Picton Public School
Annual School Report 2014
School context statement

Picton Public School (Primary Principal 2 Level) is located approximately 80kms southwest of Sydney with a population of approximately 470 students and 30 staff. Picton Public School has a strong sense of community and values the partnership between parents, carers, students, staff and the broader community. The school is strongly supported by the local community as evident by their involvement in extra curricular activities.

Strong academic programs together with quality student welfare practices are supported by a diverse range of sporting and cultural experiences.

The school provides outstanding educational opportunities to ensure optimum student attainment in all curriculum areas through ongoing staff professional development and continued reflection for best practice.

School staff are experienced, dedicated and committed to Picton Public School’s vision for quality teaching and learning. Staff are a strong, focused team with a commitment to improving the literacy, numeracy and technology achievements of all students through active student engagement across all Key Learning Areas. We are an inclusive community, catering for diverse student needs.

Principal’s message

At Picton Public School in 2014 we have had significant achievements of which we can be proud of. Many diverse opportunities and special programs support our students across the curriculum to produce the development of a well rounded child whose needs are supported. We have focused, quality school programs that support academic, cultural and sporting achievement. Our students are high achievers and a diversity of programs are on offer.

Our focus on Safe, Respectful Learning at Picton Public School is now thoroughly embedded into our school K-6 and is a focus for all programs. Our students know the language and what it means in our school community.

Congratulations to our students for doing their best and setting high standards across all areas of endeavours. Their friendliness, respectfulness, care and consideration, inclusiveness, ability to work as a team is a credit to our students and their families. Outstanding enthusiasm and a love of learning is infectious and develops a wonderful school spirit. Our students are to be commended once again on their outstanding attitude, manners and behaviour. Our students take great pride in their school and our place in the school community.

Our staff – teachers, office staff including grounds staff and cleaning staff, learning support officers – go the extra mile, provide that extra support and really care about students in their care and wanting the best for them.

Our community is always very supportive of our school, understanding and proud and really work together with staff to achieve our goals in a very positive manner. As a community we promote a strong and cohesive school spirit!

We have a dedicated P & C which shows commitment to our school programs and our school planning processes. Our P & C are excellent and have a strong executive leadership team who display great ongoing and visionary commitment to our school and work together for the benefit of all students and our whole community. Congratulations!

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.

Lyn Fraser
P & C message

2014 has been a rewarding year for our P & C with strong community support continuing and all fundraising activities being very well supported. Membership remains steady with excellent participation from our members.

Our primary focus in 2014 was to continue to raise money to erect a shade structure over a large proportion of the PEACE area and install additional seating and tables for students, as the previously installed tables and seating have proven to be hugely popular. We are at the time of writing also sourcing additional external funding to facilitate the installation of an all-weather surface under the shade structure. We have, together with the school, a long term vision for the PEACE area and are making excellent progress with its development.

A total of $21,000 was raised from our many fundraisers. Our school community has continued to support our various raffles and stalls and the students enjoy the discos hosted by the P & C. Our pie and lamington drive has grown in popularity and is now an annual event. This year has seen our team holding a fundraising BBQ at Bunnings in Mittagong with great results. Building strong partnerships with the local community is important to the P & C at Picton Public School.

We look forward to an even busier year in 2015 and continuing community support for the PEACE area. We will also be directing some of our fundraising efforts into the area of technology next year and assisting in resourcing the classrooms with up to date electronic devices.

A huge thank you is extended to our school community and staff and the wider community for their support and in particular to our members who work so tirelessly to provide resources for each students.

“Together we can make a difference”

Suzanne Kirby-Jones               Donna Duck
President                           Vice President

Student Representatives message

The student leadership team of 2014 is made up of two captains, two vice captains and twelve student leaders. A total of sixteen leaders.

As student leaders at Picton Public School the first thing we had to learn was how we could make a difference in our school and how we can help to make Picton Public School a Safe, Respectful Learning environment. To learn how to do this we took part in leadership days. We have attended two leadership conferences: The Halogen Foundation Day for Leaders at Darling Harbour and also the GRIP Leadership Day at Wollongong University. Student leaders from all over NSW came together to learn new skills and workshop ideas on leadership.

Using these skills we have been doing things like: helping Kindergarten students, helping teachers and staff, holding fundraisers for the school, the two captains have been hosting the combined assemblies and all of the leadership team have been hosting stage assemblies.

As leaders at Picton Public School we have had at times to use our play time to help organise the fundraisers, organise assemblies or to help out the teachers at Picton Public School.

In our time as student leaders we have loved working together as a team with all the other student leaders. We have learnt a lot in our experiences and hope that the next student leaders have the same experience.

Captains: Alex Honan & Samuel Jenks
Vice Captains: Hannah Huxley & Jack Scettro
Student Leaders: Harrison Apps, Lucy Clout, Shelby Foye, Lachlan Hilliar, Indira Horsley-Elliott, Paige Knapp, Lachlan McDonald, Tess McMillan,
Jasmin Montalto, Kate Pickles, Tristan Taylor and Ethan Tutt.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
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Student attendance profile

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Management of non-attendance

Student non-attendance is managed by our school using a number of strategies:
- daily phone calls to families of absent students by office staff;
- close teacher / parent communication;
- referral to Learning Support Team and Counsellor intervention;
- monitoring of attendance by Teachers, Executive and HSLO (Home School Liaison Officer) through regular meetings; and
- referrals for students causing concern.

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

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<th>Position</th>
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<td>Primary Teachers</td>
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<td>Primary Part-Time Teacher</td>
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<tr>
<td>Primary Teacher Multi Categorical</td>
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<td>Learning and Support Teacher</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Primary Teacher of Mod. Intel. Disab</td>
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<td>32.211</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

6% of our workforce is Indigenous.

Teacher qualifications

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

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<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
<td>62%</td>
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<td>Postgraduate</td>
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Financial summary

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

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<td>Tied funds</td>
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<td>Canteen</td>
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<td>Total income</td>
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Voluntary Contributions for 2014 remained at $43.00 per child and $65.00 per family.

A full copy of the school’s 2014 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 2014

**Arts**

- The Boys Dance Group consisted of 26 boys from Years 3, 4 and 5. They are a very talented and energetic group of performers. They were chosen to be part of the group after a lengthy audition process. The group trained during afternoon tea time once a week and enjoyed helping to choreograph moves. They performed at Wollondilly Public Schools Performing Arts Festival in Term 3 and also at Extravadanza at Picton High School, Picton Public School K-2 concert and assembly. The boys group’s item is called “#Power” and is a mix of current chart songs. The group is led by Miss Jourdan and Miss Fait. Both teachers are extremely proud of the group’s dedication and achievements.

- The Concert Band consists of twenty-one students who have performed at assemblies, the Wollondilly Performing Arts Festival and a one day tour to Wollongong. The eight students in the beginner band joined the Concert Band in a performance for parents. The band Program is available for students in Years 3-6. The Concert and Beginner Bands have received positive feedback from the school and wider communities. The Band Program has continued to develop over the past twenty years. It provides a fundamental band experience with past members pursuing musical activities into their adult lives. The students have shown great progress resulting in confident performances.

- This year Picton Public School has entered Stage 2 and Stage 3 in the Multicultural Public Speaking Competition. One student from each stage represented the school with the Stage 2 student receiving a Highly Commended. We also had 2 debating teams (a Year 5 and Year 6). Both teams performed well in their zone with the Year 6 team making quarter finals and zone winners. The annual public speaking competition commenced with each student presenting a speech to their class. Each class had two students represent their class for the stage competition. The overall standard of the speeches across the school has been outstanding.

