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Messages

Principal's message

Welcome to our 2007 Annual School Report. This document provides an overview of our progress and achievements in meeting the academic, sporting, creative, personal and social needs of the students in our care.

At Connells Point Public School, our commitment is to continually improve outcomes for all students. This requires careful analysis of learning outcomes, maximising resources, reviewing teaching and learning programs, ongoing professional learning and evaluating our performance on an individual, group, stage and whole school basis.

All of this happens within the context of a caring, positive and supportive environment.

2007 was a year of outstanding achievement. As you will see in this report, academic achievement in the Basic Skills Tests continues to improve every year. Eleven students were offered strongly contested positions in selective high schools for 2008. Our Performing Arts Showcase demonstrated the outstanding quality of a wide variety of items developed in special and class programs. Students experienced learning beyond the school on excursions, band camps and regional extension programs for gifted and talented students in a range of sporting, academic and creative fields.

Connells Point Public School continues to enjoy an enhanced reputation in the wider community, reflected in the demand for non-local enrolments and in word of mouth referrals from families within our school.

Undoubtedly, it is the relationships within and between our staff, parent and student groups which allow us to continue to “raise the bar and close the gap”. Our children benefit greatly from the support they receive at home and at school. It is this shared commitment to producing young people of whom we can all be proud which allows our programs to be effective.

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.

(Mrs) Anne Hewson

School Council message

2007 brought a change of office for the Connells Point Public School Council and with that, the opportunity for newly elected members to represent the school staff and parent community. In 2007, the nominations for parent representation on the School Council exceeded the number of available positions, resulting in an election. I believe this is a testament to the positive level of enthusiasm and participation of an active parent body at Connells Point Public School.

The School Council serves as a group that formalises school community participation within the governance of the school. With staff, parent and community representation, the School Council aims to identify and address the needs of the school and provide an avenue through which to foster closer links between the school and its community.

It is a privilege to have the opportunity to represent the parents of our school through the School Council and I look forward to actively participating in the planning and governance of our school.

(Mrs) Poppy Kostantakis, President

Student representatives’ message

2007 was another great year at Connells Point with many highlights all the way through. As always, a happy and safe working environment was enjoyed by both students and staff, ensuring that students were always learning to the best of their ability.

The Student Representative Council (SRC) had another outstanding year organising many mufti days and fundraisers for our sponsored child in Bangladesh and also for charities such as Red Cross and Stewart House. Also, for the first time in a couple of years, the SRC organised a disco for all students K-6. It was a night thoroughly enjoyed by all.

The Year 6 fete was another great success! Everyone had a fantastic day, especially all the Year 6 people who ran their stalls. It was rated by the teachers as one of the greatest Year 6 fetes ever. Well done, Year 6!

For the first time at Connells Point Public School, a Performance Night was held at Sutherland Entertainment Centre. It was a night for the students to show their parents what they had been learning in their groups throughout the year. Dance groups, skipping teams, bands, choirs, public speakers, K-2 performances and even a magic show were included in the night. It was a huge success and was one of the greatest highlights of the year.

As Year 6 students, Connells Point Public School will always be a part of us, whether it is the friends we spent our time with, the teachers or even the playground and the classrooms. We leave with many good memories and can’t wait to see what high school has to offer us.

John Halias and Taylor Aiken, School Captains 2007
School context

Students enjoying lunch in the K-2 lunch area

Student information

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

Student enrolment profile

In 2007, demand for enrolment from families living outside the school’s boundaries again exceeded available spaces. Enrolments were restricted to families living within the local area, as well as the siblings of students already enrolled at Connells Point Public School.

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>262</td>
<td>261</td>
<td>260</td>
<td>259</td>
<td>257</td>
</tr>
<tr>
<td>Female</td>
<td>191</td>
<td>210</td>
<td>214</td>
<td>244</td>
<td>231</td>
</tr>
</tbody>
</table>

Student attendance profile

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 2007 class size audit conducted on 26 March 2007.

<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>KB</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KO</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3D</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4/5M</td>
<td>5</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>4/5M</td>
<td>4</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4J</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5L</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Positive peer relationships are developed at CPPS
**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 Department of Education and Training determines the number of staff positions to which our school is entitled. This is based on enrolment and other formulae. A full time (five days per week) position is recorded as one. A one day per week position is recorded as 0.2.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>Relief from Face to Face Teacher</td>
<td>0.798</td>
</tr>
<tr>
<td>Permanent Part-time Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24.798</strong></td>
</tr>
</tbody>
</table>

**Staff retention**

Connells Point Public School benefits from a stable and experienced teaching staff, with only one teacher transferring from the school in the last five years. In 2007, long term temporary teachers were able to provide quality continuity of learning programs, as well as bringing new skills and expertise, when replacing teachers on extended leave.

