2010 Annual School Report
Picnic Point Public School

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

Students
Picnic Point Public School enrolment in March, 2010 was 355 (200 boys and 155 girls).
Students attended school on average 97.1% each school day. This attendance is above region and state levels.
In 2010 we had fourteen classes comprised of thirteen mainstream classes and one Opportunity Class (OC). Eight classes were multi-age classes.
(Details on page 4)

Staff
We had 21 members of the teaching staff in 2010. This included three executive staff and nineteen teachers.
(Details on page 6 and 7)
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school implemented a number of highly successful programs to provide students with extra educational support and opportunities throughout 2010. These included:
- Student Welfare
- Student Leadership
- MULTILIT
- Speech Pathology
- TLC
- Transition
- Senior School (Years 5 and 6)
- Concert Band
- Steel Band
- Environmental Education
- Performing Arts – dance, choir

Student achievement in 2010
Literacy – NAPLAN Year 3
Of the students who sat the test, 76% were placed in the top three bands (4, 5 and 6) in Reading and 84% in Writing. In Reading 58% achieved in Bands 5 and 6 and 78% in Writing.
(Details on pages 7 and 8)

Numeracy – NAPLAN Year 3
Of the students who sat the test, 61% were placed in the top three bands (4, 5 and 6) and 42% achieved in Bands 5 and 6.
(Details on page 8)

Literacy – NAPLAN Year 5
Of the students who sat the test, 72% were placed in the top three bands (6, 7 and 8) in Reading and 81% in Writing. In Reading 49% achieved in Bands 7 and 8 and 50% in Writing.
(Details on page 8 and 9)

Numeracy – NAPLAN Year 5
Of the students who sat the test, 77% were placed in the top three bands (6, 7 and 8) and 47% scored in bands 7 and 8.
(Details on page 9 and 10)

Principal’s message
The Picnic Point Public School community is committed to an inclusive, innovative curriculum engendering high morale, high expectations and achievement of success by endeavouring to meet the personal, social and learning needs of all students.
We aim to develop happy, self-disciplined learners, empowered to take part in shaping their world. Students are encouraged to value their achievements, to ‘strive to excel’ in all endeavours.
The school is noted for the diverse range of experiences offered to its students. Highly valued contributions of a caring, committed, professional staff together with an informed, involved parent body underpin the work of the school. The school has continued to achieve outstanding results and is justly proud of the quality of education provided.
Collaborative partnerships have been a growing feature of our operation, providing strengthened delivery of programs to students and professional learning for staff. Key partnerships have included: COMPASS, East Hills Girls and Boys High Schools, Picnic Point High School, Fairfield High School,
the University of Western Sydney and Padstow TAFE. Academic partners have assisted staff in the areas of Drama and Speech Pathology. A community artist has worked with us to visually enhance the junior school environment, and many parents have shared their expertise in learning support, and in science workshops.

We continued the partnership with Sydney University COMPASS Program, focusing on encouraging students to aspire to higher education. The opportunities afforded students, staff and parents through this program are truly exciting.

Of great significance to our school community has been the completion of major improvements to our school infrastructure through the Building the Education Revolution (BER) Commonwealth funding program. The school and local community are now able to enjoy and utilise our school hall, canteen, COLA, walkways, car park and landscaping.

The 2010 school year has been very successful. We all have much to celebrate as we go from strength to strength. I am sure you will enjoy reading this year’s annual report.

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.

Helen Wardega

P & C and/or School Council message

What another amazing year for Picnic Point Public School! Through the Building the Education Revolution and the National School Pride Program we now have security fencing, our wonderful new hall, brilliant new canteen, and interactive whiteboards in every classroom.

A priority in 2010 was to increase social activities across the school. The completed hall and canteen have already allowed for more social events across the school and wider community, an example being an end of year BBQ.

We are always trying to attract more involvement in the P&C, and this year we saw great attendance at our meetings with a lot of new members having joined the P&C and sub-committees. It is pleasing to notice many of the new faces are from OC and kindy families!

Overall, many people have assisted the P&C association and contributed to the success of the canteen, fundraising, and uniform subcommittees. As happens each year, many of our long term members and volunteers are leaving the school; this year in particular we are losing some fantastic people.

What a massive year for our canteen sub-committee: a huge move into the new building and arranging a vast array of new equipment. All the planning, organising, moving, development of new procedures, information, and products happened, all on top of the day-to-day running of the canteen and undertaking many fundraising and not-for-profit activities.

