2009 Annual School Report
Rand Public School

NSW Public Schools – Leading the way
Our school at a glance

Rand Public School is a small, rural school located seventy-five kilometres from Albury. The school strives to be a stimulating, supportive and caring educational environment where students can reach their full potential through challenging and sequential learning experiences. All students are encouraged to strive to do their best whilst developing positive self-esteem, self-discipline and independence.

The small student population ensures each student receives a high degree of individual attention. The experienced and dedicated teaching staff provide relevant and challenging educational programs with a focus on quality teaching and learning across all Key Learning Areas. Technology enhanced learning is a feature of Rand Public School which reinforces and extends students’ basic skills and knowledge.

The buildings, landscaped gardens and extensive grounds make the school an attractive learning environment for the students. The students, staff, P&C, parents and the wider school community create a very supportive and collaborative partnership where educational opportunities for all students are fostered, initiated, coordinated and supported.

The interaction and mutual support offered by the small schools in the Walbundrie Learning Community provides opportunities for social interaction, sports competition and improved student outcomes, staff professional development, professional dialogue and ongoing support as well.

Messages

Principal's message

My six months as Relieving Principal at Rand have left special memories and connections that will stay with me forever.

To have been able to guide this school through its transition from a P5 to a P6 has been an honour. To have worked with a team of dedicated and professional teaching, administrative, support, cleaning and grounds staff has been a privilege.

To have enjoyed the commitment, passion and drive of the school parents and wider community has been invigorating and rewarding.

In 2009 Rand Public School has received a major renovation to its administrative and staff area, through the conversion of a classroom. A designated principal’s office, preparation room and staff room with new kitchen has made productive use of building space.

The major renovations to the main classroom under the BER to allow for designated technology and individual/small group withdrawal areas will be undertaken in 2010 and will allow for significant improvement to teaching instruction and practise.

A highlight of the year was our whole-school excursion to Sydney. To see our small school relay compete at Homebush, cheered on by every school family was phenomenal. Then to be able to share the educational, social and recreational opportunities presented by the NSW capital with all our students from Kinder to Year 6 was something special. I thank the Rand P&C for supporting such an opportunity and the parents who participated in making the trip such a successful one.

The annual school concert and presentation night was also a highlight. To acknowledge the academic, sporting and cultural achievements of individual students in such a public domain was important to all concerned. To watch the students present their play with such confidence and passion and to see the year reviewed as a slide show was indicative of the high value placed by the students and community on the happenings at Rand Public School.

Finally to the wonderful students at Rand School who strive to achieve in all ways, I offer my congratulations and best wishes for 2010 and beyond.

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.

Judy McGuiness, Relieving Principal

Our relay team at the State Athletics Carnival
P&C Message
What a year it has been! The school has been through a lot of changes in 2009 and the children and parents have been extremely busy. The P&C have worked hard to put together some terrific events and excursions. The Football/Netball Round Robin was an outstanding success with many thanks to the hard work of the school parents, staff and marvellous community members. The event was in question this year due to staff changes, but with input from so many, we had a great day with over $6000 raised.
Lee McDonald was transferred to Corowa South Public School and Craig Allibon was appointed as Principal of Culcairn Public School. Our loss was their gain and we were left wondering who our new principal was going to be.
Judy McGuiness stepped in as Relieving Principal and took on the mighty job of not only settling the children into a K-6 classroom, but coping with the organisation and demands of the Round Robin, building renovations and administrative demands. What a fantastic job she did! We then heard we were keeping her for the rest of the year and were very pleased to say the least.

The children settled in well under the excellent teaching from Judy, Carol Rose and Erin Widdison, as well as our other support staff Messrs Morey, Wiltshire, Lieschke, Kreutzberger, Jones, Costin and Krowicky and the many enthusiastic student teachers. We thank them all.

The children were extremely busy, not only with school work but on excursions and various sporting activities. A number of students represented the Riverina in Sydney this year. What an outstanding effort for the children! Having the whole school at the State Athletics Championship at Homebush to cheer them on made it all the more exciting.
The P&C would like to extend their good wishes to our year six students – Maddi, Gabrielle and Stephanie who have all been a very responsible and enthusiastic group. We would also like to extend our best wishes to the wonderful Judy McGuiness who has taken on the position of Principal with great gusto and taken the job to the next level when organising the trip to Sydney for the whole school and parents. Judy’s mum welcomed us into her home with wide, loving arms and made us feel very much at home. The trip was exhausting, but one the children and parents who attended will never forget.
We will miss Judy as she moves up and on into her new position at Barham Public School.
In 2010 we will be welcoming our new principal, Tracey Southam, and look forward to continued successes.

Cathy Webster, Secretary

Student representative’s message
As school leaders in 2009 we have had a wonderful year. We have represented the school at various events and functions including ANZAC Day, Education and Bookweek. We have lead school assemblies and the cheering at many sporting events.
The Infants classes had a field trip to Jindera, Year 4 went to Wirrimina to look at frogs, and Years 5 and 6 went to Barmah Forest as well as having a wonderful experience at Howman’s Gap. We will always remember the high ropes, wall climb, obstacle courses, canoeing, bushwalking, snowmen and all the things we did there.
We enjoyed having two students from Charles Sturt University teach us this year and we have had a few different class teachers.
Our whole school trip to Sydney is something we will never forget. The State Athletics Carnival was very exciting for our relay team and all the students and parents who were there to cheer. We saw so many sights and had such great experiences. We have been so lucky.

We raised money to purchase three display frames for the renovated administration building, so that student art works can be displayed and then rotated for all visitors to our school to see.
We would like to thank all the parents and staff for making our time at Rand so special. We wish Robert and Josh all the best as leaders in 2010 and we will always remember the great years we have spent at this great school.

Maddison Ralston, Stephanie Biedenweg-Webster, Gabrielle Biedenweg-Webster

Year 6, 2009 at Howman’s Gap
School context

Student information

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

Student enrolment profile

Student Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>12</td>
<td>10</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>15</td>
<td>13</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

Management of non-attendance

Attendance of all students is monitored very closely by staff. Unexplained absences are regularly followed-up and parents and carers are contacted in necessary. The District Home School Liaison Officer is requested to intervene if required.

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 number of students enrolled at Rand Public School in 2009 totalled 15.

Structure of classes

From the beginning of Term 2, this school has been operating as P6 with a K-6 composite class comprising:

- 3 students in Year 6,
- 2 students in Year 5,
- 3 students in Year 4,
- 3 students in Year 2,
- 3 students in Year 1, and
- 1 student in Kindergarten.
Staff information

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

Mrs Marion MacDonald continued as class teacher for Kindergarten to Year 2 for Term 1, 2009 and Mr Craig Allibon as the Year 3 to Year 6 teaching Principal.

At the commencement of Term 2 Mr Allibon became responsible for a K-6 class. However, following his appointment as Principal, Culcairn Public School, Ms Judy McGuiness commenced as Relieving Principal from Week 6, Term 2 until the end of Term 4.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>54 670.29</td>
</tr>
<tr>
<td>Global funds</td>
<td>42 306.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>19 454.31</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>16 838.06</td>
</tr>
<tr>
<td>Interest</td>
<td>2 340.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 005.95</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>136 616.09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6 030.29</td>
</tr>
<tr>
<td>Excursions</td>
<td>3 390.01</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>6 688.13</td>
</tr>
<tr>
<td>Library</td>
<td>2 271.31</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 206.78</td>
</tr>
<tr>
<td>Tied funds</td>
<td>21 361.85</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>11 670.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6 752.62</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3 335.86</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>935.43</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5 772.60</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>69 414.88</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>67 201.21</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian/RFF/STLA</td>
<td>0.4</td>
</tr>
<tr>
<td>Senior Administration Manager</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Total Teaching Staff</strong></td>
<td>1.4</td>
</tr>
</tbody>
</table>

In 2009 there were no Indigenous personnel employed in this school's workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.
School performance 2009

Achievements

Arts

Students are involved in all aspects of the Creative and Practical Arts Syllabus. They participate in regular art, music and dance lessons and are provided with many opportunities to perform publicly, with a variety of audiences including visitors, assemblies, open days and the annual school production.

