School context statement
Eleebana PS is located on the shores of Lake Macquarie in the Hunter Region of NSW. Our core values are excellence, honesty, respect, responsibility, cooperation and the development of resilience. The school learning community achieves its mission of striving for excellence by working together to produce quality programs that maximise student performance.

Some unique features of the school include high student achievement in the National Assessment Program (NAPLAN) in literacy and numeracy, involvement in the Kinder Best Start initiative, L3 (Language, Learning & Literacy), FOR (Focus on Reading), the TOWN (Taking Off With Number) and TEN (Targeting Early Numeracy) mathematics programs, gifted and talented programs and enrichment classes and individual plans for supported students. Student welfare programs include anti-bullying education. Outstanding sporting, creative and performing arts programs feature fitness, inter-school sport, band, choir, dance and drama groups.

Dedicated staff implement the Quality Teaching Framework, data-driven planning, programming, assessment and reporting, interactive technology, strategic implementation of the new NSW Board of Studies syllabi for the Australian Curriculum and engaging learning experiences.

Our community enjoys high level involvement in school life including a very active P&C, healthy canteen, fundraising and grounds teams, parent partnerships in sports, mentor and classroom programs, curriculum committees and School Self Evaluation Team.

Principal’s message
Eleebana Public School is committed to improving every child’s academic, sporting, cultural and social development by providing a stimulating, engaging and supportive environment.

During 2014 the school continued its focus on excellence and quality relationships along with the completion of major infrastructure projects including the laying of Softfall in the Infants COLA, enhancing boundary security fencing and ICT infrastructure upgrades.

The Eleebana Public School community enjoys very positive relationships and high expectations demonstrated by inclusive access to learning programs and the celebration of excellence by all.

This included meeting the needs of gifted and talented students and those with identified special needs.

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.

Ian Graham – Principal

P&C President’s message
It has been a hugely successful year for the Eleebana Public School P&C this 2014. In March we approved and paid for two new air conditioning units in KLF and 2L. In May we held a hugely successful Mother’s Day led by Debbie Fenwick our Fundraising Coordinator with a BBQ Breakfast raising $272, Stalls and Raffle raising $2964. Marrie Norris our Grounds Convener also held a very successful Working Bee to help keep our school looking beautiful.

In June we ran an Entertainment Book campaign raising $828. We also had a covered walkway to the P&C room and uniform shop approved and completed was September, providing shelter for all from inclement weather. In June the P&C also appointed a new Canteen Supervisor, Annie Dangas as our existing supervisor Michelle Sommerville retired from the post. Marie Norris also headed another hugely successful Working Bee, keeping our school looking fabulous.

In July the P&C had a new ‘lettered’ sign erected on Glad Gunson Drive so Mr Graham no longer needed to balance the sign on his head whilst arranging letters. We also opened a P&C Facebook page was created by Jacqui Bell to help keep parents up to date with everything the P&C does and when we require volunteers.

In August the P&C co-funded with the school 4 recycling stations for rubbish to help teach the students the importance of recycling. Further approved was a 6 bay compactus for the staff room to store P&C archives which had been taking up a good chunk of a room in Sandra Elsworthy’s house. We also approved ‘soft fall’ for the Infants Cola which was completed in September, providing a soft and safe flooring for the students to play on outside.

In September a new phone line and Eftpos Machine was installed in the uniform shop, as the existing machine was inadequate. This was also
the month for our Father’s Day events headed by Debbie Fenwick which included a BBQ Breakfast raising $226, Stalls and a raffle raising $2487.

In October we held our annual Spring Fair, the biggest to date. It was a hugely successful and enjoyable day which raised $26,213. With this money we have approved the purchase of 30 iPads and Wi-Fi throughout the whole school to the value of $36,000.

At present an online uniform shop is in the process of being constructed giving time-poor parents the option of being able to purchase uniforms online.

Reviewing all of the above I am very proud and happy to have been the President of the P&C for 2014, and I would like to thank the Executive for their hundreds of hours of voluntary time given to our students at the Eleebana Public School for their education needs.

Vanessa Price – P&C President

Student representative’s message

In 2014 our student executive consisted of eight councilors and two captains. This executive was elected by the students and staff. Their responsibilities included:

- Daily feedback for litter reduction and control in the school playground;
- Collating point scores for whole-school assembly and uniform awards;
- Fundraising for various charities and students competing at National events;
- Comparing school events such as Grandparent’s Day, weekly and formal school assemblies, ANZAC Day Service, and Spotlight extravaganza at Panthers Newcastle;
- Leadership of the buddy program for Kindergarten and new students;
- Leading Year 5 students with ‘Leadership Skills Program’ in preparation for their new roles as leaders in 2014; and providing a positive role model for all students through leading by example, including wearing full school uniform, exemplary behaviour, and making valuable contributions to the Eleebana Public School Learning Community.