- Year 3 and Year 5 continued with the Art Through Music Program initiated by the Australian Chamber Orchestra. The students had fortnightly lessons with a local artist and studied art forms such as Cubism and famous artists such as VanGogh and Kandinsky. Students had the opportunity to skype with international violinist Sharon Roffman who played various types of music and gave examples of instruments and techniques for the children to study. They developed art works from listening to classical music which was linked to colour, line and emotion. The students achieved a greater understanding of musical forms and how artists create works using various forms of inspiration.
During Term 3 the whole school took part in the 2014 Book Character Parade. There were many highlights on the day, including the large number of parents and community visitors who filled the hall to watch students parade in their amazing outfits. Weather circumstances changed the location of the parade but did not disrupt the success and smooth running of the event. Almost all students K-6 and teachers participated in the parade by dressing up as many different book characters in the final Book Week event at Picton Public School. The excitement of the students created a wonderful atmosphere on the day with many parents commenting on the enthusiasm of Picton students.

This year’s theme for Education Week Open Day was “Cultures Around the World”. Each class chose a country to study based on the implementation of the National English Curriculum. Literacy based work was completed by all students at Picton Public School integrating art, information displays, literature studies and cultural diversity. Parents, grandparents and community members were invited to attend our open classrooms. There was an amazing response and classrooms were overflowing with visitors. We also held a concert that enabled visitors to travel around the globe as each class outlined their learning about their country. Special items included our representative public speakers, the junior choir and the Greek dance group.

Sport
Picton Public School provides a large range of sporting opportunities for students. Our highlights in 2014 include:
- Third place at Zone Athletics(Handicap large schools).
- Third place at Zone Swimming(Handicap large schools).
- Gala Day participation for cricket, soccer, netball, AFL, Oz Tag and Rugby League.
- Orienteering Championship participation for the first time with a student reaching National Level.
- Sixty students representing the school at Zone in Athletics, thirteen represented Razorback Zone and two representing Sydney South West area at the State Championships.
- Thirty one students representing the Zone in Cross Country, eight represented Razorback Zone, and two represented Sydney South West area at the State Championships.
- Forty four students representing the school at the Zone Swimming Carnival with nine continuing on to the Sydney South West Carnival.
- Winners of the Southern Highlands/Campbelltown Seven aside rugby league competition.

This year approximately one hundred students K-6 attended Swim Scheme to learn vital life-saving water skills or to learn and refine their swimming technique. Over the course of the two week program students were taught important rescue skills, how to seek assistance in life-threatening situations, treading water and the swimming strokes – freestyle, backstroke, butterfly and breaststroke. The students
represented Picton Public School beautifully demonstrating consistent Safe Respectful Learner attitudes. All students involved in the program spoke of how exciting their time in the water was and were always disappointed when it came time to grab their towels. Every student celebrated their achievement over the course of the program and were commended with certificates.

Other achievements

- Books in Homes has continued in conjunction with the University of Western Sydney to provide free books to students three times per year. Our school provided to Books in Homes a letter of support to request the continuation of the program for 2015 and beyond. Student, staff and parents embraced the program and provided feedback in support of this outstanding program for all students.

- Carl Warren from Beyond Behaviour continued a professional development program focusing on student engagement which is now widely adopted by all classrooms and embedded in teaching practice in classrooms and the playground.

- PAVe – Preventing Anxiety & Victimisation Through Education. This is a study based at Macquarie University which surveys students in Years 3 & 4 to determine their wellbeing over a three year period and also includes the whole school program designed for all students called Friendly Schools Plus. This will support the development of resilience through the development of a social skills program. Professional Learning will be provided for teachers and the Leadership team. In 2014, Sally Fitzpatrick, the Project Manager for PAVe spoke at a P & C meeting to outline the program and parents were very supportive.

Academic achievements

NAPLAN

Minimum Standard Data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
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<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
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<tbody>
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<td>Reading</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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</table>

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)

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<thead>
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<th>Skill Band Distribution</th>
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Year 3 NAPLAN Reading

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<th>Percentage in Bands</th>
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Year 3 NAPLAN Writing

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<table>
<thead>
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<th>SSG % in Bands 2014</th>
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Year 3 NAPLAN Spelling

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Year 3 NAPLAN Grammar and Punctuation

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NAPLAN Year 3 - Numeracy

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Year 5 NAPLAN Reading

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Year 5 NAPLAN Writing

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Year 5 NAPLAN Spelling

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Year 5 NAPLAN Grammar and Punctuation

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

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Year 5 NAPLAN Grammar and Punctuation

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NAPLAN Year 5 – Numeracy

Significant programs and initiatives – Policy and equity funding

Our school policies promote safe, respectful learning as the core to positive behaviours for all students and value all backgrounds. Picton Public School embeds inclusive classroom and school practices with high expectations for all students K-6.

Aboriginal education

- Aboriginal perspective and content is promoted across KLAs and promotes all students learning about Aboriginal history, cultures, perspectives and also current Aboriginal Australia.
- An Aboriginal representative was a part of our Assistant Principal Executive Panel in 2014.
- As part of National Reconciliation Week, students from K-6 were selected by their teacher to exhibit their artwork in the Together Arts Exhibition. This exhibition was hosted by Wollondilly Shire Council and Tharawal Local Aboriginal Land Council. Students were presented with a certificate and also showcased their artwork at a school assembly. Several students from our school attended the exhibition either as part of a school excursion and/or with their families. The exhibition was open to the public and showcased art from a number of schools in the Wollondilly area.

Multicultural education and anti-racism

- Health workers from Tharawal Aboriginal Corporation did a series of hearing tests at Picton Public School in July. Fourteen Indigenous students were involved in the hearing clinic. Results were provided to their families and other services that provided assistance, including the classroom teacher.

Average progress in Numeracy between Year 3 and 5*

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Average progress in Reading between Year 3 and 5*

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Average progress in Spelling between Year 3 and 5*

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Average progress in Grammar & Punctuation between Year 3 and 5*

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Average progress in Writing between Year 3 and 5*

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of study with integrated learning which showcased student work. The assembly involved all students representing their classes to share their learning with the school community and also presenting performances. Picton Public School community spirit was once again reflected in the outstanding number of family and friends that attended and feedback provided on the day was outstanding. The day enhanced intercultural understanding.

- This initiative promoted and valued parents and community members from culturally and linguistically diverse background and promoted anti-racism in our school.
- A second Anti-Racism Contact Officer will be trained in 2015.

**Equity Funding**

**Aboriginal background**

- Funding has been used for a variety of programs to help support the quality of teaching and learning for Aboriginal students with a specific focus on improving literacy and numeracy achievements. Specific students were targeted for support. It has also assisted in promoting and sustaining a positive and inclusive school culture and has strengthened and sustained relationships between our local schools such as Tahmoor Public School and Picton High School. Our students and staff have had a greater opportunity to make connections with other students, school and the wider community.

- Personalised Learning Plans (PLPs) were once again developed for each of our Indigenous students. Three personalised goals were prioritised for each student. PLPs were developed in consultation with families.

- Targeted Equity funds were used to withdraw targeted Indigenous students for intensive literacy sessions. A teacher was employed for Terms 3 and 4 to work with students on the Multilit Word Attack program. This program has helped Indigenous students with the process of learning to read and has further improved their confidence in reading challenging words.

- Danielle Mate a local Indigenous artist visited our school in Term 4 and worked with Years 3-6. For half a day, all students (Indigenous and non-Indigenous) were involved in visual arts workshops with Ms Mate where they created Indigenous artwork for our school and developed their art appreciation. These are displayed in our school hall for everyone to view. Danielle is a very talented and focused modern role model for present day Aboriginal Australia who works with diverse organisations in the community and leads and showcases her talents.

**Socio-economic background**

- This enabled us to continue to sustain a positive and inclusive school culture to ensure all students have access to a wide range of curriculum learning experiences no matter what their background. This includes sustained Student Assistance. It also enabled us to support and increase the effectiveness of classroom and school organisation through focused professional development K-6 with both teaching and executive staff participation to support the needs of targeted students and teachers.

- A focused professional learning program to address learner diversity in classrooms has also been a strong focus for 2014 to ensure individualised needs are being met.
Low Level adjustment for disability

- This funding has continued to increase students level of participation and engagement in learning and improved students learning outcomes through direct support on a one to one and small group basis in the classroom and playground which is timetabled weekly. This continues to support the increased effectiveness of both classroom and school organisation.

- Parents also work in a consultative and collaborative process with teachers, SLSO’s to personalise their children’s learning so individualised needs are supported.

- Improved professional learning programs to address how to support and improve individual student needs has been a key Teacher Professional Learning focus for this year.

School planning and evaluation 2012—2014

School evaluation processes
At Picton Public School our key evaluations continue to be: Literacy and Numeracy (National Curriculum), Student Engagement and Technology.

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

- Continued and sustained dialogue and evaluation in the Executive Team, Stage Teams and Whole School e.g. reviewing school welfare structures, professional development and our reporting system. This occurs K-6.

- Surveys of staff, students and community e.g. ethics, values and priorities for the future.

- Analysis of achievement of Teacher Professional Learning goals through professional learning plans and achievement of goals which are linked directly to the Teaching Standards Framework.

- NAPLAN Analysis K-6 and teaching and learning implications for all Stage Teams and our whole school.

- Accessing outside consultancy support – review of K-6 student management: Carl Warren Beyond Behaviour. Feedback with Principal, Executive, Teams, individual staff and whole school planning.

School planning 2012-2014:

School priority 1

Literacy
Increased levels of Literacy achievement for every student consistent with National, State and Regional directions.

Outcomes from 2012–2014

- Continue to refine whole school literacy planning which incorporates key programs eg Jolly Phonics, Jolly Grammar, Key Into Comprehension, Lexiles, Focus on Reading and PLAN.

- A curriculum focus on spelling and application of strategies in writing and talking and listening.

- Strengthening of students in minimum or proficiency bands i.e. move students to higher bands and enhancing student achievement with top bands.

- Students in Years 3 and 5 to match average scores in SSG (statistically similar school) and State in all areas of Literacy.

- The average growth of students in Year 5 NAPLAN to equal or better NSW average growth.

Evidence of progress towards outcomes in 2014:

- Consistent implementation of established programs by all teachers.

- Explicit professional learning for all teachers in literacy and numeracy; participation across K-6 and a focus in Stage Teams.

- Teacher professional development continues to be directly linked to the Teaching Standards Framework.
Collegial visits are embedded in timetabling to support quality teaching as a school priority and as part of the supervisory processes.

In NAPLAN, need to move students into higher bands and to sustain this upward movement.

**Strategies to achieve these outcomes in 2014:**

- Ongoing Teacher Professional Learning (TPL) to continue for new English Syllabus and the Maths Syllabus at whole school, stage and individual levels. This includes demonstration lessons, team teaching and collegial visits. A clear school vision can be articulated by all teachers.
- Consolidate TPL to continue for PLAN (K-6).
- Support staff members through collaborative planning to ensure school goals and targets are met in Literacy with reference to specific item analysis of NAPLAN information and analysis of internal data (e.g., Best Start, PLAN, Lexiles, Reading Recovery, Learning & Support teacher).
- Strong internal collection of data to drive teaching and learning through ongoing analysis. All K-6 staff.
- Monitoring of Grammar / Spelling scope and sequence and embed in all class programs.
- Resources to be purchased to enable and enhance all programs including iPads / new technology programs and professional learning provided for staff.
- New Lexiles program to support differentiation for students.

**School priority 2**

**Numeracy**

Increase levels of numeracy achievement consistent with National, State and Region directions.

**Outcomes from 2012–2014**

- Increase of students in Years 3 and 5 achieving proficiency levels to match National minimum standard and like schools.
- Move students along continuum to achieve higher bands.
- Increase and maintain 95% of students in Year 3 and Year 5 achieving at or above minimum standards in all areas of numeracy.
- Students in Years 3 and 5 to match average scores in SSG (statistically similar school) and State in all areas of numeracy.
- The average growth of students in Year 5 NAPLAN to equal or better NSW average growth.

**Evidence of progress towards outcomes in 2014:**

- Sustained the implementation of Maths Policy and fully embed in all teacher programs K-6 and action.
- Consolidated consistent implementation of K-6 scope and sequence and evidenced in teacher programs.
- Implemented whole school benchmarking and tracking A – E (use of assessment for learning tools and the numeracy continuum) to drive curriculum differentiation for students and student attainment.
- Development of focused and consistent K-6 assessment using Quality Teaching Framework, with whole school commitment. Continue to analyse and refine strategies.
- SENA embedded to measure student growth by teaching staff, need to consolidate with all staff and sustain effectively K-6.
- Explicit professional learning for all teachers on teaching programs, assessment and differentiating the curriculum within the classroom with flexible groupings linked directly to the National Curriculum.
- Whole school focus driven by Best Start and the K-6 Numeracy Continuum to ensure consistency and continuity and meet individual student needs. All staff aware of continuum.

**Strategies to achieve these outcomes in 2014:**

- Continued implementation of PLAN K-6 to ensure continuum embedded into practice and practice is sustained. Continue to upskill Stage 2 and Stage 3 teachers to consolidate analyse and refine assessment strategies K-6.
- Sustain and evaluate scope and sequence into practice in all teacher programs, encourage teacher dialogue to determine success.

- Continue Teacher Professional Learning focused on technology to support differentiated curriculum including the implementation of iPads to support this focus.

- Collaborative planning of teaching strategies through team and staff meetings, demonstration lessons and classroom visits.

- Collaborative planning and evaluation of assessments for and of learning through team and staff meetings (formative and summative assessments).

- Strategic purchase of resources to support teaching and learning to enable consistency K-6.

- Continuation of professional learning for all teachers on focus programs and differentiating the curriculum with clear, transparent expectations.

- Support and sustain staff members and quality teaching through collaborative planning to ensure school goals and targets are met in numeracy with reference to item analysis of NAPLAN information and analysis of internal data (e.g. Newmans analysis, SENA, PLAN and diagnostic assessment). Embed in stage teams and have clear whole school expectations.

School priority 3
Student Engagement and Attainment
Sustained implementation of the revised Student Welfare and Discipline Policy.

Outcomes from 2012–2014
- Continue to evaluate Student Welfare and Discipline Policy which is communicated to all stake holders.

Evidence of progress towards outcomes in 2014:
- Common language of Safe, Respectful Learners is embedded and used by the whole school community.
- Continued refinement of the school awards system including student leadership.

- An improved understanding of the Gifted and Talented policy by staff and students have been targeted more effectively.

- All Aboriginal students have Personalised Learning Plans consistent K-6.

Strategies to achieve these outcomes in 2014:
- Continue to identify and strengthen criteria with Gifted and Talented students and all teachers active participants in the process.

- Reevaluate educational initiatives in Aboriginal Education 8 Ways of Learning, continue Indigenous Artists Program.

- A structured TPL program for social skills involving all teachers and SLSO’s in 2015.

- Implement social skills programs in every classroom. Link to PAve training.

- Continue to develop PEACE area and finalise other stages (e.g. seating and shade sail).

- Compilation of a SRL Student Welfare Policy that addresses awards/discipline in a Safe Respectful Learning framework that is presented and implemented in our school community.

- Review of rules for student games by student leaders, enhance student profile.

- Embed structure, equipment and curriculum to targeted playground areas: PEACE/COLA.

- Finalise school signage, purchase playground resources to enhance social skills.

School priority 4
Technology
To embed technology usage as a part of daily teaching practice with a focus on interactive whiteboards.

Outcomes from 2012–2014
- All staff using the school scope and sequence in class programs and teaching using the interactive whiteboards.

Evidence of progress towards outcomes in 2014:
• Explicit and individualised professional learning for all staff on interactive whiteboards and iPads.
• Technology underpinning literacy and numeracy and teaching and learning across KLA’s.
• Staff and students are enthusiastic and are embracing current technologies.

Strategies to achieve these outcomes in 2014:
• Revitalise the school scope and sequence to enhance current learning.
• iPads purchased with initial set up commenced and specific years targeted.
• Continue explicit Teacher Professional Learning in relation to IWB and iPads.
• Technology expertise shared across school, collegial professional development a focus.
• Student work displayed in Computer Lab.
• Quality learning experiences included across KLA’s.
• Class visits to share knowledge and expertise.
• Ongoing research with use of iPads within the school and how to manage most effectively for all stakeholders.
• Professionally develop all staff in ICT skills specifically in relation to interactive whiteboards, iPads and develop a structured TPL program for staff e.g. teachers, SLSO’s.
• Explicit quality teaching learning activities delivered by staff via mentoring, staff meetings and class visits.
• Technology expertise shared across the committee and research occurring with iPad implementation. Teacher Professional Learning to cater for staff individual learning needs.

Professional learning

Strategies to build capacity of staff to achieve key priorities:

Literacy
• Professional Learning to continue in new English syllabus implementation, strategies using staff meetings, stage days, classroom visits, lesson observations and executive day, parent workshops.
• Training and development to continue in literacy continuum to embed Quality Teaching practices in all class programs with emphasis on a K-6 focus.
• Review Teaching & Learning current practices and develop an integrated K-6 scope and sequence for all staff to utilise.
• NAPLAN data utilised in stage teams to explicitly teach strategies to support specific areas of weakness and build upon strengths.
• Best Start / PLAN driving teacher programs and assessments, consolidate K-6.

Numeracy
• Thorough implementation of school Maths Policy K-6 and ongoing professional development.
• Consistent K-6 best practice in the teaching of numeracy with implementation of Picton Public School scope and sequence and DEC Syllabus Continuum and sharing of resources and websites.
• Continuation of professional learning for all teachers on focus programs and differentiating the curriculum for all students.
• Support staff members through collaborative planning to ensure school goals and targets are met in numeracy with reference to item analysis of NAPLAN data and internal data.

Technology
• Professionally develop all staff in ICT skills specifically in relation to interactive whiteboards and iPads, applications and websites.
• Research use of iPads within the school to keep staff current with technology and ensure best outcomes for students, link to other schools.
• Explicit quality teaching and learning activities delivered by staff via mentoring, staff meetings, class visits, stage meetings with outside consultants, other school visits.

• Technology expertise shared across the committee and across the school between staff to develop teacher capacity and skills.

**Student Engagement**

• Consolidation and reflection of the Safe Respectful Learner Student Welfare Policy to ensure transparency with staff, students and community.

• Structure social skills programs with defined outcomes and targets to maximise delivery to students and staff in every classroom.

• Implement the PAVe Program with Macquarie University and build upon the Friendly Kids Plus Program K-6. Reflect on current research.

• Involve parents and Parents & Citizens Association, train and develop skills.

• Continued and individualised professional development for staff in student at individual, stage team, executive and whole school level.

**Leadership and Management**

• Continued implementation of Professional Development Learning Plan proforma, to be included in all teacher programs, link to professional teaching standards; discussion with Stage Leader and Principal.

• Implementation of new Performance and Development Framework for Principal, Executive and Teachers.

• Continued sharing of teacher programs, supervision process at whole school and executive team level, especially with teaching of literacy and numeracy to ensure best practice.

• Continue to analyse current reporting format underpinned by the National Curriculum to ensure all staff have clear understanding of expectations and reports are clearly communicated to our community.

• SMART Data analysed to inform planning for teaching and learning at whole school, stage and year level to drive teaching and learning processes.

**Number of Teachers/Description of Activities**

Approximately thirty staff including Student Learning Support Officers (SLSO’s).

• Beyond Behaviour Training with Carl Warren:
  o Trauma in children
  o Classroom management
  o Executive staff supervision role

• National Curriculum
  o English and Maths

• Share the Skills
  o Across school focused skills teaching Macarthur SEG, staff gave demonstration lessons and visited other schools

• Best Start and PLAN K – 6.

• Professional Learning Plans drove our TPL directions to make more individualised
  o Revisited our plan for all teachers K – 6, linked to teaching standards framework
  o Shared their goals, strategies achieved

• Executive and Stage Professional Learning Days – teachers released to work in teams on National Curriculum, Best Start, PLAN, differentiation.

• NAPLAN analysis by the whole school.

• School Planning 2015-2017 with all staff including School Administrative Officers, School Learning Support Officers with planning evenings.(two x three hour sessions)

**Average expenditure per teacher on professional learning at school level and total school expenditure.**

Allocation from DEC:

- Tied funds $ 20,866.00
- National Curriculum $ 3,179.00
- Funds spent from school $ 19,468.00

Total expenditure $ 43,513.00

Approximately $1450.00 per staff.
Information on all school development days
Focus

Term 1
Mandatory Policies – all staff
Stage Planning

Term 2
Australian Curriculum

Term 3
Teacher Professional Learning Plans
Professional Standards Framework K-6
The Australian Curriculum K-6
Best Start and Implementation of PLAN K-6
Stage Planning

Term 4
School Plan 2015-2017
Stage Team Goals – Whole School
SLSOs – Team Conference

Numbers of new scheme teachers working towards Board of Studies Teaching and Education Standards(BoSTES) accreditation – 3

Numbers of new scheme teachers maintaining accreditation at Proficient – 0

Numbers of teachers seeking voluntary accreditation at Highly Accomplished or Lead – 1

Numbers of teachers maintaining accreditation at one of the voluntary stages of Highly Accomplished and/or Lead – 0.

Beginning teachers

We do not have any permanent beginning teachers.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Ethics Survey – we have had a significant response from interested parents which has enabled the school to investigate the implementation of the program for 2015.

An additional parent survey about values and priorities for our school was undertaken earlier this year and the P & C were also surveyed. The following workshops were of interest for parents in 2015 which we are including in School Planning:

* Maths
* Jolly Phonics/grammar
* iPads—apps
* Super 6 Reading Strategies
* Reciprocal Reading/Numeracy
* SOLE
* ‘Basic’ reading support/strategies
* Social skills—resilience
* Home reading

These workshops link with our three key strategies from our School Plan being Quality Teaching, Quality Student Engagement & Attainment and Quality Leadership & Systems. The responses to our survey were overwhelmingly very positive (27 responses). We received positive feedback which included the positive tone of the school, the respectful environment, ongoing events, the opportunity for parent involvement is appreciated as is the positive commitment of the staff. Valued programs and priorities for parents also included: well rounded students, students learning to the best of their ability, students feeling happy, safe and secure, maintaining high standards of learning in literacy numeracy and across the curriculum, strong welfare programs, keeping up to date with technology learning and 21st Century learning, excellent programs and special events, e.g Jolly Phonics, ACO, sport, Books in Homes, Book Parade, appropriate and sufficient resources, continual student encouragement across all areas, development of strong academic and social skills, inclusion (e.g multcat classes). Concerns expressed were the healthy food policy of the canteen, transition of the uniform, extension of student learning K-6 (e.g Gifted and Talented), facelift for demountables, more shade areas, amount of fundraising, homework, ethics classes.

Below are a selection of comments from parents about what parents value about our school and reflects the high respect felt in our community.
“The school has a personal feel. Teachers and students are always friendly and helpful.”

“There is a good sense of school community………..”

“I like everything about the school. The P & C is amazing and it’s been a pleasure watching and being involved in it from 2005.”

“I love ‘the feel’ of Picton Public School.”

“I like that there always seems to be something on or some new events to get involved in.”

“Students and parents are treated respectfully.”

“It has been my experience that to our school’s teachers it’s not just a job. They are committed to our children and seek to get the best from them.”

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.

The strategic directions are as follows with project areas listed.

“Quality Teaching”
- English & Maths Syllabus
- Science Syllabus
- Assessment

“Quality Student Engagement & Attainment”
- Student Learning
- SRL(including Social Skills Program)
- PAve

“Quality Leadership & Systems”
- Technology
- Reporting
- Performance and Development Framework
- Accreditation

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.

Lyn Fraser, Principal
Chris Beard, Assistant Principal
Donna Duck, P & C Vice President

School contact information

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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: