Annual School Report 2008
Our messages

From the Parents and Citizens Association

2008 saw the establishment of the inaugural John Palmer Public School Parents and Citizens Association (Inc.) which meets on the first Wednesday of each month at 7.30pm. The P&C is highly involved in all aspects of school life and has representatives on all key school committees. Interactions and links with external organisations, including Connections Community Development, have been fundamental to the success of the P&C.

The school community, through the P&C have supported students and staff at John Palmer PS in a variety of ways:

Financial Support – our main sources of fundraising for 2008 were the hot cross bun drive, raffles and assisting at The Ponds Community Development Christmas Celebration. The P&C donated $1400 to the school to purchase literacy resources.

Other Support – members have assisted with covering books, Kindergarten Coming to School Program, sport carnivals, supporting local charities and in many other areas.

We hope to strengthen our relationship with the community in the coming years to enable us to further support the school and the surrounding community.

Sharon Wunschl
P&C President

From the Student Leaders

We feel very privileged to be the first student leaders at John Palmer Public School.

Our main tasks this year were to host special assemblies including the official opening of our school in November and fundraising. The 2008 Student Representative Council (SRC) raised an impressive amount of money for both charity organisations and purchases for our school.

The John Palmer Public School SRC is proud to support charities, particularly those who assist people in our local area. With your support we have been able to assist the following organisations:

The Cancer Council - $159.60 was raised through our pink mufti day to assist in research for a cure for cancer.

Helping Hands and Anglicare Food Drive – more than 400 items of food, cleaning and personal hygiene products were donated for needy families within our local area.

John Palmer Public School Sport Program – through our series of sausage sizzles we raised $162.60 for the purchase of a volleyball net and ball as well as house batons and sacks for our athletics carnival.

The 2008 SRC is extremely proud of their achievements and are honoured to support and represent students at John Palmer Public School, the local community and our chosen charities.

Selina Parwany and Mark Harris
Student Leaders
From the principal

John Palmer Public School opened its doors for the first time on 29 January 2008 with an initial enrolment of 44 students.

The school is one of three new schools to open in 2008 under the Public Private Partnership program. Set within spacious, landscaped grounds, the school offers state of the art facilities and will eventually serve in excess of 600 students.

John Palmer Public School has a commitment to working as part of a learning community and therefore, parent and community involvement in school based decision making and other programs is high. The newly formed P&C Association has been instrumental in forging partnerships within the school community and beyond. Parents are represented on all key committees.

John Palmer Public School works closely with neighbouring schools in the delivery of student programs and the professional learning of staff.

Emphasis is placed on the acquisition of sound literacy and numeracy skills, as well as broadening student life experience through enrichment programs. A culture of high expectation for student learning is emphasised in all teaching and learning programs and is supported by the community.

Despite being a school in its infancy, we have performed credibly in external academic and sporting competitions and cultural performances.

I am extremely proud to be the inaugural principal of John Palmer Public School and to witness first hand the manner in which the community has engaged with the school and each other to create a learning environment for our students which is second to none.

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.

Deborah Blackwell
Principal
Our context

Student Information

Student enrolment profile
John Palmer Public School serves a diverse and rapidly expanding community. Enrolments have grown steadily during the year from an initial 44 to 69 students. It is anticipated that our population will more than double in 2009 and continue to grow as housing is established and smaller numbers in senior years are replaced with larger Kindergarten groups. The graph at the right provides information about the number of students enrolled in each year.

Forty four percent of our students have a language background other than English with 17 different language groups being represented. Students speaking the Dari and Hindi languages represent the largest non-Anglo cultural groups. None of our students are from an Aboriginal or Torres Strait Islander background.

Student attendance profile
Student attendance is extremely pleasing with figures higher than both Western Sydney Region and the state. The number of students arriving late to school is a concern.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The table at right shows our class sizes as reported at the 2008 class size audit conducted on 28 March 2008.
Staff Information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC STAFF</strong></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>1 full time</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3 full time</td>
</tr>
<tr>
<td>Part-time Teacher</td>
<td>3 hours per week</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>4 hours per week</td>
</tr>
<tr>
<td>New Arrivals Teacher</td>
<td>1 day per week</td>
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<tr>
<td>RFF Teacher</td>
<td>4 hours per week</td>
</tr>
<tr>
<td>District Guidance Officer</td>
<td>1 full time</td>
</tr>
<tr>
<td>Officer</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td>3 hrs per fortnight</td>
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<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tr>
<td><strong>ADMINISTRATION AND SUPPORT STAFF</strong></td>
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</tr>
<tr>
<td>Administration Manager</td>
<td>1 full time</td>
</tr>
<tr>
<td>Administration Officer</td>
<td>10hrs 56mins pw</td>
</tr>
<tr>
<td>Site Manager</td>
<td>1 full time</td>
</tr>
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</table>

The part-time teacher allocation was used to support the establishment of the library and provide additional support for students with a language background other than English. A regional District Guidance Officer is based at the school.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 98.6%. Long service leave and extended sick leave are not included in this figure.

Teacher qualifications

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

All teaching staff meet the professional requirements for teaching in NSW public schools. Teachers continue to build on their professional learning through attendance at courses conducted within the school and region.

Financial summary

The school financial year extends from 1 December 2007 to 30 November 2008. This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Significant financial and resource donations were received from Landcom, Ian and Lefayre Palmer, Ian and Robin Palmer (both families are direct descendents of John Palmer), The Ponds Community Development Program and Connections Community Development.

Tied funds income includes $25 000 for the establishment of the library over a five year period.

Of the balance carried forward, $4000 is for future capital programs including the mandatory replacement of our curriculum server in 2011. Approximately $24 000 is available for general purposes including requisition items to begin 2009 and unpaid casual salaries and orders from 2008.

A full copy of the 2008 financial statement is tabled at the Annual General Meeting of the P&C Association. Further details concerning the statement can be obtained by contacting the school.

**Financial Summary Date – 1 Dec 2008**

<table>
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<tr>
<th>Category</th>
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<td>Balance brought forward</td>
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<tr>
<td>Tied funds</td>
<td>34 607.45</td>
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<tr>
<td>School and community sources</td>
<td>47 143.97</td>
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<tr>
<td>Interest</td>
<td>2 454.70</td>
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<tr>
<td>Trust receipts</td>
<td>6 405.65</td>
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<tr>
<td>Total income</td>
<td>164 648.67</td>
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<tr>
<td><strong>Expenditure</strong></td>
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<tr>
<td>Teaching and learning:</td>
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<td>- key learning areas</td>
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<td>- excursions</td>
<td>1 062.50</td>
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<td>- extracurricular dissections</td>
<td>41 618.65</td>
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<td>Professional learning</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration and office</td>
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<tr>
<td>Utilities</td>
<td>1 919.63</td>
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<tr>
<td>Maintenance</td>
<td>24.00</td>
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<td>Trust payments</td>
<td>6 381.08</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>119 148.08</td>
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<tr>
<td>Balance carried forward</td>
<td>45 500.59</td>
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</table>
Our performance

Achievements in the arts
Students were encouraged to develop skills in all facets of the arts. Many varied opportunities have been provided throughout 2008 for students to display their talents within the school and wider community.

- Fortnightly stage assemblies and our Official Opening provided students with opportunities to perform a range of arts activities including dance, drama, percussion and singing.
- The choir were successful in their audition to perform at the Riverside Theatre in Parramatta as part of the Celebrating the Arts concert series.
- A recorder ensemble was formed in Term 4 with students from Years 2 and 3 participating. The highlight for this group was being selected to perform in the Festival of Instrumental Music 2009 at the Sydney Opera House in June.

Achievements in sport
Proficiency and self confidence are developed through an extensive range of games, sports and other physical activities. A balance of competitive and non-competitive activities are provided to enhance success, enjoyment and develop positive sporting character amongst students.

Significant achievements for 2008 include:
- Ninety seven percent of students from K-6 participated in the ten day Carlile School Swimming Program which catered for non-swimmers through to squad level. As well as increasing student swimming skills, an important component of the program was education in all aspects of water safety.
- Soccer and Touch Football were promoted with a series of workshops for all students.
- John Palmer Public School won The Ridges PSSA Cross Country Schools Handicap Trophy.
- Christopher Morris was chosen to represent The Ridges PSSA Zone in the area soccer competition.
- Sport Champions at John Palmer PS were Emerson Cason and Christopher Morris.
- Thorpe was the overall winner of our school house-based competition.
- Forty five students achieved gold level status in the Premier’s Sporting Challenge.

Other achievements
- All of our initial 44 students were provided with the opportunity to participate in the 2008 Premier’s Reading Challenge. Twenty students received certificates for completing the challenge and had their names printed on the Premier’s Honour Roll.
- A resilience program, ‘Check It Out’ was implemented for students in Stages 2 and 3.
- Kasey Lee entered the University of NSW competitions in English, mathematics, spelling and writing and achieved a distinction in every area. Kasey also had a short story published in the book ‘Feathers and Asphalt’ as part of the Sydney Young Writers Competition.
- Bismark Anokye, Selina Parwany and Kasey Lee had their art work published in the 2009 Delfin Lend Lease water safety calendar while Roberta Cester’s work will appear in a dental calendar.
National Assessment Program - Literacy and Numeracy (NAPLAN)
All students in Years 3 and 5 who were enrolled at John Palmer PS in the week 12-16 May sat for the NAPLAN tests in literacy and numeracy. In NSW, the NAPLAN tests replace the Basic Skills Tests (BST) and are designed to assess the literacy and numeracy learning of students in all Australian schools.

The results of the tests provide important information to schools about what each student can do and are used to support teaching and learning programs. Parents of each child who sat for the tests will already have received a report indicating their child’s level of achievement. The achievement of each student is also reported against agreed national benchmarks for student achievement (see below).

Due to the small number of students who sat for the tests from our school, no information has been provided to indicate the difference in performance for boys and girls or for students from a non-English speaking background. To provide such information would compromise the privacy of our students.

Literacy and Numeracy – NAPLAN Year 3
Students performed above state average in writing with most students able to construct a narrative containing key elements. Results were below state average in all other areas of literacy, especially in reading, grammar and punctuation (refer to Target 1, p.12). Results were also below average in numeracy (refer to Target 3, p.12). Although our results in NAPLAN are low, this is not a reflection of teaching and learning programs at John Palmer PS as the tests were held early in the year and predominantly tested knowledge acquired at previous schools.

Literacy and Numeracy – NAPLAN Year 5
Student performance in all aspects of literacy and numeracy was considerably above state average.

National Benchmarks
The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. The performance of students in our school in Year 3 NAPLAN is compared to these benchmarks and is shown at right. Due to privacy laws, information has not been provided for Year 5.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Progress in literacy across the school
Kindergarten have performed exceptionally well in all aspects of literacy. Seventy six percent of students are working beyond the level required in reading by the end of Kindergarten and 38% are working at more than twice the level expected. The majority of Kindergarten students can write several sentences using correct punctuation and grammar.

Students in Years 1-6 have come from many different schools, both public and private, and have therefore had a variety of experiences in literacy learning. Many of our students in these grades came to us performing well below expected levels of achievement in all areas of literacy. Every student has worked on an individualised learning program for literacy and significant gains have been made by many students. Developing greater competency in reading, particularly in the areas of locating information within a text, connecting ideas and interpreting meaning will be a major focus in 2009-11 (refer to Target 1, p.12).

Progress in numeracy across the school
Outstanding performance in numeracy was achieved by students in Kindergarten with 87% of students performing at or above the level required at the completion of Kindergarten. Of these students, 41% performed at a level typical of student achievement in mid to late Stage 1. Students in Years 1-6 worked on individualised learning programs and have made significant gains.
Programs and

Aboriginal education
- Aboriginal education is embedded into all Key Learning Areas, with a particular focus on the significance of culture, languages, history and experiences of Aboriginal people across NSW.
- Aboriginal cultures and custodianship of Country are recognised through protocols such as Acknowledgement of Country at all assemblies and the flying of the Aboriginal flag.
- All staff are committed to the achievement of increased learning outcomes for Aboriginal students. Personalised learning plans will be developed for all Aboriginal students enrolled at John Palmer PS.

Multicultural education
Our school community strives to embrace its cultural diversity. Teaching and learning programs endeavour to be culturally inclusive and develop understanding of cultural, linguistic and religious differences. Some of our initiatives include:
- Multicultural perspectives are embedded in all Key Learning Areas.
- Training has been provided for staff and students in anti-racism grievance procedures.
- Targeted students with a language background other than English are provided with New Arrivals Program (NAP) support one day per week. Language development of identified students is tracked using the English as a Second Language (ESL) scales.

STAND Program
The STAND Program was implemented at John Palmer PS with the following aims:
- A whole school, consistent approach to conflict resolution (Stay calm, Try to ignore, Ask to stop, Never fight, Duty teacher);
- Promotion of a calm and peaceful atmosphere within the school; and
- Support of students by explicitly teaching conflict resolution strategies and assisting students to develop confidence in conflict situations.