**Staff attendance**

Staff has access to leave entitlements such as sick leave. In 2007 the average daily attendance rate for staff, as determined by the Department, was 96.6%.

**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>83%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>17%</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>Balance brought forward</th>
<th>190,272.87</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global funds</td>
<td>172,252.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>199,751.31</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>222,085.18</td>
</tr>
<tr>
<td>Interest</td>
<td>20,185.32</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>23,512.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>828,060.05</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
</tbody>
</table>

As our canteen is operated by the P&C, its income, as donated by the P&C to the school, is included in the income from school and community sources.

In addition to the amount listed above for expenditure for staff training and development, another $15,507.62 from tied funds was spent on professional learning.

Please note that the “Balance carried forward” represents unpaid teacher and ancillary salaries for short term relief; unpaid orders; the balance of tied grants for specific purposes and trust dissections; and funds held for general asset replacement and provision for additional assets.

Included in the balance of tied funds is $139,206.00 from the Investing in Our Schools Program. These funds are for a performing arts room to be constructed in 2008.
School performance 2007

Achievements

Arts

One of the highlights of the 2007 school year was the Performing Arts Showcase held at Sutherland Entertainment Centre. This event allowed the many diverse programs provided at Connells Point Public School to be shared with a wide and appreciative audience of our extended school community.

Performing items at the showcase were all students from Kindergarten, Year 1 and Year 2 classes; two dance groups (with a number of different dance routines); our choir; two bands; public speaking finalists; a skipping troupe; and a magic and comedy skit.

Our students also accessed the following opportunities in the performing arts during 2007.

- Three students were selected to join the Sydney Region Band.
- Students from our training and senior bands attended a Band Camp with students from other primary schools.
- Our training band performed at a local pre-school, while our senior band entertained visitors at our Education Week Open Day.
- Our senior band was awarded a Gold Medal at the Engadine Bandfest; performed at the March Past at the opening of the Georges River PSSA Area athletics carnival and performed at Hurstville Westfield during Education Week.
- All classes exhibited artwork at Westfield Hurstville during Education Week.
- Dance groups performed at Hurstville Zone Music Festival, as did members of our choirs.

Sport

2007 again saw students performing at a high level in the sporting arena. Some of our achievements are listed below.

- **AFL** – our junior team were Premiers in the inaugural St George PSSA competition and our senior team were Minor Premiers; K-2 students participated in an extended Auskick program; students in Years 3-6 were involved in intra-school AFL as a component of school sport.
- **Netball** – junior and senior teams participated in the PSSA competition.
- **Soccer** – our junior and senior teams both won their PSSA competitions; our girls’ team participated in the second round PSSA competition; in knockout competitions, our boys’ soccer team were Sydney East Champions.
- **Cricket** – our junior boys’ team won their PSSA competition while the senior team were runners-up.
- **Softball** – our girls’ senior team won their PSSA competition, while the junior team were runners-up.
- **Newcombe Ball** – two teams participated in this inaugural competition, with the senior team emerging as Premiers.
- Three students represented Sydney East in soccer and athletics.
Academic

Basic Skills Tests

In the Basic Skills Tests, the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 5 (highest for Year 3) or Skill Band 6 (highest for Year 5).

Included in the graphs of BST results are comparisons of the performance of Connells Point Public School students against the State average for 2007; and against the school’s own average performance between 2003 and 2007. These comparisons provide a clear and objective appraisal of the performance of our students.

Literacy – BST Year 3

2007 results continued to build on the previous years’ excellent results, showing the continuing upward trend of students moving into higher bands of achievement. 78% of our students were placed in the top two bands, an increase of 14% from the previous year.

Literacy – BST Year 5

Literacy results for our Year 5 students were the highest achieved since the commencement of BST in 1996. Results in writing were also the highest recorded by our students since testing in this area began in 2001. These outstanding results reflect the school’s focus on catering better for students’ learning needs through the provision of Stage 3 literacy groups. It is also the culmination of excellent teaching programs in the previous stages. 77% of students were placed in the top two bands, an increase of 6% from the previous year.
Numeracy – BST Year 3
Year 3 students performed very strongly in their BST performance in 2007, as evidenced in the chart below. 77% of students were placed in the top two bands, an increase of 16% from 2006.

Numeracy – BST Year 5
In 2007, the results of our Year 5 students were absolutely outstanding. 71% of students were placed in the top band in Numeracy, a result not matched by a number of schools with OC classes for academically gifted students. 83% of students were placed in the top two bands, an increase of 8% from the previous year.

BST progress in numeracy
This data measures the growth in performance for students who have been students of Connells Point Public School since they were tested in Year 3. As the chart below indicates, our students continued to make significantly greater improvement in performance than students across the state. Because our students regularly perform at a high level in numeracy, it is an additional challenge to make greater than average growth between Years 3 and 5. Pleasingly, we continue to achieve this, with growth for 2007 students being the highest achieved at this school.

National benchmarks
The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the Year 3 and the Year 5 Basic Skills Test (BST) is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.
Significant Programs and Initiatives

Transition to High School Program

In 2007, Connells Point Public School developed and implemented a Transition to High School Support Program. The program was designed to develop skills essential to students’ success in their next educational environment and to assist them in coping with their anxieties and uncertainties regarding high school.

Primary targets of the program were a number of students receiving additional funding support. Several students who would benefit from the support of the program were added to the group.

The selection criteria targeted students displaying difficulty with:

- organisational skills;
- following directions; and
- motivation for learning.

Assistant Principal, Mr Rob Jennings, liaised with key staff from local high schools and prepared a series of interactive, preparatory lessons. Key to the program was the use of resources particular to the high schools that the participating students would be attending in 2008.

The program covered a range of topics including:
- researching the students’ high schools on-line;
- important people and their roles in high schools;
- reading a high school timetable;
- using a map to locate learning areas;
- using a high school diary efficiently;
- understanding high school rules and expectations;
- developing organisational skills; and
- developing social skills and independence.

Two groups of five and seven students were formed. The program was delivered over a two week period in a series of seven, 60 minute sessions. Students were withdrawn from class and sessions were delivered in a variety of settings, including the computer lab for individual research purposes and interactive high school transition activities and email tasks.

Personalised booklets were prepared for each of the students, including information relevant to their particular high school.

Pre and post program surveys were utilised to identify students’ knowledge and understanding of, confidence in, and attitude to issues related to a successful transition to high school. The program received immediate positive feedback from both parents and students.

Survey results indicated that students felt increased confidence to meet challenges such as deciphering a timetable, using a diary effectively and managing and prioritising homework tasks. Students reported increased confidence in their ability to make new friends. They also rated highly their familiarity with key people at their nominated high schools, such as Year Advisors, School Counsellors and Teachers’ Aides.

Students made the following comments at the conclusion of the program:

“\[\text{I found out heaps of things about my new school.}\]"
“\[\text{The computer program is a fun way to solve problems I might find at my new school.}\]"
“\[\text{I know my Year Advisor’s name and I know the faces of other teachers at the school.}\]"
“\[\text{It’s easy to read the subjects on a timetable.}\]"
“\[\text{I know how to organise my homework for different subjects.}\]"
“\[\text{I know who I can talk to if something goes wrong.}\]"
“\[\text{I know some ways to make new friends next year.}\]"
A future direction for the program is to run it as a class program in the final weeks of 2008, giving all Year 6 students access to what has been a very successful initiative.

Aboriginal education

It is recognised that all students need to be educated about Aboriginal history, culture and current Aboriginal Australia. To this end, Human Society and Its Environment (HSIE) programs are selected which promote awareness of, and respect for, Aboriginal traditions and the contribution of the first Australians to our history and development. For example, the Stage 3 excursion in 2007 to Old Mogo Town focused on the early settlement of this area. Students participated in a workshop led by an Aboriginal educator from the area. On a bush walk, students were shown native plants used to provide bush tucker and medicine. They also undertook activities looking at Aboriginal artefacts used for hunting, music and art.

National Aboriginal and Torres Strait Islanders Week is celebrated at Connells Point Public School through class-based activities, as is Reconciliation Week.

Multicultural education

Connells Point Public School has an enrolment of approximately 60% of students from non English-speaking backgrounds. Thirty different language backgrounds are represented, with major groups being Greek (24%), Chinese (14%), Arabic (9%), Macedonian (4%) and Italian (4%).

Students requiring additional support in learning English received assistance from English as a Second Language (ESL) teachers. In 2007, Connells Point Public School had an allocation of one full time ESL teacher and an additional two days per week.