The Student Representative Council consisted of twelve Year 6 students. During 2014 the council supported school and community programs by raising money and awareness for selected causes. These included fundraising to support:

- People with Autism; and,
- Children with cancer at the John Hunter Children’s Hospital.

Both the Student Executive and SRC were pivotal in creating a harmonious, empathetic environment free of all forms of bullying and intolerance.

Khiara Langham & Lachlan Jackson - Captains
Julie Graham – SRC Coordinator

Student information

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

Student enrolment profile

Our enrolment in March 2014 was 591 including 309 boys and 282 girls.

The table below shows our student enrolment profile from 2008-2014.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>239</td>
<td>265</td>
<td>255</td>
<td>264</td>
<td>277</td>
<td>291</td>
<td>309</td>
</tr>
<tr>
<td>Female</td>
<td>215</td>
<td>229</td>
<td>236</td>
<td>255</td>
<td>266</td>
<td>273</td>
<td>282</td>
</tr>
</tbody>
</table>

The table below shows our student attendance profile from 2008-2014. 96.3% of students attended school on average each school day.

Student attendance profile

The table below shows our student attendance profile from 2008-2014. 96.3% of students attended school on average each school day.
Management of non-attendance

In 2014 Eleebana Public School utilised Sentral Web-attend to register and track student attendance. A Parent Portal was also rolled out that allowed parent to monitor and explain absences via an online platform. This enabled rigorous tracking of students and management of unsatisfactory attendance with the assistance of the Home School Liaison Officer.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Executive Release</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>19</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Part-time teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1.092</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.062</td>
</tr>
<tr>
<td>Total</td>
<td>34.979</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There was one Indigenous staff member in the school’s teaching workforce in 2014.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All teachers participated in professional learning activities associated with the NSW BOSTES implementation of the Australian Curriculum including mandatory implementation of the new English and Mathematics syllabuses.

The school received allocation of just under $10000 for teacher professional learning and these funds were used to support stage team planning, assessing and reporting days and implementation of school priority programs including, L3, Focus on Reading, TOWN and TEN, in addition to our mandated staff development days that also focused in implementation of this initiatives in addition to compliance training.

The school has five (casual and permanent) new scheme teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation and four new scheme teachers maintaining accreditation at Proficient.

Two teachers have commenced the process attaining accreditation at one of the voluntary stages of Highly Accomplished and /or Lead. No teachers are currently accredited at the higher voluntary levels.

Beginning Teachers

Beginning teachers, under Great Teaching, Inspired Learning, also received an additional allocation of funds to support beginning teachers adjust to their new roles in NSW public schools.

Eleebana PS had three beginning permanent teachers who were supported with teacher mentors via an indication program that featured, planning programming and assessing support, targeted professional development such as reporting to parents, preparing for teacher interviews, teamwork and working with the community.

Financial summary

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>94.6</td>
</tr>
<tr>
<td>2010</td>
<td>95.8</td>
</tr>
<tr>
<td>2011</td>
<td>95.3</td>
</tr>
<tr>
<td>2012</td>
<td>96.0</td>
</tr>
<tr>
<td>2013</td>
<td>96.3</td>
</tr>
<tr>
<td>2014</td>
<td>96.3</td>
</tr>
</tbody>
</table>
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2014

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$184,296.17</td>
</tr>
<tr>
<td>Global funds</td>
<td>$345,897.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$444,117.38</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$288,404.02</td>
</tr>
<tr>
<td>Interest</td>
<td>$8,064.45</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$11,801.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$1,282,581.06</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$109,594.13</td>
</tr>
<tr>
<td>Excursions</td>
<td>$7,506.24</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$59,915.82</td>
</tr>
<tr>
<td>Library</td>
<td>$53,730.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$9,795.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$448,051.09</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$69,896.30</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$69,199.94</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$56,076.66</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$64,204.91</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$14,130.41</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$20,226.11</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$982,327.47</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward** $300,253.59

The balance carried forward from the 2014 figure of $300,253.59 includes committed, tied and trust, relief and SASS salaries and unpaid goods on order, plus additional invoices. A balance of approximately $17,948.00 is available until Semester One funding arrives in February 2015.

A full copy of the school’s 2014 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

The Eleebana School Community is proud of our 2014 performance as measured by our key performance indicators.

**Academic achievements**

**NAPLAN**

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 these assessments.

- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

Alternatively:

**NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

Eighty-four Year 3 students sat the National Assessment Program in literacy this year. As a group of students, our average Year 3 student performance was substantively above the state, region and our Statistically Similar Group (SSG) in reading, writing, grammar and punctuation and above state and region for spelling.

The majority of our students performed in the top three bands in literacy with less than 10% of our students in the lower two literacy bands that compared very favourably to the state.

Development areas for 2015 include incorporating the ‘Focus On Reading’, super six strategies (predicting, visualising, questioning, monitoring, summarising, and making Connections) in all lessons to: enhance student ability to locate main ideas and make inferences (character attitude and position); categorise and apply information, match visual information to text; recognise and produce sophisticated persuasive text; spell correctly and identify errors using common spelling rules; appropriately use contractions, articles and punctuation around direct speech in writing; and, implementing quality teaching strategies to improve the literacy performance.
Eighty-three Year 3 students sat the National Assessment Program in numeracy this year. Student performance was again above the state,
region, and our Statistically Similar Group (SSG). Students performed well in all areas, i.e., overall numeracy; data, measurement, space and geometry; and, number, patterns and algebra. 80% of our students were in the top three bands comparing extremely favourably to state averages.

Development areas for 2015 include reading analogue time, geometry, fractions and decimals.

### Year 3 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>431.1</td>
<td>418.6</td>
<td>401.6</td>
</tr>
<tr>
<td>Band 2</td>
<td>431.1</td>
<td>418.6</td>
<td>401.6</td>
</tr>
<tr>
<td>Band 3</td>
<td>431.1</td>
<td>418.6</td>
<td>401.6</td>
</tr>
<tr>
<td>Band 4</td>
<td>431.1</td>
<td>418.6</td>
<td>401.6</td>
</tr>
<tr>
<td>Band 5</td>
<td>431.1</td>
<td>418.6</td>
<td>401.6</td>
</tr>
<tr>
<td>Band 6</td>
<td>431.1</td>
<td>418.6</td>
<td>401.6</td>
</tr>
</tbody>
</table>

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Seventy-four Year 5 students sat the National Assessment Program in literacy this year. As a group of students, our average Year 5 student performance was substantively above the state, region and our Statistically Similar Group (SSG) in reading, writing, grammar and punctuation and above state and region for spelling.

The majority of our students performed in the top three bands in literacy with less than 10% of our students in the lower two literacy bands that compared very favourably to both regional and state averages.

Development areas for 2015 include acquiring higher order comprehension skills, particularly applied and inferential comprehension around reader’s position, interpretation, evaluation and summarising, and interpreting character actions/mood change in reading; improved persuasive writing performance against higher order rubric marking criteria, identifying errors and correct spelling of 1, 2 and 3 syllable words with particular sound clusters.
NAPLAN Year 5 - Numeracy

Seventy-four Year 5 students sat the National Assessment Program in numeracy this year. Student performance was again above the state, region, and our Statistically Similar Group (SSG). Students performed well in all areas, i.e., overall numeracy; data, measurement, space and geometry; and, number, patterns and algebra. 80% of our students were in the top three bands comparing extremely favourably to state averages.

Development areas for 2015 include: multiplication and division (multi-step word problem involving both operations), mass and, fractions and decimals (using inverse operations to solve multi-step problem).

Year 5 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>537.2</td>
<td>525.7</td>
<td>504.7</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Number in Bands</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Average 2010-2014</td>
<td>0.8</td>
<td>3.0</td>
<td>11.4</td>
<td>23.2</td>
<td>34.9</td>
<td>26.7</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>3.0</td>
<td>9.7</td>
<td>15.6</td>
<td>21.8</td>
<td>23.1</td>
<td>26.8</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>7.1</td>
<td>12.5</td>
<td>18.4</td>
<td>20.8</td>
<td>20.2</td>
<td>21.0</td>
</tr>
</tbody>
</table>

Progress in literacy

Of our students who were matched for growth in literacy NAPLAN from Year 3 to Year 5 overall student growth in spelling and writing was above our SSG and State DEC growth. Results in reading and grammar and punctuation were slightly below these averages.
Progress in literacy

Of our students who were matched for growth in numeracy NAPLAN from Year 3 to Year 5 overall student growth was above reading was above our SSG and State DEC growth.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

In 2014, the school continued to implement the Aboriginal Education Policy that promotes the educational achievements of all Indigenous students and aims to enhance the knowledge and understanding of all students about Aboriginal Australia.

Our school has a very small percentage of Aboriginal students; however, we recognise our responsibility in the development of cultural understanding and appreciation of our heritage.

Our 2014 program included:
- K-6 NAIDOC Week focus including: A whole-school Aboriginal research project where all individual classes studied an Aboriginal Australian who served in the armed forces
retelling their story through literature and art.

- A K-2 focus on traditional Aboriginal artwork inclusive of careful consideration of past and present artists.
- NAIDOC Week Celebration Assembly coordinated by Aboriginal students, guest artists from the Aboriginal community, unveiling of the celebration artworks and historical recounts.
- L3 Indigenous Literacy focus including: Distribution of Australian Aboriginal literature for ES1 and S1 teachers to “read to” their classes. From this literature students have completed independent writing through individualised recounts of traditional stories. They have also completed unique artwork that encompasses these stories.
- Regular staff review of the Aboriginal Education Policy and how best to integrate the policy framework into the curriculum to ensure staff confidence in teaching Aboriginal education perspectives.
- Engagement with our Lake Macquarie Local AECG and work towards the signing of a partnership agreement early in 2015.

**Multicultural education and anti-racism**

Multicultural education influences all areas of the curriculum and the school encourages all students to identify with, and be proud of their individual cultural heritage. Tolerance, understanding and acceptance of diversity are actively encouraged and taught. One way of doing this in 2014 was through the Multicultural Public Speaking competition. Students from K-6 spoke on a range of topics related to different cultures. Two students from each stage progressed to compete at zone level and we had one student who went on to compete at regional level of this highly regarded competition.

**Aboriginal background**

Eleebana has 7 students who identify as Aboriginal. These students have been individually supported with Personalised Learning Plans created in consultation with parents, class teachers and executive staff. All plans include literacy and numeracy targets and specific strategies for celebrating Aboriginal identity and plans for key transition points, such as transition to high school.

**Socio-economic background**

Eleebana has targeted programs to support students and families from low socio economic backgrounds, including:

- Raising the expectations of students, teachers, executive, families and communities;
- Strengthening partnerships between schools, families and community organisations;
- Promoting and sustaining a positive and inclusive school culture;
- Ensuring students access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services; and,
- Ensuring that no student is excluded from any excursion or activity due to financial circumstances.

**English language proficiency**

The Eleebana Learning Community has a low percentage of families who identify with English language proficiency needs, and subsequently a low level of students with English as an Additional Language or Dialect (EAL/D).

The following strategies are used to cater for EAL/D students:

- Identifying EAL/D students in planning and programming;
- Differentiating for EAL/D students in teaching programs and whole school and classroom assessment practices; and,
- Incorporating EAL/D pedagogy and strategies in classroom practice

**Learning and Support**

Our school is proud of, continues to strive to enhance our inclusive culture and to meet the learning and social needs of students with disabilities. Our 2014 programs included:

- Providing for over 100 students with varying difficulties and/or disabilities.
- Funding support through the integration program was used to assist identified students with learning support in the classroom and playground;
- School development and monitoring of Individual Education Programs (IEPs) by the Principal, staff and Learning Assistance Support Team (LAST).
- Two full-time and seven part-time School Learning Support Officers (SLSOs) assisted students in 2014;
- Two children received assistance from the Support Teacher Hearing (STH), and the
- Two Learning Assistance Support Teacher (LAST), work at the school 3 days/week and 1 day/fortnight respectively and assisted more than eighty students; and,
- The Reading Recovery Program continued to support students in Year 1 who are at risk of not achieving expected exit levels in reading. Twelve students participated in this program. Ongoing monitoring of eleven Year 2 students indicates sustained progress.
- The school also hosted the SPinS (Speech Pathology in Schools) programs and gives undergraduate speech pathology students at the University of Newcastle access to professional experience in a school context under the guidance of a trained mentor. Through this program over 50 students were assessed regarding their speech function and 25 students and their class teachers were supported with targeted programs.

The Learning Assistance Support Team confirms high levels of teacher, parent and student satisfaction with exceptionally effective support programs. Engaged students and their parents/carers in consultative and collaborative processes to personalise learning and support reflecting student needs.

In 2014, the LAST enhanced students’ access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services. These processes have increased the effectiveness of classroom and school organization.

Other significant initiatives

The Arts

Eleebana had an outstanding year celebrating the arts. Highlights included our annual ‘Spotlight’ music, dance, drama extravaganza held at Newcastle Panthers over two nights, zone and regional finalists in public speaking, highly successful teams in both the Premier’s Debating Challenge and other local debating competitions, and highly commended and winning choirs in a range of vocal eisteddfods. Students also demonstrated artistic excellence in Operation Art.

2014 was the 31st year of our wonderful band program. Highlights included wins at the State Band Championships and other band competitions, an outstanding Year 6 Solo Night and band succession concert that featured the Australian Army Band in addition to various other local school ensembles.

Our musical groups also performed at numerous events, including: Education Week, Anzac Day, Carols by Candlelight, Open Days, Charlestown Square, to name a few.

Sport

As a school, we believe it is important to provide an extensive range of sporting opportunities for all students. As educators, we want parents to know that sport can develop students’ motor skills, confidence and fitness, their classroom learning and values, particularly leadership, teamwork and integrity.

Highlights of sport in 2014 included:
- Junior and senior PSSA teams entered in inter-school competitions, including 3 rugby league teams, 2 soccer teams and 2 netball teams.
- Our basketball, cricket, touch and tennis teams participated in the NSW PSSA state knockout. Highlights were our cricket team who made it to the Hunter final. All teams competed with sportsmanship and had a fantastic time.
- Both the Athletics and swimming carnival were very successful. Each carnival had a high participation rate and Koonda House were successful in both carnivals.
- Weekly sporting opportunities for Years 3-6 including tennis, bike safety, basketball, dance, aerobics, swimming, touch football, badminton, volleyball and multi skills sport.
- Students in Year 2 participated in a gymnastics program.
- Over 60 students represented the school at Eastlakes Zone Carnivals and more than 20 represented the Zone at Hunter Regional carnivals.
- Hunter Region representatives at state championships included Katelyn Klein (X-country, Athletics), Lachlan Jackson (Hockey), Izaac Smith (Hockey/ Swimming), Denver
• Williams (Soccer), Jazmyn Teague (Swimming)
• Katelyn Klein and Lachlan Jackson also represented NSW in the Australian School Sprits championships. Kaitlyn travelled to Western Australia where she finished 18th overall. Lachlan travelled to Tasmania and his team finished 3rd overall.

Our Aerobics team also participated in National Championships in Queensland (See Aerobics)

This year students from K-6 participated in the Premiers Sporting Challenge (PSC). It provided students with an opportunity to monitor and assess their physical activity over a ten week period. Fynn Haddelton-Burgess won the PSC student of the year.

The school recognises and appreciates the support of parents in coaching students, organising teams, providing transport, assisting at events and encouraging students in their sporting endeavours.

Environmental Education 2015

Our main focus area in Environmental Education this year has been recycling. Lake Macquarie Council have changed their collection system for recycled goods allowing all recyclables to be collected together and are encouraging schools to recycle more products.

Recycling stations have been added to all playgrounds and students have been educated in their use. At present some students are using the recycling stations correctly. Education for correct use is an ongoing process.

We had six students chosen as E Team captains this year. They have spent many hours of their lunch times throughout the year tending the veggie garden and assisting the K-2 students with watering and planting vegetables.

Hunter Water Corporation have instated “Water wise” rules this year and our E Team captains took part in a competition aimed at increasing the public’s awareness of the new rules. The team were successful in making it to the finals of the competition. The winners will be announced in late November.

Premier’s Sporting Challenge

The whole school participated in and completed the Premier’s Sporting Challenge (PSC) for the 4th year in a row. The PSC gave every student the opportunity to monitor and improve in their physical activity over a ten week period. All students received their Gold Award from the Premier.

Premier’s Reading Challenge

46% of students K-6 participated in the Premier’s Reading Challenge in 2014. Many of these students have completed the challenge over successive years. Testament to this ongoing commitment to reading is 52 students qualifying Gold Awards and 18 qualifying for Platinum Awards.

Gifted and Talented Students

The Gifted and Talented Students Team audited practices and programs in 2014. Our programs include: scheduled GATS time to provide workshops: technology, video conferencing, robotics – Mindstorm, Bee-bots, I-pads, Operation Art, Production and Spotlight (drama), public speaking and debating.

Other program highlights included:
• Students attendance at Regional GATs camps;
• Selection of school representatives in the 2013 Premier’s Spelling Bee;
• Multiple students selected to attend Merewether High School (local selective school);
• Multiple and numerous high distinctions, distinctions, and credits in the ICAS Computers, English, Science, Spelling, Writing and Maths Competitions;
• Multiple and numerous high distinctions, distinctions, and credits in the Newcastle Permanent Maths Competition;
• Development of teaching programs that provided curriculum differentiation enabling gifted and talented students to be catered for in mainstream classes;
• Year 4/5 enrichment class; and,
• Actively seeking extension activities both within and outside the school, such as: public speaking, debating, Premier’s Spelling Bee, creative arts, Warner’s Bay HS extension days, week/weekend GATS camps for identified students and participation in ICAS English and Mathematics Tests.

Language, Literacy & Learning (L3)

L3 is research-based literacy training for teachers. It supports the development of informed,
systematic, explicit instruction based on data to target reading and writing. This explicit and systematic teaching and learning is demonstrated through guided, modelled and independent literacy teaching strategies.

Teachers in training, undertake professional learning, including 12 professional development sessions in the first year, under a qualified trainer. Training includes developing literacy learning plans and targeted teaching that reflects individual student learning needs. The targeted teaching is based on ongoing data collection.

Teachers in training learn techniques for planning and delivering instruction to small groups and to the whole class in literacy.

L3 Trainers support teachers’ developing pedagogies by giving feedback and reflecting collaboratively, using regular classroom observations.

In 2014, all Stage1 Year 1 teachers, participated in their first year of L3 training. They will complete their OPL (Ongoing Professional Learning) in 2015.

In Early Stage 1, 3 teachers participated in their first year of L3 Training. 3 teachers completed their second year of L3, completing their OPL (Ongoing Professional Learning).

In 2015 All Stage 1 Year 2 teachers will participate in their first year of L3 training.

The L3 training was facilitated by Mrs Williams (ES1) and Mrs Hughes-Dann (Stage 1). Teachers in Training from other schools joined Eleebana teachers for training at Eleebana School.

Teaching resources including levelled reading texts and ‘hands on’ literacy activities that have been purchased to support the implementation and management of L3.

This will continue to be a high-priority area for English resource allocation in 2015.

Reading Recovery

Reading Recovery is an early literacy intervention and prevention program. In terms of intervention, Reading Recovery provides intensive, individual help mostly for Year 1 students having difficulties in learning to read and write after approximately one year’s schooling. Through daily individual lessons of 30 minutes, students are helped to make rapid progress, catching up to the class average usually within 20 weeks. After successfully completing Reading Recovery, students are able to work independently with an average group of learners in their classroom without additional specialist help.

Students successfully complete Reading Recovery when they are able to work with appropriate independence, using the same strategies which proficient literacy learners use to increase their control over reading and writing while engaging in classroom activities throughout the year. Reading Recovery text level 18 is considered the minimum level at which students will have developed appropriate independent reading and writing strategies.

This is the minimum level at which students may complete Reading Recovery successfully.

TEN (Targeted Early Numeracy)

The Targeted Early Numeracy (TEN) intervention program is one component of the Best Start initiative. The program fulfills a Government commitment to provide support to children experiencing substantial difficulty in learning numeracy and provide professional development to teachers in order for current pedagogy to occur.

TEN complements the regular numeracy program. It sets clear expectations against the Mathematics K-10 syllabus on what children should be able to achieve in addition and subtraction by the end of the school year.

The TEN model includes:

- Short, focussed, frequent numeracy sessions
- Strategically targeted activities focussing on addition and subtraction
- Monitoring of student progress every 5 weeks

Results: The program has benchmarks that assist teachers in identifying children that are at risk requiring numeracy support throughout their education. The following benchmarks should be achieved by the end of the years indicated:

- Perceptual Counting Strategies: Kindergarten
- Figurative Counting Strategies: Year One
- Counting on and back Strategies: Year Two
Eleebana Public School (as outlined in the table above) had a small percentage of students that were targeted at the beginning of the year from Kindergarten, Year One and Year Two. Results currently indicate that all students K-2 have achieved or exceeded beyond TEN benchmarks by the end of Term 3 2014. Teachers are continuing to implement TEN lessons to further encourage and reinforce sound early numeracy strategic thinking. Tracking and monitoring of students will occur throughout the entire year to gauge student performance and progression.

**TOWN (Taking Off With Numeracy)**

The TOWN initiative has proven to be useful and more beneficial for students in Years 3-6 who require additional support. The TOWN program has equipped teachers with skills, strategies and numerous resources to assist students through using explicit numeracy instruction and guidance to improve their understanding of increasingly complex arithmetic processes.

Emphasis is given to the teaching sequence of Place Value, as it underpins the four operations, decimals and concepts in measurement. Teachers have access to TOWN resources and have been trained in the monitoring and assessing of targeted students. Training in TOWN has given teachers confidence and security when plotting and tracking students on the Numeracy Continuum.

**Aerobics**

The school aerobics program was introduced to Eleebana Public School in 2013 by Mrs Williams. In the very first year the Eleebana Firecrackers were NSW State Champions and competed at the National Championship in Queensland. In the second year the Firecrackers again placed 1st at State Championships and were the only NSW team in their section to qualify for National Championships. To cater for the growing number of interested students 3 teams were formed this year with final State ranking being 1st, 4th and 6th.

Approximately 23 students were involved in this representation.

Aerobics promotes fitness, confidence and team work primarily. Any student who has shown an interest in the sport has had the opportunity to try it. At Eleebana PS, we embrace all students to have a go, strive for their goals and be resilient in the face of disappointment. We are proud to have students who are experienced in the sport and those who have never participated before. We are proud of students who have not made teams in the past and keep trying, to find they make it the following year.

To cater for growing interests and passion, the program is hoping to expand in 2015 with 4 teams. There is also planning being undertaken for boys to enter the sport.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis and observation of student work samples, assessment data and student achievement of syllabus outcomes;
- Classroom observations and coding using the quality teaching framework; and,
- Parent, teacher, student discussion, focus groups, surveys, work samples and triangulation of data sources.

**School planning 2012-2014:**

**School priority 1**


**Outcomes from 2012–2014**

- Raise the number of K-2 students achieving Regional reading grade exit levels to 75% (2012-13).
- Full implementation of the L3 (Language, Literacy and Learning) program into
Kindergarten/Stage 1 classes, and ‘Focus on Reading’ in Years 2-6.

- Increase the number of Year 3 students achieving in the top 2 bands in reading from 59% (2012) to 65% (2014); with girls achieving top 2 bands in reading from 72% (2012) to 75% (2014).
- Increase the number of Year 5 students achieving in the top 2 bands in reading from 48% (2012) to 55% (2014); with boys achieving top 2 bands in reading from 53% (2012) to 55% (2014).
- Increase the percentage of students achieving expected growth in reading Years 3-5 from 65% in 2013 to 70% in 2014; and Years 5-7, from 54% in 2013 to 58% in 2014.

Evidence of achievement of outcomes in 2014:

- Percentage of K-2 students achieving exit levels in reading beyond target.
- L3 has been fully implemented in all Year 1 classrooms.
- NAPLAN data indicated excellent student performance and growth in literacy, particularly in grammar and punctuation where students perform significantly above our statically similarly group.

Strategies to achieve these outcomes in 2014

- Implement Teacher Professional Learning in:
  - Deep understanding of and plotting students on the Literacy Continuum K-6;
  - Collaborative group work/teaching strategies;
  - Use of group roles, WALT (we are learning to) and WILF (what I am looking for) and TIB (this is because) processes K-6;
  - Incorporating systematic reflection and feedback processes K-6;
  - Implementation of the Australian English Curriculum K-6 and LMG (google docs);
  - ‘Focus on Reading Program’ implemented in Years 2-6, and PEG spelling in Years 1-6;
  - School Improvement Team leads K-6 staff audit of numeracy pedagogy through National School Improvement Tool and the Department’s Classroom Teacher Program for improved teaching going forward;
  - Use of Literacy Continuum and NAPLAN student performance program to inform specific teaching focuses at class and individual level; and,
  - Item analysis to identify teaching focus areas across literacy teaching and homework.
  - Embed quality systems and teaching practices for literacy in all K-6 classrooms through:
    - Daily guided, modelled and independent reading;
    - Explicit small group guided instruction;
    - Explicit teaching of strategic processes in reading including ‘Best Start’, ‘L3’ / ‘L3S1’, ‘Focus on Reading’ (Super Six Strategies systematically programmed into weekly timetable) and ‘RR’ strategies used K-6;
    - Focused literacy TPL to successfully implement the National English Curriculum (TARS processes);
    - Rigorous analysis of reading behaviours using ‘running records’ to inform teaching focus for all students K-2 and students at risk in Year 3-6 (data collected monthly);
    - Observational rubric and pre and post testing used in Years 2-6 to monitor student progress in literacy areas; and
    - Boys and Girls Education strategies embedded with Quality Teaching Framework to effectively meet gender needs in literacy strands (see targets).

School priority 2


Outcomes from 2012–2014

- Raise the number of K-2 students reaching expected benchmark strategies on the Best Start/Numeracy Continuum to 50%+ of Kinder at figurative; 60%+ of Year 1 at counting-on/back; and 60%+ of Year 2 at facile;
- Full Implementation of the TEN (Targeting Early Numeracy) program in K-1, and TOWN (Taking Off With Numeracy) program in Years 3-6 where relevant;
- Explicit teaching of Numeracy K-6 to move students under state average to above state average;
- In 2014, our Years 3, 5 and 7 student results (top 2 bands) will exceed Statistically Similar Group (SSG) results in identified Fractions and Decimals, Number, Patterns and Algebra, Measurement and Space, and Working Mathematically NAPLAN focus items by 15% in Year 3 (12% in 2013), 25% in Year 5 (20% in 2013) and 10% in Year 7 (6% in 2013);
• Maintain or reduce the percentage of students in the bottom two numeracy bands in Year 3 at 5% in 2014; in Year 5 at 10% in 2014; and in Year 7 at 8% in 2014; and,
• Maintain the percentage of students achieving expected growth in numeracy from Years 3-5 at 80%; and from Years 5-7 at 55% in 2014.

Evidence of progress towards outcomes in 2014:
• Percentage of K-2 students achieving benchmark levels on numeracy continuum beyond target.
• TOWN and TENs programs fully implemented.
• NAPLAN data demonstrates excellent growth in student performance, particularly in the area of mental computation.

Strategies to achieve these outcomes in 2014:
• Implement teacher professional learning and embed quality systems and teaching practices for numeracy in all K-6 classrooms through:
  • Best Start into Stage 1, including assessment (plotting students on continuum, identifying teaching strategies for each cluster and student reporting);
  • PPAR aligned to Best Start / Numeracy Continuum (staff plot individual students on Numeracy continuum Semester 1);
  • ‘Targeted Early Numeracy’ K-2;
  • ‘Taking Off With Numeracy’ in Years 3-6 where relevant incorporating PLPs and LaST;
• Collaborative Group Work / Teaching strategies - use of group roles, WALT (we are learning to) and WILF (what I am looking for), TIB (this is because) processes in all classrooms K-6;
• Incorporate systematic reflection and feedback processes K-6 to make needs-based learning significant;
• School Improvement Team leads K-6 staff audit of numeracy pedagogy through National School Improvement Tool and the Department’s Classroom Teacher Program for improved teaching going forward;
• Teachers unpack Patterns and Algebra processes at EPS and develop a systematic K-6 plan going forward;
• Class group-work organised to ensure individual student needs are met (personalised learning in small groups);
• TPL for deep understanding of National Mathematics Curriculum, including workshops with LMG schools;
• Identification of focus areas from analysis of NAPLAN and school-based data to inform class groupings (NAPLAN follow-up program used K-6);
• Using Quality Teaching Framework and Working Mathematically outcomes, teach for deep understanding of key ideas in identified areas of need in fractions and decimals, patterns and algebra, measurement, space and program into weekly class and homework timetables (including K-6 Mathletics program);
• Explicit teaching of Newman’s Error Analysis and 7 Problem Solving Strategies K-6;
• Boys and Girls Education strategies embedded with Quality Teaching Framework to effectively meet gender needs in identified numeracy strands;
• Tracking of grade cohorts to accurately measure student growth within t/m/b band groupings; and,
• Trial the Australian Mathematics Curriculum prior to mandatory implementation in 2015.

In 2014 Eleebana Public School implemented the new K-10 Mathematics Syllabus. All teachers were provided with Teacher Professional Learning (TPL) sessions to assist in the familiarisation of the syllabus and its content.

Teachers engaged in a number of whole staff meetings were the syllabus was presented and the content was dispersed to compare previous outcomes and indicators with the current syllabus. Teachers were then given ample time to plan and program teaching and learning activities for their appropriate stage and class each term. Provision to modify the mathematics programs to facilitate the school’s increasing number of high achieving students was also provided.

Eleebana Public School will further refine our implementation of the K-10 Mathematics Syllabus in 2015.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
Consultation and collaboration were hallmarks of the process. A range of parent, student and teacher focus groups, surveys and observations were carried out in an attempt to ensure a comprehensive snapshot of the school was obtained in preparation for the development of our strategic directions.

An audit of policies and practices in English, Mathematics and ICT was also conducted by the entire staff.

All groups were provided with detailed training and information on the intention of the Melbourne Declaration on schooling in Australia and the skills required of 21st Century Learners.

Students, parents and teachers were then asked to reflect on all aspects of school life and Eleebana and given opportunities to highlight strength areas and areas for development.

Students identified a high level of satisfaction with the quality of the education they receive at Eleebana Public School. Access to information technology and teachers engaging students more fully in feedback processes and self direction of learning were identified as areas for improvement by students.

Parents expressed high satisfaction with the quality of teaching at Eleebana Public School, the variety of opportunity provided to students – particularly extra-curriculum programs. Communication was identified by parents as a vital area to both maintain good practice and to further innovate. Areas for growth included:

- Upscaling information sharing (due to school growth) but maintenance of positive tone
- Advance communication of school changes - especially staff changes / leave / retirement
- Sharing of class news / events - especially opportunities for parent involvement, notification of interns, etc.
- Creation of feedback loops with parent community
- Balance personalization of communication and face-to-face with potential of technology
- Support parent attendance and participation at P&C including a one semester trial of a crèche during P&C Meetings
- P&C Meetings to commence at 6pm (instead of 7pm)

The National School Improvement Tool was used as the basis for the staff audit of school practice. Whilst a high degree of capacity was identified across all domains – an explicit improvement agenda; analysis and discussion of data; a culture that promotes learning; targeted use of school resources; an expert teaching team; systematic curriculum delivery; differentiated classroom learning and effective teaching practices – four areas for development were identified:

- Refining and updating policy for each key learning area, including defining what good practice would ‘look like’;
- Enhanced use of ICT to support the development of 21st Century Learning skills;
- Ensuring consistent, meaningful and timely feedback is provided to students; and,
- Ensuring ALL staff engage in our improvement agenda.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**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.

Michelle Butler - Parent Representative
Michael Arthur-Kelly – Parent Representative
Dean Burrows – Teacher Representative
Shelby Dent – Teacher Representative
Mark Lewis – Teacher Representative
Sarah Meehan – Teacher Representative
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*Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:*