WINGS – an extension program for gifted and talented Stage 3 students
Partner schools of Glenwood High School participated in the WINGS program in one of the Key Learning Areas. John Palmer Public School participated in the English component of the program.

Four workshops were attended where students were able to extend and challenge their skills in their nominated area of study. The workshops culminated in the students presenting their work to parent and teachers in a showcase afternoon.

Outcomes for our students included the opportunity to:
- Develop a further appreciation of English, with a particular focus on writing, through intensive workshops.
- Extend talents and skills in writing.
- Meet and mix with students of similar ability, exchanging ideas and developing cooperative learning skills.
- Enhance higher order thinking skills in an environment of trust, challenging students to extend and refine their understanding of writing.
initiatives

Respect and Responsibility
Respect for self, others and property, as well as responsibility for individual actions form the basis of our student welfare policy at John Palmer PS. Core values are explicitly taught in every classroom and the school holds an expectation that these values will be upheld by every student in the school and supported by the community.

Throughout 2008, the following activities assisted our students to become citizens who demonstrate the values of integrity, respect, cooperation, care, democracy, excellence, responsibility, participation and fairness:

- Development of the school’s discipline policy in collaboration with the community through the P&C Association;
- Thorough exploration of the DET Core Values and school rules;
- School and class rules designed with the expectation that students will be safe, respectful and responsible learners;
- Recognition of Australian values through the raising of the Australian, NSW, Aboriginal and Torres Strait Islander flags each day;
- SRC fundraising activities for charity; and
- Planned celebrations to acknowledge ANZAC day and Remembrance Day.

Student Welfare
Throughout 2008, preliminary steps were taken to enable John Palmer Public School to be involved in the Positive Behaviour for Learning (PBL) program from 2009. PBL is a proactive discipline model that is based on the assumption that desirable behaviours should be explicitly taught. PBL is a system of school-wide processes and individualised instruction to prevent and decrease problem behaviour and to reinforce appropriate behaviour. By the end of 2008 we had:

- Gained a commitment from all staff and the parent community through the P&C to PBL;
- Developed an expectations matrix for behaviour covering all physical areas of the school;
- Designed a comprehensive data collection system to monitor outcomes and interventions;
- Planned a 3-5 year implementation strategy for PBL;
- Designed preliminary signage of school rules and expectations in all learning and play areas; and
- Committed significant professional learning funds for the training of a six member PBL staff team during 2009.

Sport Houses
2008 saw the establishment of our sport houses. Students decided to name the houses after prominent and successful Australian sporting legends and following voting, houses were announced in August:

Ellis (yellow) – named after Liz Ellis, netball
Freeman (red) – named after Cathy Freeman, athletics (track)
Ponting (green) – named after Ricky Ponting, cricket
Thorpe (blue) – named after Ian Thorpe, swimming
Reflecting on our

Teacher Professional Learning
Orientation to the school and instruction in the use of technological equipment was a major focus for Term 1. Reporting to parents using the new reporting format was a key component of professional learning throughout 2008 as teachers became familiar with using School Based Student Report software. Human Society and Its Environment, Count Me In Too (CMIT), student welfare and mandatory training in anaphylaxis awareness were also major professional learning highlights.

All staff maintained a professional learning diary and attended training workshops either related to aspects of the school plan or their own professional learning goals. Total expenditure on professional learning for 2008 was $4869 which was predominantly used for casual teacher salaries to release our teachers from class to attend courses.

Progress on targets

Target 1
To achieve stage appropriate outcomes in literacy (reading) as measured by school and national data.

Our achievements include:
- Seventy six percent of students in Kindergarten are working beyond the level required in reading by the end of Early Stage 1 and 38% are working at more than twice the level expected by Western Sydney Region.
- Sixty eight percent of students in Stage 1 are working at or above the level expected by Western Sydney Region.
- Most students in Stages 2 and 3 are not achieving stage appropriate outcomes. Areas of weakness include locating information within a text, connecting ideas and interpreting meaning.
- Teaching and learning programs reflecting quality teaching practices and explicit teaching strategies such as decoding strategies.
- Significant purchases were made to support literacy learning including PM fiction readers, some PM non-fiction readers and the PM Benchmarking Kit.
- Individualised learning plans for all students in literacy learning.
- Participation in the Premier’s Reading Challenge.

Target 2
To accurately report student achievement to parents in a manner consistent with national reporting expectations.

Our achievements include:
- Teaching and learning programs showing assessment activities as an ongoing and integral part of the teaching and learning cycle.
- Planned opportunities for teacher discussion about consistency of judgement.
- Teacher professional learning in the use of School Based Student Reporting (SBSR).
- Adjustments made to the Semester 2 Kindergarten component of SBSR following analysis of feedback from the parent community.

Target 3
To develop a positive school climate through implementation of positive welfare initiatives.

Our achievements include:
- Eighty eight bronze awards being presented at fortnightly excellence assemblies. This equates to 94% of our students earning at least one bronze award during our first year of operation.
- A values education program implemented in all classrooms.
- A values education program for students attending the non-scripture class.
- Development of a whole school in-class reward system.
- Staff introduction to PBL.
- Stage 2/3 learning initiative ‘Check It Out’ focusing on developing resilience and coping skills within students.

Key Evaluations
It is a requirement for all NSW public schools to conduct two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008, our school carried out evaluations of School Culture and English (reading).
goals for 2008

School Culture

Background
John Palmer Public School is a new and rapidly developing school. It is important that we meet the needs of the community which we serve and that the atmosphere we create is warm, vibrant and inviting, with all students being provided with the very best opportunities for success.

Findings and conclusions
In September 2008, twenty-one parents, twenty-three students (from Year 1 to Year 6) and five staff participated in School Map – best practice survey on the school’s culture. Additional information was also sought through focused discussion at P&C meetings and informal meetings.

In response to the thirteen questions about the school’s culture, the majority of parents and staff selected the highest category. Most parents communicated that the students were the main concern of the school but several felt that the school community could further develop their knowledge about families and the broader community.

Students also selected the highest category in all but one question. The two most positive stand-out features for the students were pride in their school and the positive reinforcement they received about their learning. From the students’ perspective, the area that needs to be further developed is catering for the individual learning needs of students.

Future directions
The school will:
- Further develop their knowledge about the school’s families and the broader community through The Ponds Community Development Program, Connections Community Development Program and other activities organised by the school (Refer to Target 5, p.13).
- All students will continue to have an individualised learning plan for literacy and numeracy learning.
- The anticipated 0.3 part time teacher allocation for 2009 will be used to support students experiencing difficulties with their learning in literacy and numeracy.
- Additional staffing supplementation of 50 teacher days will also be used to support students experiencing difficulty with their learning.

English – reading

Background
The establishment of a sound reading program reflecting quality teaching practices was a priority for John Palmer Public School in 2008.

Findings and conclusions
- Many resources were purchased using funds donated by Landcom and John Palmer PS P&C Association. These included the entire series of PM fiction readers, several packs of non-fiction PM readers, PM Benchmarking Kit and the School Magazine for students in Stages 2 and 3.
- All students worked on an individualised learning plan tailored specifically to meet their learning needs in reading.
- All teaching and learning programs contained specific teaching elements for reading such as explicit and systematic teaching of decoding strategies, including phonemic awareness, sight words, contextual clues, picture and diagram cues, reading ahead and re-reading.
- Most students in Early Stage 1 (Kindergarten) are performing very well in reading, while students in other stages demonstrate widely varying levels of competence.

Future directions
The school will:
- Include strategies to develop sound reading skills in the School Plan 2009-2011.
- Improve the use of school based, regional and national data to measure and evaluate student learning in reading to inform teaching and learning programs.
- Provide professional learning opportunities for teachers in the acquisition of reading skills (Refer to Target 1, p.12).
Planning and Targets for 2009
Below is a summary of our plans and targets for 2009. More comprehensive information is available in the School Plan 2009-2011 which may be viewed at the school office.

Target 1 – Literacy (reading)
All students will achieve at or beyond identified benchmarks in reading.

Strategies to achieve this target include:
- Development of a series of benchmark items for students working beyond RR30.
- Participation in the Best Start Assessment Program for Kindergarten students on entry to school.
- Targeted, explicit teaching of identified elements in reading.
- Differentiated learning plans for all students in reading.
- Use of part time teacher allocation to provide support for students experiencing difficulty with reading.
- Teacher professional learning.
- Purchase of resources to support targets.

Our success will be measured by:
- Student learning will be tracked accurately to RR30 and beyond.
- Reporting to parents will be accurate and relevant.
- All students will achieve at or beyond identified benchmarks for reading.
- Students will use a range of strategies to decode unfamiliar texts.
- An increase in borrowing for recreational purposes from the library.
- Teaching practices reflecting Quality Teaching elements and student need.

Target 2 – Literacy (writing)
All students in Early Stage 1 (Kindergarten) will be competent in the construction of a recount, description, information report and narrative and will be exposed to the features of a procedure, exposition, explanation and discussion.

Strategies to achieve this target include:
- Participation in the Best Start Assessment Program for Kindergarten students on entry to school.
- Development of a K-6 Scope and Sequence for writing.
- Targeted, explicit teaching of text type, text form and text structure through exemplars.
- Use of part time teacher allocation to provide support for students experiencing difficulty with writing.
- Participation in Sydney Youth Writers Competition and WINGS program for talented students in Stage 3.
- Teacher professional learning.

Our success will be measured by:
- All writing programs will incorporate shared, guided and independent writing activities.
- All students in Kindergarten will be competent in the construction of a recount, description, information report and narrative and will be exposed to the features of a procedure, exposition, explanation and discussion.
- Teaching practices reflecting Quality Teaching elements and student need.

Target 3 – Numeracy (number)
Open ended assessment tasks for Stage 2 and 3 students in number will ensure that they can access the task at their level of understanding. Assessment information will be used effectively to inform teaching/learning programs.

Strategies to achieve this target include:
- Use of Nelson Numeracy Assessment tasks to accurately assess and monitor student progress at the beginning of Semester 1 and end of Semester 2.
- Participation in Stage 2/3 action learning project with neighbouring schools.
- Continued emphasis on resource development and acquisition including Count Me In Too and measurement kits.
goals for 2009

Our success will be measured by:
• Less emphasis on pen and paper testing in all stages.
• Students able to demonstrate their understanding at the ‘high’ and ‘outstanding’ levels.
• Teachers comfortable in developing open ended assessment tasks.
• Adequate resources being available to teach numeracy.

Target 4 – Connected Learning
a. All students will have access to a Connected Classroom and a networked computer.
b. Improved presentation of teaching and learning programs and showcase items using technology.

Strategies to achieve this target include:
• Strategic placement of computers within classrooms and in the library.
• Purchase of three soft touch interactive whiteboard packages.
• Teacher professional learning in the use of interactive whiteboards and ClickView.
• Purchase of software to support teaching and learning including Marvin Animation.
• Development of a scope and sequence for technology learning K-6.
• Connected Classroom set up in Special Programs Room2.
• Increased teacher use of resources available through Centre for Learning Innovation and TaLE.
• Creation and maintenance of an enhanced school website.

Our success will be measured by:
• A minimum of two networked computers in each classroom and the establishment of a mini-lab in the library.
• Teachers and students using interactive technologies to increase student engagement and motivation.
• Student learning enhanced through direct video links accessing online field trips and other opportunities.
  Students, teachers and community use technology as one of the main avenues for accessing information about the school and its programs.

Target 5 – Student Engagement and Retention (including school culture)
a. An increased number of students participating in extra curricular activities.
b. Expanded ‘Coming to School’ and transition to secondary school programs.
c. Awareness raising of PBL strategy and development of PBL lessons for the classroom.

Strategies to achieve this target include:
• Continuation and refinement of school choir, rock ‘n’ roll dance group and Stage 2 recorder ensemble.
• Establishment of school band (beginning with clarinets), junior jazz dance group and Stage 3 African drumming group.
• Refinement of ‘Coming to School’ program.
• Establishment of a transition to secondary school program which goes beyond orientation day.
• Continuing to strengthen relationship with Connections Community Development.

Our success will be measured by:
• Increased attendance rates.
• Decreased rate of partial absences.
• Seamless transition into Kindergarten and from Year 6 to Year 7.
• Maximised learning time due to decrease in disruptive behaviours.
Our first day
Official Opening

John Palmer Public School was officially opened by the Honourable Verity Firth, NSW Minister for Education and Training on Wednesday, 5 November, 2008.

We hope you enjoy some of the highlights from our special day.
**About this report**

I would like to thank the members of the school self-evaluation committee for assisting in the preparation of this report.

2008 committee members were:
- Catherine Escobar (Teacher)
- Joanne Gilmour (School Administration Manager)
- Mark Harris (Student Leader)
- Gayle Henwood (Teacher)
- Susanne Lakeman (Teacher)
- Selina Parwany (Student Leader)
- Tony Sutherland-Smith (Community Representative)
- Susan Xuereb (Teacher-Librarian and ESL Teacher)
- Tara Wickman (Community Representative)
- Sharon Wunschel (P&C President)

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 the targets for the school’s future development.

Deborah Blackwell
Principal

**School contact information**

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