The ESL program targeted students most in need of support in English. Programs were provided within class for the majority of students, with the ESL teacher working alongside the students and class teacher. Students with little English received individual or small group lessons where the essentials of spoken English were addressed.

ESL teachers also provided advice and support to class teachers in meeting the needs of their ESL students, and by developing students' knowledge of vocabulary related to class topics and themes. They also selected resources to support teaching and learning.

Our full time ESL teacher is a key member of the Learning Support Team, providing additional knowledge, insight and perspective to discussions relating to the learning needs of ESL students and others.

Respect and responsibility

A number of programs at Connells Point Public School are focussed on engendering the values of respect and responsibility amongst our students and our community in general. These include:

- a buddy system between Year 5 students and newly enrolling kindergarten students, which commences at Orientation Day and the Leapfrogs Transition to School Program in Term 4 each year and is then continued throughout the following year;

- a Peer Support Program which trains senior students in small group leadership skills. These students then conduct anti-bullying activities in weekly Peer Support lessons with groups of students from Kindergarten to Year 5;

- a Leadership Preparation Program conducted in Term 4 each year for all Year 5 students. This precedes nominations and elections of prefects and captains for the following year. It focuses on identifying and developing the skills required for responsible and effective leadership;

- a Students’ Representative Council (SRC) comprised of elected student leaders from Years 2 to 6. The SRC meets regularly to raise and address issues of relevance to the student body. It also coordinates fundraising activities on behalf of the student body to support charities and contribute to those in less fortunate positions;

- respect for our national flag and anthem, demonstrated at the daily flag raising by senior students and at our weekly assemblies; and

- respect and responsibility for our environment, which is promoted and demonstrated by whole school recycling programs, litter patrols, water conservation and tree planting programs.
Community Language Program
Since 1998, a community language program has operated at Connells Point Public School. The aim of this program is to use the predominant, non-English speaking language of the school community, which in our community is Greek, in the classroom.

At Connells Point Public School, all students in Years 5 and 6, regardless of language background, have a weekly lesson of 45 minutes to one hour duration in spoken and written Greek. Students learn about Greek culture and history, write to pen pals in Greece, and practice conversational Greek.

Developing skills in a second or third language in the primary years maximises the students' capacity for the learning of other languages in the secondary years.

Students interested in extending their learning of languages are also able to access, on application, after school language classes which operate on the school premises. Greek and Italian classes operate each week. Contact numbers for the coordinators of these programs are available from the school office.

Progress on 2007 targets

Target 1
To promote parent and guardian understanding of effective ways to support their children’s learning in mathematics.

This target has been carried over to 2008, due to emerging priorities and unexpected changes to key personnel during 2007.

Target 2
To collaboratively develop and implement assessment tasks which reflect the quality teaching framework, further building on the progress made in 2006.

Our achievements include the development of effective assessment tasks for all stages which feature:
- integration of outcomes for Key Learning Areas (KLAs);
- criterion-based marking schedules; and
- collaborative analysis of tasks to ensure consistency of teacher judgement.

Target 3
To embed practices and programs which promote positive values and relationships in our student body.

Our achievements include:
- two staff members formally trained in the “Circle Time” peer relationships program. These staff members supported other teachers in introducing Circle Time as a strategy to promote positive relationships and communication in the classroom;
- social skills groups conducted by the school counsellor to assist identified students with peer relationships; and
- increased student and parent awareness of cyber bullying via mobile phones and the internet. Articles were included in the school newsletter, and the Police Youth Liaison Officer gave presentations to Stage 3 students on the risks, rights and responsibilities of their behaviour when using technology for communicating with peers.

Our sporting events emphasise participation and enjoyment
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.

Educational and management practice – Student Welfare Programs

Background

Ensuring the provision of quality student welfare programs and practices has been an ongoing focus of planning for a number of years.

The commitment to holding a Values Forum in 2008 provided the impetus for evaluating the effectiveness of our programs. In support of this was the number of staff who had joined the school in both permanent and temporary positions. Maintaining understanding of policies and practices, and consistency in their implementation, was identified as an emerging need.

Findings

Following focus group discussions, and examination of data from behaviour management systems, a range of issues was highlighted.

For the great majority of students, the playground was a happy and engaging place where they enjoyed a range of activities with their friends. Where normal peer issues developed, the great majority of students utilised appropriate strategies to resolve them without requiring adult intervention. These students also displayed resilience in coping with peer relationships.

