Somerton Public School
Annual School Report

2012
Our school at a glance

Students
Somerton Public School had 13 students enrolled in 2012. There were 8 boys and 5 girls, with 8 students in K/1/2 and 5 students in Years 3/4/5/6. The smaller class size has provided an excellent opportunity for individualised learning programs to cater for all students’ learning needs.

Staff
We are very proud of our school and its achievements. The teaching, administration and support staff have worked extremely hard throughout the year ensuring our students receive the best opportunity for improved learning outcomes.

Messages
Principal’s message
I have much pleasure in presenting the 2012 Somerton Public School Annual Report. I have enjoyed and valued the opportunity to relieve as Principal of Somerton Public School during 2012 and to have had the opportunity to work with the dedicated staff, enthusiastic students and supportive community found here at Somerton.

Improved learning outcomes and student success is the major focus and priority at Somerton Public School. Whether it be academic, sport, the Arts, technology or the environment, our students are taught to face the learning activities with enthusiasm, dedication and perseverance. All students are guided and encouraged to reach their full potential on an individual basis. This is made possible through smaller class sizes.

During this year, we have had the opportunity to participate in many activities. A highlight has been ‘The Big Red’ Art competition where, through the support of singer and songwriter John Williamson, the students were able to be inspired and create a piece of artwork based on his song ‘The Big Red’. John Williamson and his manager David Woodward judged the art pieces. A winner was announced, earning tickets for their family to attend John Williamson’s 2013 concert in Tamworth. Another highlight has been the purchase of a set of iPods, kindly funded by our terrific P&C. These are used to engage and enhance student learning. They have been a big success. As a small school, we wanted to promote ourselves to the wider community and new signage was erected on the highway to let passer-by’s know where we are.

Due to our small numbers, we constantly look for ways in which to develop broader social skills and friendships. To work towards achieving this, we have participated in the following activities:

- A combined school Science / Sport / Art day here at Somerton Public School with Walhallow Public School.
- Our K-6 students spent a day at Carroll Public School attending the Life Education Van.
- Attendance at the Bective Swimming Carnival and Zone Athletics Carnival.
- Video conferencing with students from other schools.
- Attendance at the Stage 3 excursion to Canberra and Stage 2 excursion to the Great Aussie Bush Camp with other small schools.

I would like to also extend my best wishes to Breanna Taylor and Portia Markwick as they enter the exciting world of high school in 2013.

In conclusion I would like to acknowledge the dedication and commitment of the staff to the students of Somerton Public School. Their support and enthusiasm makes the school a fabulous place to be involved with.

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.

Jodie Bishop
P & C and/or School Council message

Thank you to everyone who has come along to meetings and to everyone who has helped raise funds for the school this year. The money from the fund raising efforts have helped the children from Somerton attend excursions, swim school and allowed the school to buy a set of iPods. We appreciate the dedication of those parents who gave up their free time so that the children of Somerton Public School can enjoy these activities.

Thank you to Jodie Bishop and all the staff for their hard work during the year ensuring the school operates smoothly.

As this was my last year at Somerton Public School I would like to thank all the staff, parents and children who made us feel so welcome.

A special thanks also goes to my fellow executives Kylie Darlington (President) and Trenna Gardner (Treasurer)

Kerri Yates (Secretary)

Student representative’s message

This year our Student Representative Council (SRC) organised fundraising activities including Crazy Hair Day. We helped with our school canteen days, the Presentation Night and the Year Six Farewell. I would like to thank my other SRC members Benny Markwick, Ben Gardner, Tiara Markwick, Andrew Harrison and Peter Rule.

Breanna Taylor

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

Student attendance profile

Somerton Public School continues to have a high level of student attendance across all year groups. Partial attendances still occur due to parents picking students up early or dropping them off late due to appointments in one of our larger service towns or cities.
Management of non-attendance

Somerton Public School follows the Attendance policy and procedures provided by the Department of Education and Community.

Parents notify the school by letter or telephone if their child has been or is going to be absent. If the school does not receive this notification, a note is sent home requesting parents provide justification for their child’s absence.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2012 Class Size Audit conducted on Monday 19 March 2012.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>K</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>2</td>
<td>13</td>
</tr>
</tbody>
</table>

Structure of classes

All classes at Somerton Public School are multi-staged. We currently have 3 days a week (Monday, Tuesday and Friday) where all students are in a K-6 class. On Wednesday and Thursday, students are divided into two separate classes. In all classes, the focus is on explicit and systematic instruction based on data, enabling individual learning plans to cater for students’ learning needs.

Staff information

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

Teaching Staff for 2012:

1 x Teaching Principal: Jodie Bishop
1 x temporary class teacher (2 days per week): Chloe Cornish
1 x Learning and Support Teacher (LaST) (1 day per week from Semester 2): Kate Twentyman
1 x Instructional Leader in Literacy and Numeracy (2 days per week): Karen George
1 x School Learning Support Officer (4.5 days per week): Pam Cupples
1 x Senior Administration Manager (SAM) (5 days per fortnight) Terms 1 – 3 Helen Schumann, Term 4 Michelle Fritze
1 x General Assistant (GA) (1 day a week): Terry Touchel (Terms 1 – 3) and Gene Edmunds (Term 4)

The school has access to a school counsellor (6 days in 2012).

Funds, allocated from school budget and the National Partnerships Low SES funding allow us to employ a School Learning Support Officer (SLSO) for 4 and a half days per week.

Attunga Public School was appointed an additional teacher – an Instructional Leader in Literacy and Numeracy – Early Action for Success Strategy. Attunga Public School has generously shared the position with Somerton Public School and the Instructional Leader spends 3 days a week at Attunga Public School and 2 days a week at Somerton Public School.

This year we were also successful in our application for a School Chaplain for 10 hours per week: Kel Robertson
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>5 days per week</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>3 days per week</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>5 days per fortnight</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>4 days per week</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1 day per week</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012 one staff member identified as being of Aboriginal descent.

Staff retention

2012 has seen some changes amongst the staff at Somerton Public School. Mrs Jodie Bishop came to Somerton Public School in Term 1 2012 to take up the position of Relieving Principal whilst Mrs Karen Turner took long service leave. The position went to merit selection as Mrs Karen Turner retired and Mrs Jodie Bishop was successful in gaining the position of Principal at Somerton Public School.

Our Senior Administration Manager (SAM) was successful in gaining a full time permanent position at another school and we welcomed Mrs Michelle Fritze to relieve as SAM for Term 4 2012.

We were also successful in our application for a School Chaplain commencing 2012 and Mr Kel Robertson was appointed through interview at the end of Term 4.

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>75%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$10902.27</td>
</tr>
<tr>
<td>Global funds</td>
<td>$37748.19</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$16654.28</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$8756.07</td>
</tr>
<tr>
<td>Interest</td>
<td>$751.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$346.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$75159.09</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$1172.05</td>
</tr>
<tr>
<td>Extra-curricular dissections</td>
<td>$3370.90</td>
</tr>
<tr>
<td>Library</td>
<td>$372.75</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$538.18</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$16411.84</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$2309.37</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$13236.39</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$8035.20</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$3335.65</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$346.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$1083.50</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$55846.09</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$19313.00</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

In 2012 students participated in a range of creative and performing arts activities including dance, drama, drawing, painting, sculpture and digital works. These activities showcased and developed student talents and interests. Our activities in this area included:

- Performing dances and songs for the Country Women’s Association (CWA) Country of Study Luncheon
- Entering artworks in The Big Red art competition where the students’ art work K-6 was judged by John Williamson.
- Performing singing and drama items for the Somerton community at our annual Presentation Night.
- Students attended the ‘Colour My World’ choir performance for the 2012 Gunnedah School Spectacular.
- Working with performers from the Gomeroi Dance Company, watching, learning and performing traditional dances.

Sport

Sport is an integral part of school life at Somerton Public School, fostering health and wellbeing through participation in physical activity and developing the skills necessary to play a wide range of sports. Our success is reflected in the
positive attitude of students towards sport. Our achievements include:

- Peter Rule representing our school at the Zone Cross Country Carnival
- James Mallise and Ben Gardner representing our school in the Bective Junior Boys relay team at the Zone Athletics Carnival
- All students K-6 participating in the Active After School Sports Program in Terms One to Four. This included martial arts, hockey, tennis and golf skill development.

Camps and Excursions

- Somerton Public School joined Carroll Public School to attend the Life Education Van in Term 2.
- Students attended the Sustainable Namoi Living Expo in Term 2.
- Somerton hosted Walhallow Public School for a combined Science / Art and Sports day in Term 3.
- During Term 4, all students participated in a two week intensive swim school scheme.
- Years 3 and 4 Small Schools excursion to the Great Aussie Bush Camp
- Years 5 and 6 Small Schools excursion to Canberra

Community Involvement

- Students participated in the local Somerton Anzac Day march and ceremony.
- Somerton Public School P&C hosted a disco for Somerton Public School, Attunga Public School and Carroll Public School.
- From donations from Bunnings, we were able to establish our vegie garden.
- From the kind donation from Manilla Lions, we were able to purchase and set up wifi at the school. This allowed the use of the iPods bought by our P&C.
- Kindy Orientation program
- Somerton Playgroup was established in Term 4.
- Presentation Night, Year Six Farewell and Christmas Tree night enjoyed by the students, staff and community members in Term 4.

Academic

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Significant programs and initiatives

In 2012, Somerton Public School became a National Partnership Low SES School. This program has funded the employment of a School Learning Support Officer to best support the learning needs of all students in literacy and numeracy.

Aboriginal education

In 2012, Somerton Public School had 6 Aboriginal and Torres Strait Island (ATS) students. Aboriginal
perspectives have been embedded in K-6 units of study to reflect and promote awareness and knowledge of Aboriginal history and contemporary issues. During NAIDOC week all students participated in Indigenous games and Aboriginal inspired artwork.

During Term 3, the Aboriginal Community Liaison Officer Stella Lamb and Aboriginal Education Consultant Trish Sharp came to work with our students, developing their knowledge and understanding of the dreamtime and totems. After listening to Stella recount and discuss Dreamtime, Trish spoke with our students about personal totems and students were given the opportunity to choose a totem and paint it using traditional or contemporary colours and techniques.

In Term 4 we were fortunate to have performers from the Gomeroi Dance Company come out and work with us for the day. We were able to watch and learn some traditional dances from across Australia along with learning some words naming various animals that are found in Australia.

Key features of school based initiatives included:

- Developing Personalised Learning Plans (PLPs) for all Aboriginal students in conjunction with students and their families.
- Monitoring of all Aboriginal students through school assessment data collection system.
- Employment of a School Learning Support Officer to assist Aboriginal students with literacy and numeracy.
- Whole school participation in National Aborigines and Islanders Observance Day (NAIDOC) week.
- Participation in dance led by the Gomeroi Dance Company to raise and develop cultural awareness and knowledge in all students.

Multicultural education

Somerton Public School continues to maintain a focus on multicultural education. In all areas of the curriculum we provide programs which develop the knowledge, skills and attitudes necessary for a diverse society.

The school celebrated Harmony Day to acknowledge the diversity of students’ family backgrounds. The whole school participated in a range of activities with a multicultural theme. The celebration and support of the CWA Country of Study provides the students with opportunities to explore other cultures.

National partnership programs

Significant progress has been made within the school literacy and numeracy programs and in the development of quality teaching programs under the National Partnerships funding for 2012 through the employment of a School Learning Support Officer. Student learning in literacy and numeracy was supported and enhanced through:

- In-classroom support
- Developing and sustaining a positive and inclusive school culture
- Increasing the level of student participation and engagement
- Small group explicit teaching in literacy and numeracy that caters for the diverse needs of all learners.
Progress on 2012 targets

These targets directly relate to those in our School Improvement Plan 2012 – 2014. They have been developed in consultation with the school community. The School Improvement Plan can be viewed by contacting the school principal.

Target 1 Literacy

- Increase the school average percentage of year 3 students in bands 5 & 6 for spelling by 10% in 2010-2012 compared to 2008-2010.
- Increase the school average percentage of year 3 students in band 6 for grammar & punctuation by 10% in 2010-2012 compared to 2008-2010.
- Improve the average progress in spelling for year 5 students by 10 points in 2010-2012 compared to 2008-2010.
- Improve the average progress in grammar and punctuation for year 5 students by 10 points in 2010-2012 compared to 2008-2010.

Our achievements include:

- Individual learning plans for all students targeting identified areas for improvement have been developed in 2012 and will continue.
- Explicit spelling assessment provided individualised spelling program for all students targeting areas of need.
- In-class support through the employment of SLSO.
- National testing data analysed and used to inform testing.
- Collaboratively developed learning and assessment tasks.

Target 2 Numeracy

- Increase the school average percentage of year 3 students in band 6 for numeracy by 10% in 2010-2012 compared to 2008-2010.
- Increase the school average percentage of year 5 students in band 8 for numeracy by 10% in 2010-2012 compared to 2008-2010.
- Improve the average progress in numeracy for year 5 students by 10 points in 2010-2012 compared to 2008-2010.

Our achievements include:

- Individual learning plans for all students targeting identified areas for improvement have been developed in 2012 and will continue.
- Consistent use of mathematical meta-language to assist with understanding of maths tasks.
- In-class support through the employment of SLSO.
- Greater understanding by staff of DEC NAPLAN data analysis through the use of SMART Data which clearly shows strengths and weaknesses in numeracy.
- An explicit scope and sequence and program of teaching in Mathematics supported the number strand and delivered developmental lessons tied to the syllabus outcomes for students.
- Practical maths activities have resulted in attitude changes towards learning by most students.
- Collaboratively developed learning and assessment tasks.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of parent satisfaction with the school and student’s attitude to Literacy and Numeracy learning.

Background

Due to a new Principal and staff, it was decided by staff and community that school community participation at Somerton Public School be evaluated.

After an analysis of data, the overall findings were as follows:

- 25% of our families were represented at the Athletics carnival.
- 37.5% of our families attended our school Cross Country Carnival.
- At our Easter Hat parade 6 families were represented with 9 family and community members present.
- We had over 50% of our families represented at our Education Week open day.
- Approximately 60 parents and community members joined us for our annual presentation night at the local hall. Students performed some great drama items and sang beautifully in our small school choir. It was a great night enjoyed by many.

- On average there has been 2 families attending our playgroup, established by one of our parents.
- On average 50% of our families are represented at P&C meetings on a regular basis.

In general the school is well supported by parents and the wider community.

Future Directions

In 2013 we will

- Survey parents to ascertain their opinions on how we can increase parental participation at school events. We will also seek information about the type, timing and variety of events.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers in regard to satisfaction levels.

4 out of our 8 families responded to our survey. Due to this limited number of responses, a full representative opinion of our entire parent community cannot be fully gauged.
Their responses are presented below.

- 75% of parents strongly agree that they feel welcomed at the school, the school takes their concerns seriously and value their input.
- 75% of respondents strongly agree that the school has high expectations of the students and are always looking at ways to improve what we do.
- 75% of respondents felt that the school has a safe and secure environment.
- 100% of our respondents strongly agreed or agreed that parents are encouraged to participate in the important decision making committees of the school.
- 100% of our students strongly agreed or agreed that the school expects them to do their best and do well in Literacy and Numeracy.
- Many students were not always sure of what they needed to do in order to improve their results and why they were learning a particular subject or content. Formative assessment and feedback will be addressed in 2013.
- Whilst staff feel confident to teach English and Maths, some feel they need to develop a deeper knowledge of the English and Maths syllabus. Professional development in English and Maths syllabus knowledge and understanding, including familiarisation with the new English Syllabus will be occurring in 2013.

Professional learning

Professional learning during 2012 was mainly focused on our identified targets, in particular literacy and mathematics. Teachers participated in a series of in-school sessions which analysed data gained through NAPLAN in both English and Mathematics. Professional development in Prioritising Grammar was undertaken by the teaching Principal and was then shared with staff. Time was used to allow teachers to work and plan collaboratively together. Mandatory training in anaphylaxis, code of conduct, child protection, and emergency care were completed. Funds spent on Teacher Professional Learning in 2012 was $538.18.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcomes for 2012–2014

Improve literacy and numeracy outcomes for all students.

Embed quality teaching and learning practices during literacy and numeracy sessions.

2013 Targets to achieve this outcome include:

- Matched students in Year 5 will achieve at or above expected growth in reading and writing in NAPLAN.
- Matched students in Year 5 will achieve at or above expected growth in one or more of the two sub strands of numeracy in NAPLAN.
Strategies to achieve these targets include:

- Teacher Professional Learning to address specific needs of individual staff members with a focus on spelling, training in the in-school spelling program.
- Staff participate in professional learning to develop a deep understanding of the new NSW K-6 English and Mathematics Syllabus.
- Provide ongoing information in the school newsletter and website about supporting spelling at home.
- Individual learning plans for all students targeting identified areas for improvement.
- Instructional Leader Literacy & Numeracy and LAST support will be strategically allocated to facilitate early intervention for all students in Literacy and Numeracy development.
- Employment of an SLSO to support quality teaching strategies in the classroom.
- Incorporate teaching strategies from NSW Numeracy Continuum.
- Continued use of Sarah Rose Mathematics Program K-6.
- Provide learning experiences focusing on mathematical comprehension utilising Newman’s Analysis Strategies.
- Implement daily NAPLAN numeracy style activities.
- Teachers undertake training in the analysis of data (including Best Start and SMART) to inform planning for teaching and learning.

Outcome for 2012–2014

Establishment of a school culture that reflects increased parental engagement, interest and satisfaction.

Increased parent engagement in school activities

2013 Targets to achieve this outcome include:

To increase percentages measured from the satisfaction survey by 10% in relation to positive perceptions of community involvement in the following areas by the end of 2014:

- Involvement in P&C
- Involvement in school activities
- Collaborative planning and participation in the PLP process for all students
- Involvement in broader community functions and committees including AECG, CWA, Trelawney Station.

Strategies to achieve these targets include:

- Regular P&C meetings conducted.
- Parents and community invited to attend commemorative, celebration and presentation days and excursions.
- Continued implementation of PLP’s K-6.
- Parents and caregivers invited to school to discuss positive student achievement and behaviour, taking an active role in student’s education.
- Establish an effective working partnership with the local community members such as Somerton Anzac Committee, CWA
- Encourage greater community involvement in school planning and policy development.
- Develop a strong partnership with the local AECG.

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.

Jodie Bishop – Principal
Karen George – Instructional Leader in Literacy and Numeracy
Michelle Fritze – SAM (Relieving)
Kerrie Yates – P&C Rep
Breanna Taylor - SRC

School contact information

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Somerton 2340 NSW
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Fax: 6769 7400
Email: somerton-p.school@det.nsw.edu.au
School Code: 3079

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: