathematics K-6 Syllabus.

Achievements in this area include:

- the development and implementation of Early Numeracy Plans for all kindergarten student;
- the development and implementation of Individual Learning Plan for students identified as being ‘at risk’ of failing to meet expectations for their stage;
- programming that includes a greater emphasis on problem solving, mathematical thinking and practical activities;
- improved recollection and understanding of a range of number facts;
- 80% of students demonstrating stage appropriate competence (‘sound’ achievement or better) in number.

Target 3 Student Leadership

All students will demonstrate a level of competency at or above their anticipated level of achievement when assessed against the communicating, interacting, problem solving and decision making outcomes of the NSW K-6 PD/H/PE Syllabus.

Achievements in this area include:

- 100% of eligible students attending the Halogen Young Leaders’ Conference;
- all students participating in the Peer Support program;
- regular opportunities for group work and peer tutoring;
- 90% of students demonstrating stage appropriate competence (‘sound’ achievement) in communicating, interacting and decision making outcomes.
Priority Areas for 2009-2011 School Plan

The priorities for the 2009-2011 School Plan were identified through extensive evaluations in 2008, identifying four priority areas:

- Literacy (with a continued focus on writing)
- Numeracy (with a focus on number and working mathematically)
- Quality Teaching
- Student Leadership.

The plan was revised in Term 4, 2009, consequently, Quality Teaching became a strategy rather than a priority area. The plan was revised again in Term 4, 2010. Minor adjustments were made to strategies but the targets and priority areas remained unchanged. A complete copy of the revised school plan is available on the school website or can be accessed by contacting the school.

Targets for 2011

2011 will be the third and final year of the three year planning cycle. Targets for 2011 are outlined below.

Progress towards these targets will be reported on in the 2011 Annual School Report.

Target 1 Spelling

All students will demonstrate a level of competency at or above their anticipated level of achievement when assessed against the ‘Spelling’ outcomes of the English K-6 Syllabus.

Our strategies to achieve this target include:

- Explicit teaching of four ‘spelling knowledges’;
- Use of ‘dictation’ to encourage transfer of spelling skills from success in isolated words to success in the context of a sentence or text;
- A school spelling bee involving all students;
- Participation in the Premier’s Spelling Bee; and
- Improvement and achievement in spelling recognised and rewarded in End of Year Presentation.

Anticipated indicators of success include:

- Increased knowledge of four spelling knowledges;
- Increased understanding of how to use the four spelling knowledges when attempting to write an unfamiliar word;
- Increased transfer of spelling skills to different contexts, specifically to writing sentences and texts;
- Evidence of more effective self-editing of writing tasks;
- Growth demonstrated in standardised tests;
- Growth demonstrated in external tests such as ICAS and NAPLAN; and
- All students demonstrating stage appropriate competence (‘sound’ achievement) in relation to the spelling outcome of the NSW Syllabus documents.
Target 2 Creating Quality Writing

All students will demonstrate a level of competency at or above their anticipated level of achievement when assessed against the ‘Learning to Write’ outcomes of the English K-6 Syllabus.

Our strategies to achieve this target include:

- developing understanding of various types of writing including their purpose and their structure through whole class/group programs;
- programs and activities to improve vocabulary;
- programs and activities to develop spelling skills (see above);
- programs and activities to develop understanding of grammar and punctuation.
- development and use of editing and revising checklist;
- development and use of writing matrixes to use in self-assessment, peer-assessment and teacher assessment of work;
- the development and implementation of Early Literacy Plans for all students in Early Stage 1 and Stage 1 using the Best Start assessments, learning continuums and software;
- the development of Individual Learning Plans for all students; and
- funding a teacher to plan and implement Individual Learning Plans (1/2 – 1 day / week).

Anticipated indicators of success include:

- improvements in spelling demonstrated in standardised tests, school-based and external assessments;
- production of well structured texts for various purposes;
- evidence of revision and editing in student work samples;
- use of a variety of effective literary techniques in student writing;
- growth of students from Year 3 to Year 5 in NAPLAN writing assessments;
- growth of students from Year 3 to Year 5 in NAPLAN assessments of spelling, grammar and punctuation; and
- all students demonstrating stage appropriate competence (‘sound’ achievement) in relation to the writing outcomes of the NSW Syllabus documents.

Target 3 Numeracy

All students will demonstrate a level of competency at or above their anticipated level of achievement when assessed against the ‘Number’ outcomes of the Mathematics K-6 Syllabus.

Our strategies to achieve this target include:

- the development and implementation of Early Numeracy Plans for all kindergarten students;
- the development and implementation of Individual Learning Plan for all students;
- funding a teacher to plan and implement Individual Learning Plans (1/2 – 1 day / week);
- development and implementation of a functional K-6 scope and sequence; and
- incorporation of number challenges, problem solving and practical activities in all maths sessions.

Anticipated indicators of success include:

- appropriate strategies for solving number tasks (both sums and problems) being effectively identified and used;
- stage appropriate number facts being recalled with increasing speed and accuracy;
- progress demonstrated in standardised measures such as Best Start and Count Me in Too;
- growth of students from Year 3 to Year 5 in NAPLAN numeracy assessment; and
- all students demonstrating stage appropriate competence (‘sound’ achievement) in relation to the number outcomes of the NSW Syllabus documents.
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.

Rankin’s Springs Public School Self-Evaluation Committee

Natalie James  Principal
Barbara Luelf  Teacher
Claire Sedola  Teacher
Julie Groat  School Council President - Community Representative
Jeanne Parslow  School Council Secretary - Parent Representative
Gaye Banfield  School Council - P&C President
Michele Prince  School Council - Staff Representative

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:


School Contact Information

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Fax: (02) 69661296
Email: rankinspr-p.school@det.nsw.edu.au
School Code: 2935
### Appendix – Abbreviations and Acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ANZAC</td>
<td>Australian and New Zealand Army Corps</td>
</tr>
<tr>
<td>CAPA</td>
<td>Creative and Practical Arts</td>
</tr>
<tr>
<td>CPR</td>
<td>Cardio Pulmonary Resuscitation</td>
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<td>CWA</td>
<td>Country Women’s Association</td>
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<tr>
<td>DET</td>
<td>NSW Department of Education and Training</td>
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<tr>
<td>e.g.</td>
<td>for example</td>
</tr>
<tr>
<td>etc.</td>
<td>etcetera (and so on)</td>
</tr>
<tr>
<td>ICAS</td>
<td>International Competitions and Assessment for Schools</td>
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<tr>
<td>KLA / KLAs</td>
<td>key learning area/s</td>
</tr>
<tr>
<td>KROP</td>
<td>Kids Rapt on Performing</td>
</tr>
<tr>
<td>NAIDOC</td>
<td>National Aboriginal and Islander Day of Observance Committee</td>
</tr>
<tr>
<td>N.B.</td>
<td>Please note / note carefully</td>
</tr>
<tr>
<td></td>
<td>(The abbreviated form of the Latin phrase ‘nota bene’ which means &quot;Take notice of this very carefully&quot;.)</td>
</tr>
<tr>
<td>NAPLAN</td>
<td>National Assessment Program – Literacy and Numeracy</td>
</tr>
<tr>
<td>NSW DET</td>
<td>NSW Department of Education and Training</td>
</tr>
<tr>
<td>P&amp;C</td>
<td>Parents and citizens</td>
</tr>
<tr>
<td>PDHPE</td>
<td>Personal Development, Health and Physical Education</td>
</tr>
<tr>
<td>PSSA</td>
<td>Primary School Sports Association</td>
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<tr>
<td>RSPS</td>
<td>Rankin’s Springs Public School</td>
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<tr>
<td>SENA</td>
<td>Schedule of Early Number Assessment (a maths assessment, usually most suitable for students in Early Stage 1 – Stage 2)</td>
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<tr>
<td>SLSO</td>
<td>School Learning Support Officer (formally known as a Teacher’s Aide)</td>
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<tr>
<td>STLA</td>
<td>Support Teacher Learning Assistant</td>
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<tr>
<td>QT / QT Framework</td>
<td>Quality Teaching Framework</td>
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