The canteen remains our highest fundraising activity, with all profits going back to the school. Being entirely volunteer run the canteen also requires the most effort and, due to the tireless work of the sub-committee and our many helpers, the canteen continues to do a marvellous job and is open most days.

In 2010 we had instances where the canteen was closed occasionally due to the lack of volunteers. But while every week other schools around us were still putting tenders in the paper to seek an external operator or to employ a paid organiser, we are very fortunate our canteen has kept on running entirely by the hard work of our wonderful sub-committee and volunteers.

I can’t stress enough how very fortunate we are to still have a P&C run canteen and how important all of our canteen volunteers are.

Fundraising again included activities for Easter, Mother’s Day, Father’s Day and Christmas, with many other events undertaken across the school and community. The family portraits photography fundraiser in November had a great response, and even the smallest projects like collecting aluminium cans all add up.

The fundraising highlight for the year was definitely the major Gold Coast holiday raffle drawn at the school Presentation Day. The amazing support for the raffle has allowed the P&C to purchase staging, lighting and audio equipment for the new hall. In 2011 we plan further fundraising to make our new hall exactly what we need it to be.
Fundraising is always difficult, and 2010 was again a tough year due to the global financial crisis, and the P&C only raised what was needed. All the activities we ran though were well supported, so thank you.

The uniform committee continues to do an excellent job in G Block of a Thursday morning, giving all profit raised back to the school. Additional items were added to the stock throughout the year as well as maintaining the pre-loved articles. Thank you to the small dedicated team working away quietly behind the scenes.

In 2010 the P&C provided the school with materials, equipment and resources including a screen, projector, DVD and the installation of this equipment in the new hall, new ovens, freezers, equipment and fit out of the new canteen, a lockable notice board, and many other items.

Every year we pay for kindy classroom resources, classroom and playground resources, sports equipment and uniforms, the annual presentation ceremony, merit stickers, achievement awards, and updating the schools honour board.

Please note that our P&C Association does a lot more to support the school than just raise much needed additional funds.

Highlights for the year include the development of a website (www.pppspandc.org.au), getting an email address (picnicpointpublicschool@pandcaffiliate.org.au), transferring the P&C accounts into MYOB, the major raffle and moving into the new canteen.

Priorities for the P&C in 2011 are to continue to work towards making our new hall the best it can be for the students with stage curtains, lighting and cabling, to increase social activities across the school and community, to boost P&C membership and involvement, and to put air conditioning into the canteen.

This is my final year in the role, having sat for three consecutive terms. I have been honoured and have enjoyed being involved with the school and being the P&C President. It has been rewarding, with too many highlights and achievements to name here. I have met many amazing people, some friends for life. Thank you to everyone for all your help and support during my term.

I would like to conclude by expressing my appreciation to the countless hours given by all the volunteers and to express gratitude to the support the school community gives to our fundraising and other activities.

Steve Brown
P&C President

Student representative’s message

The Student Representative Council (SRC) is comprised of elected representatives from Years 2–6 and the student leadership executive team. This year saw our first Leadership Training day for years 2-6. Our achievements in 2010 included the development of a time capsule to be opened in 2020 to commemorate the new school hall. The whole community has had input into its contents. Funds raised by students ($320) helped to sponsor a Malawi child through World Vision, raised awareness of poverty in the community by promoting the Anglican Tucker Drive and raising awareness and funds for SIDS through Jeans for Genes Day. The SRC also participated in a Video Conference about getting the SRC involved in environmental issues within the school.

Harry Fuelling & Natasha Caward

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
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<tbody>
<tr>
<td>2006</td>
<td>188</td>
<td>180</td>
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<td>2007</td>
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<tr>
<td>2010</td>
<td>196</td>
<td>155</td>
</tr>
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</table>

Student attendance profile

![Student attendance rates](image-url)
Attendance by students has continued to be above the region and state levels.

### Student Attendance

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
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<th>2008</th>
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<th>2010</th>
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</tr>
<tr>
<td>6</td>
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<td>97.3</td>
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<td>96.1</td>
<td>97.1</td>
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<td></td>
</tr>
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<td>94.1</td>
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</tr>
<tr>
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<td>94.3</td>
<td>94.7</td>
<td></td>
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<tr>
<td>1</td>
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<td>93.7</td>
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<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
</tr>
</tbody>
</table>

### Management of non-attendance

Student absences are closely monitored by class teachers and executive. The Home School Liaison Officer (HSLO) regularly monitors school attendance.