In Terms 2 and 3 the school participated in the Outreach Music Program provided by the Murray Conservatorium of Music. Mr Krowicky provided specialist music and vocal instruction to all students.

Throughout the year Mrs Wendy Wiltshire provided specialist visual art lessons to both infants and primary groups. The students were able to produce outstanding pieces of art work using a wide variety of mediums and stimulus material.

Four students had art or literary works selected in the Murray-Darling Basin’s Special Forever Publication and were acknowledged for their success at our annual presentation awards. Gabrielle Biedenweg-Webster, Joshua Everitt, Kali Schneider and Tegan Everitt received certificates and complimentary copies of the book.

The school also offered specialist dance instruction to all students in Terms 2 and 3. The Riverina Dance School provided tuition enabling students to develop confidence and movement skills and the opportunity for most students to perform in the Albury Eisteddfod.

Our students also experienced significant success in the Walbundrie Agricultural Show with many commendations and prizes being awarded by the judges for works of art entered.

All students entered the Urana Shire Council Local Government Week Colouring Competition with Brittni Williams receiving special commendation from the judges.

In term 4 all students participated in a guided tour of the Sydney Opera House, where they were able to experience different types of theatres, identify the complexities of staging and theatre lighting and obtain a sense of what it would be like to be part of a large audience.

Sport

As a member of the Walbundrie Small Schools Network, Rand Public School provides numerous opportunities for students to compete at local and district levels in a variety of sport.

Sport continues to be an integral component of the Rand community. The school promotes the development of skills, sportsmanship and participation in a wide variety of sports.

In 2009, 100% of Rand School students participated in the Premier’s Sporting Challenge. Eleven students achieved gold certificates, with the exception of four students who received diamond certificates. This program was enthusiastically received by all students.

Rand Public School was a part of the Active After School Communities program in 2009. Miss Erin Widdison conducted this program and most students participated.

As a part of our major whole school excursion to Sydney, all students were given the opportunity to experience sports not usually available in Rand or the local area. These sports included surf swimming at Manly Beach, ice skating at Macquarie Ice Rink and swimming at the Homebush Olympic Aquatic Centre.

This school hosts a major football/netball round robin carnival each year. The support of the P&C and wider community is exceptional. Many hundreds of parents and players descend upon Rand for this annual Sunday event in August. This competition provides participation opportunities for students within their own age groups.

Sporting Highlights for 2009:

- Riverina Sports Certificate being presented to Gabrielle Biedenweg-Webster for multiple and varied representations of the Riverina in State events over a 4 year period.
- Gabrielle Biedenweg-Webster representing the Riverina at the NSW Regional and State Cross Country Championships and the 800m at the Regional and State Athletics Carnival, both in Sydney.
- Gabrielle Biedenweg-Webster, Brittni Williams, Joshua Everitt and Robert Sivell competing at the State Athletics Carnival in the Small School Relay.
- Brittni Williams competing at the Regional Athletics for 200m.
- Brittni Williams and Gabrielle Biedenweg - Webster age champions at the Walbundrie Swimming Carnival.
- Intensive Swimming Program where many students made progress beyond expectations.

Other
Technology continues to be a major focus at Rand Public School with an emphasis on the use of technology to enhance students learning. Technology is integrated into all areas of the curriculum.

Technology is used to publish writing, to develop and reinforce literacy and numeracy skills and knowledge, to obtain information from the internet and to develop general keyboard and computer skills.

The classroom has an interactive whiteboard and a connected classroom structure will be installed in 2010. The major renovation of the main classroom with provision for a designated technology area will further facilitate effective technology use. The digital camera is used extensively by staff and students to take photos of special events and students work. The end-of-year power point presentation to the school and the wider community show-cases the achievements of the school throughout the year.

Many students received Gold Certificates from the Premier’s Reading Challenge acknowledging four years of successfully completing the challenge.

Academic
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 the assessments.

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

Literacy & Numeracy – NAPLAN Year 3
There were no students enrolled in Year 3 in 2009.

Literacy & Numeracy – NAPLAN Year 5
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above the minimum standard in 2009</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>
Significant programs and initiatives

The school undertook a range of programs to support student learning. As a member of the Walbundrie Small Schools’ Network, together with four other small schools, students met regularly for educational, sporting and social interaction. These included the:

- combined schools local excursions in support of COGS units being studied. Destinations included Jindera shopping complex, Barmah Forest, Wirriminna Environmental Centre and Beechworth.
- Year 5 and 6 combined excursion to Howman’s Gap. This outstanding destination offered an alpine environment, challenge courses, team work and leadership opportunities, co-operative problem solving and activities not usually available to students at Rand. These included archery, rock climbing, canoeing, tobogganing, high ropes, bush cooking and a giant swing!

All students at Rand School also participated in an excursion to Sydney. With the qualifying of our Small School relay to participate in the State Athletics Carnival at Homebush, the Rand P&C agreed to finance the excursion to allow all students to visit the State capital and experience Sydney first hand. Parents from each school family were also at the athletics to support our team.

After surveying all students and parents to determine priorities, our Sydney itinerary included visits to and/or tours of Manly beach, the Sydney Opera House, Sydney Tower, the Sydney Aquarium, Olympic Aquatic Centre, ice skating, a shopping centre, and Luna Park by night. We used public transport, experiencing the river cats, trains, buses, the monorail and harbour ferries.

The Sydney experience positively impacted on student outcomes in terms of talking and listening, reading, writing, research, maths and science.

Discovering Sydney from a harbour ferry
Aboriginal education

School programs supporting Aboriginal Education and aspects of Aboriginal perspectives, culture and history are taught in the school.

Aboriginal Education is integrated across all Key Learning Areas with particular emphasis on Connected Outcomes Groups.

Mrs Nancy Rooke, an Aboriginal elder and grandmother of students currently enrolled at Rand School, performs Welcome to Country at our annual education week assembly and our annual school concert and presentation night.

Multicultural education

Whilst there are no students from non-English speaking backgrounds (NESB) enrolled at Rand Public School, the cultural diversity of our nation continues to be recognised and celebrated in the school across various KLA’s. Harmony Day was celebrated where students recognised the cultural diversity of our nation.

Connected Outcomes Groups and a specifically designed literacy unit for senior students provided a vehicle for the study of other cultures and countries and encouraged attitudes of tolerance and respect for those different to themselves.

Our whole-school excursion to Sydney allowed students the opportunity to observe first hand the cultural diversity that exists in large cities. The experience of walking in the central business district of Sydney, Circular Quay, public transport and a large suburban shopping centre provided first hand exposure to Australia’s cultural diversity not available to students locally.

Respect and responsibility

Rand Public School places a major emphasis on respect and responsibility across the school and wider school community.

Students are encouraged to participate in local ANZAC Day Services and to conduct themselves appropriately at formal assemblies and presentations.

The staff and students negotiate school rules, promoting fairness and consistency for all and consequences for actions. These rules complement the Department of Education’s Core Rules.

All students are required to fulfil daily jobs in order to promote responsibility and pride within their school.

All students participated in the Life Education Van visit as an integral part of our drug education program where respect and responsibility are explicitly taught.

Environmental education

Environmental education continues to be an important component of our school. Sustainability is a focus of our Environmental Management Plan and all students are aware of the environment, its fragile nature and role they can play in protecting and nurturing it.