For some students, however, the playground presented challenges which they had difficulty managing appropriately.

- For some boys, disputes centred around difficulty accepting decisions in games; appropriately handling winning and losing; maintaining self control; being highly competitive in sports; and failing to implement taught strategies to resolve issues.

- For some girls, friendship groups created social problems when sides were taken and influence exercised to exclude others from the group.

- Management strategies relating to student behaviour in the playground needed to be reviewed.

- The school award system for student behaviour needed to be reviewed to ensure consistency and to cover a wider range of reward and recognition.

- Staff, students and parents needed to revisit the school’s core values to ensure that they were clearly aligned with our welfare and discipline practices. This would provide a common language and explicit discussion about the values we share.

- Focus on assisting students to make good decisions and display resilience when facing setbacks needed to be maintained.

For future directions to address these needs, see Targets 1 and 2 in Targets for 2008.

Curriculum – Creative Arts

Through focus group discussions, the following aspects of the school’s creative arts program were identified.

- Effective and highly valued programs in band, dance and choir provided excellent development in the creative and performing arts for selected students. Demand for places in these groups was always high, with not all students being able to be accommodated.

- Students talented in the creative arts were provided with a range of opportunities, both within and beyond the school, to develop their abilities. These opportunities included participation in Create South, the Georges River Network Gifted and Talented Program, regional bands and band camps, and district music festivals.

- Class based programs in the creative arts were inconsistent in quality and range, and were strongly related to the expertise and confidence of the class teacher.

- Teachers strongly felt the constraint of time in providing the full range of creative arts activities for their students.

- A number of teachers felt they lacked the expertise and resources to effectively provide quality music, art, drama and dance activities for their students.

Future directions for more effectively implementing this Key Learning Area include:

- developing teacher expertise in planning, implementing and assessing the creative arts;

- providing appropriate resources to support quality programs; and

- developing stage-based organisational strategies for the most effective use of time and expertise for creative arts activities.
Parent, student, and teacher satisfaction

Our school community regularly provides written and verbal responses on a wide range of issues and events and an insight into levels of satisfaction with the school. This communication is greatly appreciated. In 2007, the Performing Arts Showcase, an inaugural event, generated a significant amount of feedback, a selection of which follows.

“What an excellent night it was last night. You really should be proud of all your staff. The dedication and effort everyone put in to make the night a success was a credit to you all. I don’t know who was more proud of the children, their teachers or their parents. The sheer pleasure I saw in every teacher’s face when their classes were performing was beautiful. They really do care for each and every child. Each and every performance was fantastic, well practiced and a delight to watch…. It makes me very proud to be a parent of children who attend Connells Point Public School.”

“I would like to congratulate your staff on the children’s performances at the showcase last night. I was absolutely blown away. It was brilliant, entertaining and fun. The children were just beautiful.”

“Congratulations on a marvellous night. There was a lot of work in all that, and you are right to be proud of the staff and students for pulling that all together in such a professional and entertaining way…. It was wonderful to see the number of students who were able to be involved and have such a positive experience. We appreciate all the extra effort that the teachers have given out of their own time to make such a great event possible…. We continue to be grateful to you and all the teachers and support staff for providing a great experience for our kids at Connells Point.”

“I would like to congratulate you and your students for the wonderful performance put on last night. It was far superior to what I had expected and I am very proud that my children …. are part of this wonderful school. Each act showed many hours of training and planning, something that we as parents are not privy to and for that I would like to thank the teachers.”

“I would like to congratulate you and your staff on a fantastic night… the showcase of talent from the school was quite outstanding and it was a marvellous opportunity for the parents to see all the opportunities available to the children.”

“Unfortunately (my husband) and I were unable to attend the Performance Night; however, my mother attended in our place and thought it was the best one she has been to (and with eight grandchildren she has been to a few!) She asked me to pass on her congratulations. The amount of time and care that had gone into the evening was obviously enormous and our children are certainly very lucky to have been involved with such enthusiastic and dedicated staff.”

Professional learning

Involvement of teaching staff in professional learning is a key component of achieving improved outcomes for students. In 2007, the staff of Connells Point Public School participated in a wide range of projects and activities designed to promote best practice and the ongoing growth and development of high level teaching skills.

<table>
<thead>
<tr>
<th>Professional Learning Activity</th>
<th>Teachers Involved</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers Program</td>
<td>5</td>
<td>Sydney Region project; assisting teachers in their first year of teaching</td>
</tr>
<tr>
<td>Bridging the Gaps Stages 1, 2 and 3 (6)</td>
<td>Sydney Region project; supporting students from Years 1-6 experiencing difficulty with literacy</td>
<td></td>
</tr>
<tr>
<td>Consistency of Teacher Judgement in Early Stage 1 (2)</td>
<td>Sydney Region project; developing consistent teacher judgement and deeper knowledge of the learning framework in number</td>
<td></td>
</tr>
<tr>
<td>Leadership Development for Executive Staff</td>
<td>5</td>
<td>Regional conferences delivering professional learning for teachers in executive positions</td>
</tr>
<tr>
<td>Developing and Assessing Students’ Sports Skills</td>
<td>All</td>
<td>School Development Day Term 2</td>
</tr>
<tr>
<td>Understanding and Addressing the Needs of Students with Autism Spectrum Disorder</td>
<td>All</td>
<td>School Development Day Term 3</td>
</tr>
<tr>
<td>Count Me in Too</td>
<td>All</td>
<td>School Development Day Term 3; Maths strategies for learners K-6</td>
</tr>
<tr>
<td>ICT Coordinators’ Information Days</td>
<td>2</td>
<td>One day each term; providing technology coordinators with current information</td>
</tr>
</tbody>
</table>

Approximately $918 per teacher was spent on professional learning activities in 2007.

In addition to these major areas, staff also completed mandatory training in Child Protection, CPR and Emergency Care and Anaphylaxis awareness and management training.
School development 2006 – 2008

To guide and inform the efficient and effective development of teaching and learning programs at Connells Point Public School, a three year strategic plan has been developed.

This school plan sets both long and short term goals and directions, and details their implementation. The plan ensures that we maintain focus and evaluate progress, and provide appropriate resources for the implementation of quality programs.

The school plan is the result of the analysis of a wide range of data; is responsive to Departmental requirements and priorities; and is the outcome of whole staff collaborative planning and decision making.

Targets for 2008

Target 1

To review the school’s core values and ensure that they are reflected and embodied in our policies and practices.

Strategies to achieve this target include:

- conducting a Values Forum to discuss DET values and how they can be explicitly developed at Connells Point Public School;
- reviewing our student awards system to ensure that it reflects and develops our core values; and
- reviewing our Welfare and Discipline Policy to ensure it is aligned with our core values.

Our success will be measured by:

- a shared and explicit understanding of our core values; and
- awards and policies which reflect and promote our core values.

Target 2

To extend our Positive Playground Program which promotes positive behaviour and relationships in our student body.

Strategies to achieve this target include:

- identifying students with recurring behaviour management issues in the playground. These students will then participate in a small group skills program to address common difficulties with entering groups; accepting group decisions; appropriately handling winning and losing in games; and appropriately resolving issues with peers;
- reviewing additional available whole school behaviour management programs, such as Restorative Practices, to determine those which are most suitable for our school;
- reviewing our current playground behaviour management policy; and
- increasing students’ resilience in effectively coping with peer relationships.

Our success will be measured by:

- decreased representation of targeted students in the playground behaviour book;
- consistent implementation by teachers of playground rules and consequences;
- identification of additional effective whole school programs to support positive peer relationships; and
- students displaying increased resilience in dealing appropriately and effectively with difficulties in peer relationships.

Target 3

To improve implementation of the Creative Arts Key Learning Area.

Strategies to achieve this target include:

- providing resources and training and development to improve the delivery of class based music, drama and art programs;
- developing stage-based creative arts programs; and
- developing criterion-based assessment tasks in the Creative Arts KLA.

Our success will be measured by:

- increased confidence of teachers in implementing creative arts programs;
- access by all students to quality Creative Arts activities; and
- teachers’ confidence in assessing and reporting student progress in the Creative Arts.
Target 4

To promote parent and carer understanding of effective ways to support their children’s learning in mathematics.

This target has been carried over from 2007.

Strategies to achieve this target include:

- afternoon and evening parent information sessions where key strategies and operations used in mathematics will be demonstrated and explained; and
- provision of articles and parent hints in the school newsletter;

Our success will be measured by:

- increased parent confidence in assisting children with mathematics as measured through a parent survey;
- children indicating that their parents are better able to assist them with their maths homework; and
- the level of parent response to information sessions.
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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Ms Jenny Scally, Assistant Principal
Mr Rob Jennings, Assistant Principal
Mrs Poppy Kostantakis, School Council President
Mrs Susan Szalay, P&C President

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