### 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 17th March 2010.

### Note:
Class size data are as provided by schools in the annual class size audit.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
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<tbody>
<tr>
<td>BURRAWANG</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>BANKSIA</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>BOAB</td>
<td>K</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>BOAB</td>
<td>1</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>LILLY PILLY</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>MURRAYA</td>
<td>1</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>MURRAYA</td>
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<td>14</td>
<td>26</td>
</tr>
<tr>
<td>TEOLOPEA</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>KURRAJONG</td>
<td>2</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>KURRAJONG</td>
<td>3</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>MYERS</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>QUEnda</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>AMAZON</td>
<td>4</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>AMAZON</td>
<td>5</td>
<td>9</td>
<td>28</td>
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<td>CARIBBEAN</td>
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<td>16</td>
<td>26</td>
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<tr>
<td>HOTSPOTS</td>
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<td>10</td>
<td>27</td>
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<tr>
<td>HOTSPOTS</td>
<td>6</td>
<td>17</td>
<td>27</td>
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<tr>
<td>MADAGASCAR</td>
<td>5</td>
<td>11</td>
<td>27</td>
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<tr>
<td>GALAPAGOS</td>
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<td>15</td>
<td>30</td>
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</table>

### Structure of classes

Classes were structured to best utilise support staff and to meet students’ stages of development. An OC class operates for gifted and talented students placed through a state-wide selection process.

*The International Year of Biodiversity* inspired our school theme of Environment and class names. The theme provided a sense of class identity and pride and an apt link with Science and Human Society and its Environment curriculum areas.

### 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

The school had 2,792 positions for a General Assistant, a School Administrative Officer and a School Administrative Manager.

In order to support and implement individual programs K-6 the school engaged the support of
an academic partnership, a speech pathologist and a Gifted and Talented teacher.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</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></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>RFF</td>
<td>0.588</td>
</tr>
<tr>
<td>Part-Time teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>17.588</td>
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**Staff retention**

In 2010 Picnic Point Public School retained 14 classes. Following the retirement of an Assistant Principal (AP) staff member, a new AP was appointed through the Department of Education and Training’s staffing processes.

Ninety-one percent of staff have been retained in 2010. One member of staff retired, one member of staff took extended Long Service Leave. Two staff members attained promotion positions.

**Teacher qualifications**

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

In addition to their qualifications, the Picnic Point teaching staff continues to show exceptional dedication to their own professional growth with every teacher participating in excess of 50 hours of professional development activities this year.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>13</td>
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</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. This year the school’s income was $680,190.11. This was applied to a variety of learning programs, professional development for teachers, casual relief, utilities and maintenance programs which resulted in a total of $551,048.97 of expenditure. The school also held some funds for Aboriginal regional programs in trust.

A full copy of the school’s 2010 financial statement is tabled at the Annual General Meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>187,251.41</td>
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<td>Tied funds</td>
<td>72,521.75</td>
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<tr>
<td>School &amp; community sources</td>
<td>204,926.95</td>
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<tr>
<td>Interest</td>
<td>7,356.69</td>
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<tr>
<td>Trust receipts</td>
<td>53,012.70</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>680,190.11</td>
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<tr>
<td><strong>Expenditure</strong></td>
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</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>43,415.71</td>
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<tr>
<td>Excursions</td>
<td>60,535.14</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
<td>52,176.61</td>
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<td>Administration &amp; office</td>
<td>60,117.72</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
<td>49,629.29</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
<td>551,048.97</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>129,141.14</td>
</tr>
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**School performance 2010**

School achievements in 2010 reflect the quality of learning of all students.

**Achievements**

**Arts**

The Arts represent a highly valued component of the curriculum and involve all students K-6. Visiting performers complement school programs.

Students with special interests in the performing arts have the opportunity to join the concert band, the *Starlighters* steel drum ensemble, dance and drama ensembles and choir.

Achievements include:

- Bankstown East Hills District Dance Festival: outstanding dance performances from Years 1–6;
- East Hills Choral Festival: polished choir performances;
- NSW School Band Festival: honoured with a gold award and development grant;
- Band Jam Evenings: entertainment with guest musicians, singers, students and parents sharing talents;
- Starlighters Steel Band: exciting performances at school, inter school and the School Spectacular; and
- Sydney South West Regional Drama Festival: thirty Stage 3 students participated and were selected to perform at Regional level.

Sport

A strong tradition of participation in a variety of competitive and recreational sporting activities exists in the school community. Three staff members are District Convenors and one staff member is an Area Convenor. All students are encouraged to participate to the best of their ability and to display fair play, teamwork and sportsmanship.

Achievements include:

- Premier’s Primary School Sport Challenge: all Years 3-6 classes participated over 10 weeks with 100% achieving gold and eight students receiving diamond;
- state representation in swimming (nine), cross country (one), aussie rules football (two) and touch (one);
- District Swimming Champion School: second in cross country and 4th in athletics, PSSA District Champions in basketball (junior girls and boys and senior boys), soccer (senior boys), netball (Junior A’s and B’s) and touch football (junior and senior girls);
- Basketball Academy (30 students in four teams): Division One winter competition premiers (junior boys and girls, senior boys div 2) and runners-up (senior boys div 1), summer competition premiers (junior girls runners up (seniors 2);

- Mini-Basketball Academy (150 students K-2) with development of sound basic games skills;
- YMCA Gymnastics eight-week program (K-4) completed by 236 students; and
- The continuing commitment of our teaching staff to providing sporting opportunities within and beyond the school at area and state levels is noteworthy. Parent expertise completes the partnership with many working as team coaches, umpires, timekeepers, managers, transporters and generous donators of equipment.

Other

- Premier’s Reading Challenge: 100% student completion with 42 students receiving a gold award for six years consecutive participation;
- Selective High School: 18 offers and 2 OC offers;
- Public Education Ambassador: Harry Fuelling was chosen as our school representative. He was also selected as the Regional Ambassador for East Hills;
- ICAS Competitions:

<table>
<thead>
<tr>
<th></th>
<th>Entries</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>77%*</td>
<td>2%</td>
<td>17%*</td>
<td>19%</td>
</tr>
<tr>
<td>Spelling</td>
<td>47%*</td>
<td>12%*</td>
<td>22%</td>
<td>28%*</td>
</tr>
<tr>
<td>Writing</td>
<td>35%</td>
<td>4%</td>
<td>24%</td>
<td>34%*</td>
</tr>
<tr>
<td>Maths</td>
<td>83%*</td>
<td>2%</td>
<td>19%</td>
<td>25%*</td>
</tr>
<tr>
<td>Science</td>
<td>45%</td>
<td>7%</td>
<td>25%*</td>
<td>34%</td>
</tr>
<tr>
<td>Computer</td>
<td>47%*</td>
<td>3%</td>
<td>16%</td>
<td>30%</td>
</tr>
</tbody>
</table>

* denotes increased participation / results

- District Public Speaking: seven students represented the school from K–6, four students competed in the finals;
- District Multicultural Speaking: four students from Stages 2 and 3 went through to the finals;
- Maths Olympiad: two teams entered this national competition of 33 461 students and Picnic Point in the top 10% of Australasian students. Two students achieved trophies for highest team scores;
Senior Youth Writing Competition: 30 students participated;
“Write On” Competition: 30 students participated;
Dorothea Mackellar Poetry Competition: 30 students participated;
Artists At Work: 19 students chosen to participate in a Gifted and Talented Visual Arts Program with three students participating in an on-going advanced art project,
Hot House: three students participated in a regional visual arts initiative;
Chess: four district chess representative teams. Team A came 3rd in their division, Team C came 2nd in their division, plus eighteen 3-6 students participated in the NSW Junior Chess League Tournament; and
Problem Solving Enrichment Afternoon: selected Year 5 and 6 boys successfully attended a local high school.

Academic

The school places a strong emphasis on its literacy and numeracy programs and monitors achievements using ongoing classroom, grade and stage assessments, guided reading levels, Benchmark testing, Best Start Assessment, Starting With Assessment (SWA), NAPLAN and ICAS Competitions.

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)

Literacy – NAPLAN Year 3

In 2010 in reading, 33 students sat the test: 19 boys and 14 girls. Seventy-six percent of students achieved outstanding results by being placed in the top three bands (4, 5 and 6) compared with 69% at state level. Fifty-eight percent achieved in Bands 5 and 6 compared with 58% at region level and 44% at state level. Nine percent of students were placed in the lower two bands (1 and 2) compared with 16% at state level. Thirty-three percent of students were placed in the top band compared with 25% at state level, a remarkable achievement.

In writing, 84% of students achieved results in the top three bands (4, 5 and 6) compared with 79% at state level. Seventy-eight percent achieved in Bands 5 and 6 compared with 64% at region level and 51% at state level. No students were placed in band one compared with one percent at region level and three percent at state level.

In spelling, 75% students achieved results in the top three bands (4, 5 and 6) compared with 67% in the state. Forty-nine percent of students were placed in the top two bands (bands 5 and 6) compared with 55% in the region and 42% in the state.
In grammar and punctuation, 81% of students were placed in the top three bands (4, 5 and 6) compared with 68% in the state. Seventy-two percent of students were placed in the top two bands (5 and 6) compared with 50% in the state.

**Numeracy – NAPLAN Year 3**

In 2010, 33 students sat the test: 19 boys and 14 girls. Sixty-one percent of students achieved competency by being placed in the top three bands (4, 5 and 6) compared with 57% at state level. Forty-two percent achieved in Bands 5 and 6 compared with 35% at state level. No students were placed in the lowest band (1) compared with 2% at region level and 4% at state level.

**Literacy – NAPLAN Year 5**

In 2010 in reading, 53 students sat the test: 25 boys and 28 girls. Sixty-eight percent of students achieved competency by being placed in the top three bands (6, 7 and 8) compared with 63% at region level and 52% at state level. Forty-nine percent achieved in the top two bands (7 and 8) compared with 39% at region level and 30% at state level. Six percent of students were placed in the lowest two bands (3 and 4) compared with 13% at region level and 24% at state level.

In writing, 82% of students achieved results in the top three bands (6, 7 and 8) compared with 73% at region level and 62% at state level. Fifty percent achieved in the top two bands (7 and 8) compared with 32% at region level and 25% at state level. Six percent of students were placed in the lower two bands (3 and 4) compared with 9% at region level and 16% at state level.

In spelling, 82% of students were placed in the top three bands (6, 7 and 8) compared with 70% in the region and 60% in the state. Fifty-seven percent achieved in the top two bands (7 and 8) compared with 42% at region level and 35% at state level. Four percent of students were placed in the lowest two bands (3 and 4) compared with 10% in the region and 17% in the state.
In grammar and punctuation, 78% students were placed in the top three bands (6, 7 and 8) compared with 71% in the region and 60% in the state. Sixty-nine percent achieved in the top two bands (7 and 8) compared with 42% at region level and 42% at state level. Six percent of students were placed in the bottom two bands (3 and 4) compared with 12% in the region and 20% in the state.

Numeracy – NAPLAN Year 5

In 2010, 53 students sat the test: 25 boys and 28 girls. Seventy-seven percent of students achieved competency by being placed in the top three bands (6, 7 and 8) compared with 65% at region level and 53% at state level. Sixty-six percent achieved in Bands 7 and 8 compared with 64% at region level and 30% at state level. Forty-two percent of students were placed in the top band compared with 16% in the region and 13% in the state, a commendable achievement. Nine percent of students were placed in the lower two bands (3 and 4) compared with 19% at state level.

Progress in literacy

Note: State growth scores are for students in DET schools only.
Significant programs and initiatives

The following are major program areas of particular significance to our school.

Aboriginal education

Our school continues to provide support for Aboriginal students and to implement programs to educate all students about the history, culture and contemporary issues of Aboriginal Australia. Indigenous art, songs and music have been explored through Creative and Performing Arts and excursions organised. On Open Day the whole school participated in a cultural study and painting of boomerangs.

The acknowledgement of the original land owners, the Darug people, is an integral part of our weekly assembly and school functions.

Local indigenous language is used for sport houses – Bunal (sun), Jerralal (lightning) and Murangal (thunder).

Multicultural education

Throughout 2010, Picnic Point Public School has continued to build a culturally harmonious learning environment for its students, teachers and the community.

Students with language backgrounds other than English make up 38% of enrolments and hold over ten different religious and spiritual beliefs. The school embraces this ethnic heritage by providing programs, excursions and staff development to build the knowledge, expertise and values required for a culturally diverse society.

Year 5 and Year 6 students participate in language lessons and cultural activities in Japanese, and students across all stages are used as translators at the P&C BBQ to provide a welcoming and supportive environment for new parents and visitors. These cultural exchanges promote the students’ self esteem and afford them an opportunity to take pride in their multicultural background.

Picnic Point’s ESL program is designed to develop competency in the English language for the 136 students who come from twenty-two different language backgrounds. Increased teacher professional development in ESL strategies has supported considerable improvements in learning across all the Key Learning Areas.
The provision of translations and interpreters when reporting has facilitated more effective communication with non-English speaking parents, and extracurricular activities such as Chess Club have granted students and visitors an opportunity to bridge language barriers by sharing their expertise through demonstration and competition. 2010 also saw further development of the school’s action plan to enhance partnerships with parents and local communities and increase involvement in school activities.

Our sponsorship of a World Vision child, Mdala Moses from South Africa, has highlighted to students the problems faced by children in other countries and has allowed them to appreciate the freedom and choices we have in Australia.

**Respect and responsibility**

Picnic Point Public School has at its foundations the values of Australian society. Teachers have utilised units of work in the classroom which embody respect, responsibility and other core values. Student welfare programs focus on anti-bullying and respecting the rights of self and others. We continue to implement a common set of school rules (CARES) to ensure all students understand their rights and responsibilities. The National Anthem is played at all school assemblies and special commemorations such as ANZAC Day and Remembrance Day. Our extensive leadership programs are based upon a foundation of values.

**Other programs**

Technology continues to be a priority area for the school and plays a vital role in student learning and school administration.

Internet

In 2010 our school website was reviewed and adjusted to meet the needs of the school and community and continues to provide parents with information on school activities through the regular uploading of the school newsletters, P&C newsletters and notes. The school received positive feedback from the community on the website.

The school’s Internet and Computer Ethics Policy was reviewed and modified to meet the changing nature of the Internet and uploaded onto the website.

In October the school conducted three presentations by the Australian Communication & Media Authority on Internet Cybersafety for Stage 3 students, staff and parents.

**Computer Technology**

The school has 65 computers, two scanners, 15 interactive whiteboards (IWBs), one connected classroom and one interactive pad. Seven networked laser printers are located in each teaching block as well as the library, office and Principal’s office. The school received 15 base model Lenovo computers and one intermediate model Lenovo computer under the NSW Government’s Technology for Learning Program. All computers are networked and are running Windows XP with Office 2007.

All teachers use the Teachers Educational Software Solutions Program (TESS) for programming and ICT to produce work samples and reports.

60% staff regularly attended after school “Get Tech” IT sessions to enhance their own technology skills. Staff are informed about new websites through Website of the Week (WoW) and frequently share websites in staff meetings. Staff have embraced the Video Conference technology with enthusiasm.

**Environmental education for sustainability**

*The International Year of Biodiversity* inspired our school theme of *Environment* and class names. The school has two worm farms and food separation and procedures to look after worm farms is entrenched in whole-school activities. To complement the worm farm the school has one working compost pile. Products from the worm farm and compost are used to successfully grow vegetables which are also watered from our water tanks. Vegetable gardens produced crops of broad beans, snow peas, lettuce and herbs run by the Garden Club.

The school continues to recycle paper, telephones and printer cartridges.

Student achievements included participation in:

- Clean Up Australia Day;
- by involvement in Georges River Environmental Education Centre’s Environmental Fair where a group of Stage 3 students presented workshops on the benefits of frog ponds in primary schools;
• a number of classes and teachers were involved in a Video Conference Environmental Fair.

Staff attended BSEEN workshops, the Bankstown Schools Environmental Education Network which provides ideas and showcases achievements.

**Progress on 2010 targets**

Our school has a three year school plan (2009-2011) which helps us achieve the best for every student. Each year the staff selects improvement targets and works toward their achievement.

This section of the report describes the progress made towards achieving the improvement targets set for 2010, which focused on improvements in literacy, numeracy, improved technology and student welfare and school culture.

**Target 1**

**Target 1: To improve student literacy and numeracy outcomes through increased engagement in quality reading and writing; and to improve numeracy outcomes through an increased focus on working mathematically**

Our achievements include:

• development of a quality list of websites to be used with Interactive Whiteboards;
• Stage 3 teachers, with an academic partner, participated in professional development on the adolescent brain with regards to reading for deeper understanding;
• staff professional development with a DET consultant resulted in quality analysis of the school’s NAPLAN data, resulting in explicit teaching in focus areas;
• introduction of the School Magazine for Stage 3 reading;
• implementation of the MULTILIT reading program for Stage 1 and 2 targeted students.
• additional reading Benchmark kits purchased;
• testing of NAPLAN Literacy and Numeracy for Years two, four and six gave valuable data for explicit teaching of areas of specific needs.

**Target 2. To achieve quality teaching and learning outcomes through integrated use of information and communication technology, specialist support and gifted and talented programs.**

Our achievements include:

• all classrooms had IWBs installed;
• 6 members of staff trained on Intel Leadership;
• professional development of staff in the use of Notebook 10 has enhanced the use of IWBs;
• positive feedback and suggestions from the community about the school’s website;
• review of current ITC scope and sequence;
• ITC was used in the training for MULTILIT tutors;
• IWB visual timetables are being used in classrooms;
• staff regularly attending “Get Tech” sessions to develop ITC skills;
• implemented the reviewed Internet and Ethics Computer Policy.

**Target 3. To further improve our learning environment and strengthen our cohesive school culture and action for civic responsibility.**

Our achievements include:

• consistent positive reinforcement by all staff members of the school’s CARES rules;
• maintained a focus on the school’s CARES rules by highlighting one specific rule per week;
• draft discipline policy has been reviewed;
• continued use of the current Learnscapes;
• upgrade of Minimbah;
• trial of reviewed leadership policy;
• installation of security fences around the boundary of the school;
• Robyn Martin employed to paint murals for Infants quadrangle;
• increased student participation in performing arts activities; and
• continuing strong relationships with collaborative partners.

**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 2010 our school carried out evaluations of the Collaborative Partnership with Sydney University – COMPASS Program.
Educational and management practice

Collaborative Partnership with Sydney University – COMPASS Program

Background

The University of Sydney’s “Compass Project – Finding Your Way to Higher Education” is a partnership between the University of Sydney, Picnic Point Public School and the NSW Department of Education and Training. Evaluation of the program was undertaken by an outside agency (Erebus International) to validate the outreach, mentoring and professional development programs.

Findings and conclusions

As a result of the evaluation the following was concluded:

- three teachers and 16 parents have been trained with four parents delivering the MULTILIT program weekly to identified students;
- the retention of trained parent tutors is an issue to be considered;
- the availability of trained university tutors can be inconsistent due to differences in semester timetables and commitments;
- students have changed their perceptions of university and now see a university education as attainable;
- the “Using Drama to Enhance Writing” workshop was an outstanding success.

Future directions

For the program to continue to its full potential we need to:

- aim to develop processes to improve MULTILIT tutor retention;
- continue the training of parent tutors in MULTILIT and utilise the skills in the reading program;
- continue the partnership to enable students to have a pleasant, welcoming experience of university as a real place rather than an abstract idea; and
- continue teacher professional development workshops through the university and collegial sharing among the staff.

Curriculum

Literacy

Background

Stage Three participated in a South Western Sydney Project to deepen student understanding in reading and writing across the curriculum. To validate the effectiveness of the program we used observation and student assessment data.

Findings and conclusions

After two terms of explicit teaching focus on this project the following observations were reported by all participating teachers:

- noticeable improvement in levels of engagement of all students;
- improved independent self editing skills;
- self directed motivation of students to use strategies such as looking up unknown words;
- rich discussions in the classroom on tasks and topics at hand;
- improved consistency of teacher judgment as common goals were discussed and compared; and
- significant, measurable improvement in student assessment outcomes.

Future directions

The school will continue to:

- incorporate the project strategies into classroom programs across all Key Learning Areas.
- share strategies and successes across the school to maximise benefits and outcomes for students and teachers.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Life Education

Life Education, a program on healthy living and drug education, is held every year for students K-6. Approximately 16 parents attended an information session before the program started.

Favourable feedback was received about the areas dealt with and parents thought the use of the van would be very engaging for the students.
Teachers indicated they were happy with the lessons and with the follow-up activity books although the program may need to be reviewed to better cater for across stage composite classes. The majority of students indicated they enjoyed the program and learnt a lot about health and safety. Any suggestions for improvement related only to the size of the van and cost of the program.

Professional learning

School development 2009 – 2011

Targets for 2011

2011 will see the third year implementation of our three year plan. While the targets have remained the same the strategies to achieve the targets have been refined and/or augmented.

Target 1

To improve student’s reading and writing skills.

Strategies to achieve this target include:

- use Best Start, NAPLAN, ICAS and school based assessment, including CARS data, to inform and improve teaching practices in Literacy;
- develop and implement a scope and sequence of editing skills;
- provide targeted Teacher Professional Learning (TPL) in persuasive writing;
- implement a quality consistent approach to the teaching and assessment of student persuasive writing;
- provide targeted TPL for Stages 2 and 3, Focus on Reading;
- provide targeted TPL for Early Stage 1 and Stage 1 in Best Start;
- Begin the implementation of specific reading programs; and
- All Stage 2 students to participate in ICAS English competition.

Our success will be measured by:

- achievement towards Literacy targets as measured by the 2011 NAPLAN results;
- monitored implementation of the standard set of editing symbols and scope and sequence for each stage;
- improved writing skills identified in school based assessment tasks;
- increase in teacher knowledge and understanding indicated through explicit TPL observations; and
- 100% Stage two students participate in ICAS English Competition.

Target 2

100% of students to achieve in top 4 bands in NAPLAN Numeracy in Years 3, 5 and 7.

Strategies to achieve this target include:

- Provide targeted TPL to support a teaching and learning focus on Working Mathematically in all classes K-6;
- use Best Start, NAPLAN, ICAS and school based assessment data to inform and improve teaching practices in Numeracy;
- Count Me in Too implemented in all Stage two classrooms;
- increase use of hands on materials and Interactive Whiteboards to support Working Mathematically; and
- all Stage 2 students to participate in ICAS Maths competition.

Our success will be measured by:

- monitored implementation of Working Mathematically in all classrooms K-6;
- achievement towards Numeracy targets as measured by the 2011 NAPLAN results;
- monitored implementation of Count Me in Too;
- comparative data shows increase in use of hands on material and IWB;
- list of quality working mathematically websites to be used with the Interactive Whiteboard; and
- 100% Stage two students participate in ICAS Maths Competition.

Target 3

Integrate use of information and communication technology skills into all KLAS.

Strategies to achieve this target include:

- implementation of the Quality Teaching Framework (QTF) to ICT teaching, assessment and programming;
- provide targeted TPL to all teachers in the use of interactive whiteboards (IWB) and related resources;
- provide targeted support for teachers through mentoring and collaborative planning;
development and implementation of K-6 ICT scope & sequence with focus on explicit integration of ICT across all Key Learning Areas;

increased use of Blog Ed, Connected Classroom video conferencing facilities and virtual excursions to support units of work; and

evaluation, redevelopment and promotion of the school website to cater for student, staff and community needs and following the DET guidelines.

Our success will be measured by:

- monitored implementation of quality ITC programs in all classrooms;
- comparative data shows increased use of IWB in all classrooms;
- published list of quality websites for use with IWBs;
- comparative data shows increased participation at “Get Tech” sessions;
- monitored implementation of ICT skills being taught in all classrooms;
- comparative data shows students K-6 have greater access to and experience with video conferencing facilities blogging and virtual excursions;
- new website developed and regularly updated and
- positive feedback and regular access of school website by students, staff and community.

Target 4

To increase the levels of participation in engagement and commitment to improving the schools physical and cultural environment by all members of the school community.

Strategies to achieve this target include:

- participation in Module Two Positive Behaviour Support (PBS);
- review, modification and implementation of the school discipline policy;
- encourage more students to participate in environmental projects;
- Learnscape development;
- development of whole school plan for the utilisation of Learnscapes;
- finalisation of reviewed student leadership model and Student Representative Council (SRC) program.

- Increase parent involvement in a broad range of programs.

Our success will be measured by:

- consistency in understanding and implementation of rules and consequences in all school settings, including excursions;
- implementation of updated discipline policy;
- active student participation in grounds/garden care;
- old canteen development into cooking/maths measurement area: Cooking Up Strategies Towards Arithmetic Resources Development (CUSTARD);
- Learnscape being utilised for specific lessons;
- implementation of revised student leadership model, and more enthusiastic participation in SRC programs; and
- increased parent support and participation in school programs e.g. TLC, MILTILIT, P & C and sharing of expertise.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:  http://www.schools.nsw.edu.au/asr