In 2009, Rand Public School continued its involvement in the Live Life Well @ School program. This program also supported the sustainable vegetable garden project established in 2008. Students have harvested the fruits and vegetables from the garden for fruit breaks, as part of the Crunch ‘n Sip program, have shared their produce with the wider community and have even made vegetable and pumpkin soup for themselves for lunch at school.

Progress on 2009 targets

Target 1

To improve students literacy skills particularly in the area of reading

Our achievements include:

- Analysis of all students assessment results, including Year 5 NAPLAN results, revealing performances above state average and/or significant progress in all students;
- Regular benchmarking of students to ensure progress in reading and development of comprehension skills;
- Better utilisation of reading resources to provide focused comprehension tasks and staged progression;
- Implementation of individual reading programs for identified students and utilisation of support teachers in the design and administration of these programs; and
- Best Start training for all staff.

Target 2

To improve students ability to work and think mathematically with emphasis on the understanding of fractions and decimals

Our achievements include:

- Explicit small group instruction to ensure all students grasp the concepts being taught and are working towards achieving stage outcomes;
Naplan results for Year 5 which indicate these students are above state average in numeracy and school assessment tasks which indicated improved understanding and application of knowledge by all students; and

Effective utilisation of specific computer software programs designed to reinforce, consolidate and extend student understanding, specifically in fractions and decimals.

Target 3

Technology will be used as a tool to support teaching and learning in all Key Learning Areas

Staff changes and building refurbishments have limited some achievements with this target.

Our achievements include:

- effectively accessing expertise and support from the Walbundrie Small Schools Learning Community and DET technology staff;
- planned installation of the Connected Classrooms equipment;
- effective installation of new computers due to the DET Computer roll-out ensuring all students have access to computers at the same time; and
- 100% of students being confident in the use of computer technology to source information, access interactive educational software and to complete work relevant to all KLA's.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Planning and Mathematics.

Educational and management practice

School Planning

Background

School Planning was the area selected for evaluation in 2009. Staff, parents and students were asked to complete surveys based on School Map Best Practice. Parent surveys were completed at the November P&C meeting. Seventy percent of parents responded.

Findings and conclusions

One hundred percent of staff, parents and students surveyed believe that Rand Public School almost always identified school targets designed to improve student learning outcomes.

One hundred percent identified that the school almost always or usually implements a comprehensive management plan, has planning processes that are responsive to emergent needs and that the Annual School Report identifies the reasons for school targets.

Fifty percent of respondents believe that the school only sometimes develops planning documents after consulting with all stakeholders and are adequately informed about what the school is buying and why.

Future directions

The school will strive to communicate more effectively with parents and students in its identification of targets, and its acknowledgment of these through the school plan and the Annual School report.

The school targets will continue to remain focused on improving student learning outcomes and it will continue to be responsive to emerging and changing needs.

Curriculum

Mathematics

Background

Mathematics is one of the six Key Learning Areas in the NSW primary curriculum. There are five strands within the Mathematics syllabus. These are Working Mathematically, Number, Patterns and Algebra, Measurement and Data, and Space and Geometry.

Parents, teachers and students were surveyed about mathematics. Parent surveys were completed at the November P&C meeting. Seventy percent of parents responded.
Findings and conclusions

One hundred percent of respondents agreed or strongly agreed that mathematics is an important subject, that it is useful in everyday life, and that it would be studied even if it were not compulsory.

Less than eight percent of respondents believed that more could be done to help students understand assessment, to provide more meaningful feedback about student progress and that the school reports could provide more useful information about student's learning.

Future directions

Mathematics will remain a strong focus for Rand Public School. School targets will reflect this high priority.

Staff will continue to provide engaging and relevant mathematics programs and will strive to provide increasingly valuable feedback to students and parents.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Parents at Rand PS believe that the school is well-resourced and attractive.
- Parents feel that the school is connected to its community and welcomes parental involvement.
- Parents believe the school has an effective welfare program and that students are well behaved and respectful.
- Parents feel that the school maintains a focus on literacy and numeracy and caters for the learning needs of students.
- All students at Rand enjoy school and believe that the school is attractive and well-resourced.
- Students feel that the school is a friendly place.
- Students are usually confident that they can do the work given to them in class and that they get help from teachers.
- Students at Rand PS believe that they have good access to computers and that most students are good at sport.

Professional learning

Professional learning is essential to keep staff current in their knowledge of syllabus requirements and to continuously develop their teaching skills.

Opportunities are provided for professional dialogue with other staff, from a variety of schools, as well as at planned professional learning opportunities.

Professional Learning in 2009 included:

- Literacy and numeracy, including Best Start training
- CPR
- Student welfare and child protection
- Merit selection processes

Many members of the Rand P&C also participated in training in the merit selection process.

School development 2009 – 2011

The 2009-2011 School Development Plan was evaluated and strategies revised in 2009 following consultation with staff to ensure targets were being addressed and/or worked towards. The plan was discussed with and approved by the Riverina South School Education Director, as was progress towards these targets throughout the year.

Targets for 2010

Target 1

Literacy – 75% of students will achieve stage based outcomes in Reading and Grammar

Strategies to achieve this target include:

- Continual benchmarking of all students' reading levels from K-6, with students placed in ability based reading groups
- Reading strategies taught explicitly to assist students to infer meaning and locate information with familiar and unfamiliar texts
- Analysing writing samples to identify grammar needs and use of language devices
- Explicit teaching of grammar and language devices
- Targeting individual students with appropriate programs such as MultiLit and STLA

Our success will be measured by:

- All children progressing with reading levels at or above state level
- Students writing grammatically correct texts with a variety of language devices
- The “Sentence a Day” grammar program being implemented by all teachers
- Students showing an improvement in reading comprehension with fluid movement in and out of reading groups

Target 2

Numeracy

75% of students will achieve stage based outcomes in all mathematics strands, especially fractions and decimals. There will be improved student motivation and high expectations for mathematics.
Strategies to achieve this target include:

- Year 2 to 6 students being motivated to learn using the “Mathletics” website
- The use of Quality teaching strategies, including Count Me in Too and SENA testing with regular revision of all strands
- Best Start assessment for Kindergarten children
- Explicit teaching of times tables

Our success will be measured by:

- Certificates being awarded by “Mathletics” and teacher online tracking of individual students’ results
- Consistent teaching and assessment of all mathematics strands
- Teachers monitoring of Kindergarten students and regularly reporting to Best Start online
- Establishing a ‘Master of Tables’ times table competition and tracking individual students’ results each week

Target 3

Technology

Teachers will use interactive whiteboards in all KLAs, a school website will be established and the new computer lab will cater for the learning needs of all students

Strategies to achieve this target include:

- A Rand Public School website being established in consultation with staff, students and the community
- Establishing an up to date computer lab, once building renovations are completed, to cater for all students’ learning needs
- Teachers using interactive whiteboards in planning and programming across all KLAs

Our success will be measured by:

- The existence of a school website which is regularly updated
- Effective teacher assessment and implementation of technology across English and mathematics to cater for the literacy and numeracy needs of all students
- Students using independent research skills to complete research tasks
- Teachers regularly accessing key websites to improve literacy and numeracy that are utilised by all students
- Students typing efficiently and using computers to independently publish and print pieces of work
- Evidence of interactive whiteboards being used in all KLAs

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.

Judy McGuiness Relieving Principal
Cathy Webster P & C
Carole Morey SAM
Carol Rose Teacher

School contact information

Rand Public School
Cowral Street, Rand 2642
Ph: 02 6029 5228
Fax: 02 6029 5301
Email: rand-p.school@det.nsw.edu.au
School Code: 2933

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: