Principal’s message

Rand Public School is committed to creating a positive learning environment for all students. The school has experienced, dedicated staff strongly focused on high standards, excellence and modern teaching practices. It promotes outcomes-based teaching, learning and reporting.

There have been many highlights throughout this year which have provided a diverse range of educational opportunities to our students. Many activities have enhanced opportunities for students at academic, cultural, recreational, sporting and participation levels. We aim to educate the whole child.

Parents, students and staff strive to work together to create the best learning opportunities for all students. Rand Public School has strong parent support that is always greatly appreciated.

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.

Tracey Southam, Principal.

P & C message

Congratulations to everyone involved in the Rand Public School P&C for year 2011. We have achieved many great outcomes with many volunteer hours devoted to the welfare of our children, teachers and our wonderful school. Being able to continue the tradition of our Junior Football/Netball carnival is reflected on the many generous parents and community members who give time and energy on this day to provide the majority of money raised throughout this year.

The P&C group is vibrant, financially sound and focused on creating the wonderful environment our students are able to enjoy every day. As a parent group, we are unique, we are a small school but large on energy, commitment and genuine love for our children, and most of all the Rand Public School P&C enjoys being involved in our school.

James Kreutzberger, President.

Student representative’s message

This year we have held lots of events to help the “Save the Koalas Foundation” and also for the school. This year we have raised $88.00 and half of that will be going to the “Save the Koalas Foundation”.

Some of the events we have had this year were an ice cream day, What you want to be when you grow up day?, footy colours day, crazy mufti and lots more. Last year we raised money and donated it to the “Heart Foundation” and they wrote a letter back saying thank you.

We would like to say thank you to Ella for being the president of the SRC.

Rose Webster and Corey Hogan, Students.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Total</td>
<td>94.2</td>
<td>90.2</td>
<td>91.0</td>
<td>93.4</td>
</tr>
<tr>
<td>Region</td>
<td>Total</td>
<td>93.4</td>
<td>91.4</td>
<td>93.8</td>
<td>93.5</td>
</tr>
<tr>
<td>State</td>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
</tr>
</tbody>
</table>
Management of non-attendance

Attendance is monitored by all staff. Unexplained absences are followed up and parents and caregivers contacted if necessary. The District Home School Liaison Officer is requested to intervene if required.

Class sizes

Primary class sizes are included in the Annual School Report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>K</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>1</td>
<td>15</td>
</tr>
</tbody>
</table>

Structure of classes

Rand Public has one multi-stage K-6 classroom.

Staff information

Staff establishment

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers/ Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>2.0</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2011 there were no Indigenous personnel employed in the school’s workforce.

Staff retention

There were no staffing changes in 2011.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>69075.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>45685.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>20735.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>18425.64</td>
</tr>
<tr>
<td>Interest</td>
<td>3411.37</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>755.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>158088.62</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>11203.68</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>1679.83</td>
</tr>
<tr>
<td>Excursions</td>
<td>4457.25</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1835.99</td>
</tr>
<tr>
<td>Library</td>
<td>1570.25</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>27351.28</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>511.89</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>27174.52</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8012.24</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12094.46</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>99483.92</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>58604.70</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2011 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 2011**

**Achievements**

**Arts**

Students are involved in all aspects of Creative and Performing Arts, in particular Art and Music lessons. They are provided with opportunities to display their work including: Open Day during Education Week, the Walbundrie Agricultural Show and the CWA International Day at Alma Park. Students’ work is displayed in the front office, classroom and Library for the enjoyment of the whole school community. Student work samples are also published in the school newsletter and website. Highlights for the year included:

- A free drama workshop by ‘Monkey Baa’
- Blake Ralston, Abbey Hogan, Rose Webster and Ella Ralston were winners of the Urana Shire Council Local Government Week poetry and drawing competition
- Many students received prizes at the 150th Walbundrie Agricultural Show, including seven students coming first in their age group for needlecraft or colouring
- All students participated in two long-term projects this year, they were sewing teddy bears and making mosaics for the school grounds
- All students performed songs and a play called ‘The Postman’ for Presentation Night
- All students were taught to play the recorder and performed songs at Presentation Night, including ‘Hot Cross Buns’, ‘Mary had a little lamb’, ‘Jingle Bells’ and three senior students also played ‘Amazing Grace’.

**Sport**

As part of the Walbundrie Small Schools Network Rand provides numerous opportunities for students to compete at local and district levels for a variety of sports.

The school promotes the development of the twelve Fundamental Movement Skills, good sportsmanship, fair play and participation for all.

Rand PS, with the invaluable assistance of parents, community members and staff, conducted two major carnivals. The annual Football Netball Carnival attracted 27 football teams (405 players) and 24 netball teams (198 players). The Super 8’s Cricket Round Robin (11 teams/6 schools/88 players) provided participation opportunities for students in their own age group as well as a cricket clinic conducted by Cricket NSW. This was also the first year that students in infants from Rand PS, Walbundrie PS and Brocklesby PS attended a Sports Day whilst the Cricket Round Robin was on. Infants students competed in races, tabloids and a cricket clinic.

Highlights for 2011 included:

- Craig Stevens, Olympic Swimmer, visited the school for an inspirational talk and sports afternoon as part of the Premier’s Sporting Challenge Ambassador Program
- All students participated in AFL clinics
- All students participated in Cricket clinics coached by local sportsman Keiran Knight (Regional Development Co-ordinator for NSW Cricket)
- All students participated in the 2 week School Swimming Scheme
- All students in Infants were awarded a Gold level certificate for the Premier’s Sporting Challenge
- All students in Primary were awarded a Bronze level certificate for the Premier’s Sporting Challenge
- Ella Ralston, Georgia Robbins, Rose Webster and Mitchell Sivell represented the school at district level in the Relay Team for Athletics.
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 these 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).

Literacy – NAPLAN Year 3
Two students sat for the NAPLAN test in Literacy for 2011. Parents were notified of the results.

Numeracy – NAPLAN Year 3
Two students sat for the NAPLAN test in Literacy for 2011. Parents were notified of the results.

Literacy – NAPLAN Year 5
One student sat for the NAPLAN test in Literacy for 2011. Parents were notified of the results.

Numeracy – NAPLAN Year 5
One student sat for the NAPLAN test in Literacy for 2011. Parents were notified of the results.

Progress in literacy
Where there are fewer than 10 students, schools will report in the narrative form and ensure that due consideration is given to privacy and personal information policies. Parents have been provided with reports and the school will use results to identify areas of strength and need.

Progress in numeracy
Where there are fewer than 10 students, schools will report in the narrative form and ensure that due consideration is given to privacy and personal information policies. Parents have been provided with reports and the school will use results to identify areas of strength and need.

Minimum standards
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. Over the past five years the majority of students in Years 3 and 5 have been at or above minimum standards.

Significant programs and initiatives
The school undertook a range of programs to support student learning. As a part of the Walbundrie Small Schools Network students meet for a variety of educational programs. Socialisation is an important aspect of these programs. This year students benefitted from:

- A K-6 PD/H/PE Day focusing on Drug Education, Child Protection and viewing a performance called ‘Drumbeat’
- The Yr 5/6 Combined Small Schools Howman’s Gap excursion
- A ‘100 days’ party to celebrate 100 days of school with specific literacy and numeracy activities based on the number 100
- A Yrs 3-6 excursion to the Urana Shire Council Local Government Week. Students observed a Council meeting, participated in a question and answer session and had a BBQ lunch
- A K-6 excursion to ‘The Rock’ to consolidate the Term 1 topic ‘National Parks’
- A Combined Small Schools K-2 excursion to Jindera Museum and a Yr 3-6 excursion to Chiltern to consolidate the term 2 topic of ‘Australian Heritage’
- A K-6 excursion to Beechworth to visit the Beechworth Museum and Courthouse and to learn about how bread and honey and produced. This consolidated the Term 3 topic ‘Products and Services’.

Aboriginal education
School programs supporting Aboriginal Education and Aboriginal perspectives, culture and history are taught in the school.
Aboriginal education is integrated in all Key Learning Areas with particular emphasis across the Connected Outcomes Groups.

Highlights for the year included:

- A Regional Aboriginal Education Funding initiative in the priority areas of Literacy and Numeracy and Personalised Learning Plans. This enabled the school to employ a teacher for one day per week during Term 3 to assist all Aboriginal students to either support or extend their Literacy and Numeracy skills.
- A funding grant from the Department of Families, Housing, Community Services and Indigenous Affairs to celebrate NAIDOC Week. The grant enabled all students to attend an excursion to ‘Boat Rock’ at Savernake and ‘Kilpa Station’ to see an Elder’s chair and well.
- Kate Webster and Georgia Robbins receiving certificates for Encouragement, and Rose Webster received a certificate for Citizenship at the Riverina Aboriginal Student ‘Proud and Deadly’ Awards in November.

Multicultural education

Whilst there are no students from a non-English speaking background at Rand PS the cultural diversity of our nation is recognised and celebrated across the Key Learning Areas. Activities children participate in provide a vehicle to study other cultures and encourage attitudes of respect and tolerance. Highlights for the year include:

- A community and school Soccer game to promote Harmony Day.
- Students studied Iceland in Term 2 as this was the country of study for the Country Women’s Association. Members of the Country Women’s Association joined students for an ‘Iceland Day’ which involved Math, Science and craft activities based on Icelandic culture. Students also cooked the CWA members an Icelandic lunch.

Community involvement

Rand Public School is privileged to have strong community support in all Key Learning Areas. There were many events that showed how strongly parents and community support the school, these included:

- Two working bees to help establish more garden beds.
- An annual tree planting in the school grounds.
- A ‘Book Week Read Around’ where parents and community members read their favourite book to children.
- Volunteers to help successfully run the Kitchen Garden project.
- Volunteers to set up the pitches for the Super 8s Cricket Round Robin and the ovals and courts for the Football Netball Carnival.
- Help during vacation time to paint a hopscotch and hand ball court under the COLA. A large farm was also painted outside the classroom.

“Kids Grow Kids Cook” kitchen garden

Rand Public School was one of 16 pilot schools to introduce a kitchen garden in 2011. A grant of $5000 was received from the Greater Southern Area Health Service to set up the program and many parents and community members supported the project. With additional school funding a chook shed was built by Michael Costin (General Assistant) for children to look after. The eggs are used in cooking and to sell to the community. It provides leadership opportunities.
for students, as well as showing care for their school.

The project aimed to encourage children to consume more fresh fruit and vegetables, be more physically active and engage in more outdoor learning. Students, community and staff benefitted from the project in many ways, the results of which are reported further in this booklet.

The Kitchen Garden project was capably led by the Project Team which comprised of Linda Collier (parent), Olivia Rowett (parent), Anne McCall (community member), Michael Costin (General Assistant) and Tracey Southam (Principal).

The project will continue in 2012 with strong community support.

School leadership

This year the Walbundrie Small School’s Network introduced the Peer Support program to provide strong leadership skills for senior students and to establish and maintain a positive school culture in each individual school.

Senior students across the network engaged in the two day Peer Support Leadership Training program at Wirriminna and the module “Taking Opportunities – Resilience” was delivered by Peer Support Leaders in each class.

Ella Ralston (Student Leader) and Georgia Robbins were exemplary in their ability to deliver the program and support students of all ages at Rand PS.

Ella Ralston also attended the Impact Student Leadership Conference organized by Impact Leadership in Albury.

Environmental education for sustainability

Students have participated in a wide variety of environmental education activities and it is an important component of the school.

This year students studied the importance of National Parks and Wildlife as their Term 1 COGS unit. The school also purchased a worm farm which is used to recycle food scraps and fertilise the garden.

Primary students took part in the ‘Get Hooked” fishing program from the NSW Department of Fisheries, this included a fishing session at Lake Mulwala. The unit focused on sustainable fishing, safety and respect for waterways.

Students in primary also participated in the ‘Creative Catchment Kids’ project. They restored the Rand tourist information shelter by researching and displaying information about flora and fauna on the notice board. They also restored a red gum butcher’s block and planted bird attracting natives in the adjacent garden.

Primary students also piloted the ‘Enviro-stories Education program’. Students had the opportunity to write and illustrate a story which was then professionally published.

Progress on 2011 targets

Target 1

To improve the literacy skills of all students, particularly in the area of spelling and comprehension.

Our achievements include:

• A marked improvement in Reading comprehension for all students. Students were assessed using Running Records, commercial tests (Comprehension box), reading comprehension books and teacher observation.
• A marked improvement in Spelling. Teachers used the “Ants in the Apple” Spelling program and all students made progress, some students made progress of up to a year and 8 months.
• All students made progress in the annual South Australian Spelling test and teachers noticed a decrease in spelling errors when students were writing.

Target 2

To improve students’ ability to work and think mathematically, with emphasis on the understanding of space and geometry and measurement.
Our achievements include:

- Full use of the Mathematics Scope and Sequence as evidenced in programming and teaching
- Students in primary were assessed and placed on a school developed Newman’s Analysis matrix. This was reported to Di Marshall – Riverina Mathematics Consultant. Students were reassessed in Term 4 and all students had made progress as well as expanding their experience with problem solving skills. The Newman’s Analysis was also used in Terms 3 and 4 for all children in K-6 as part of Math lesson warm-ups
- All teachers were trained in and implemented Count Me In Too for two lessons per week, all year. Results showed good progress in mental computation for a majority of students.

Target 3

To implement interactive technology in the classroom.

Our achievements include:

- Rand Public School held a day long video conference with western schools for the “Kids Grow Kids Cook” induction program with Greater Southern Area Health Service
- Interactive whiteboards were used in all subject areas by all staff
- All staff and students used Video Conference equipment for building connections with the Walbundrie Small Schools Network
- Students used the IWB to present PowerPoint stories to parents during Education Week. Infants students told stories about their families and Primary students told stories about a native animal with an environmental message. Senior students used Movie Maker and digital cameras to create an animated story.

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 2011 our school carried out evaluations of Leadership, Science and Technology, the “Kids Grow Kids Cook” Program and Quality of School Life.

Educational and management practice

Background

The area nominated for evaluation this year was Leadership. Staff, parents and students were surveyed about school, parent and student leadership.

Findings and conclusions

Most responses showed ‘strongly agreed’ or ‘agreed’ about school, student and parent and community leadership. People are treated fairly, groups and individuals are valued and all staff enjoy working at Rand PS. Leadership is seen as important and student, staff and parent leaders were seen as effective and always looking for ways to improve. From written responses by students, parents and staff some specific improvements were identified. They were:

- Student leaders could organise games at lunchtime
- People felt their views and opinions were not heard equally, impartially or with adequate discussion during P&C meetings
- More people needed to be informed of P&C meeting outcomes after the meeting, not before the next one.

Future directions

After consultation with staff and parents the parent body will strive to develop more effective discussion in P&C meetings and follow correct meeting protocols. Meeting minutes will be distributed after P&C meetings for people who would like them. A clipboard with agenda items will be placed by staff sign on book for staff to use and read. Teachers to assist Student Leaders to set up games at lunchtime for children.

Curriculum

Science and Technology

Background

Science and Technology is one of the six Key Learning Areas in the Primary school curriculum. Science is based on knowledge, investigating and designing and making. Information about computer technology was also included in the survey.
Findings and conclusions
Survey results reported that people are satisfied with the activities and interests that Science and Technology provides. The subject is seen as an important curriculum area and that students were increasing their computer skills. Design and make activities, investigations and knowledge in Science were enjoyable and interesting. Staff felt that children are achieving syllabus outcomes and that there are adequate resources available. Staff felt students have benefitted from using technical language and problem solving.

From the written responses by students, parents and staff, some specific improvements were identified. They were:
• More computer use
• Using the computer for more games (lunch roster already exists but is not utilised)
• Developing further skills in Microsoft Word and PowerPoint
• Learning how to use a camera and scanning
• Improve the speed of the current computers in the computer lab
• Children to do more investigations in Science

Future directions
Specific needs will be addressed through the development of a computer skills inventory and Scope and Sequence within the Walbundrie Small Schools Network as part of the 2012-2014 School Plan.

Staff will program to allow more computer use for various Key Learning Areas.

The school will continue the online “Mathletics” program and introduce the “Lexia Online Reading” program (a daily reading comprehension/literacy online program for children in Years K to 9).

Other evaluations
‘Kids Grow Kids Cook’ kitchen garden program
Background
The ‘Kids Grow Kids Cook’ kitchen garden program aims to increase the consumption of fresh fruit and vegetables in children and to increase outdoor activity.

Findings and conclusions
A majority of children cook and help out at home. Since the program began a majority of children have expressed more of an interest in cooking and gardening. The bulk of answers were positive and highly reflective of the complexity of such a program in the school. Recipes were considered appropriate and aims and intentions of the project were communicated well. Children felt gardening and cooking made them feel more confident to help at home and to work better in the classroom.

Future directions
Parents, staff and students agreed for the Kitchen Garden project to continue. Students will garden during lunchtime with teams set up to monitor a section of the garden and report what jobs need doing and what vegetables were ready for cooking. Parent and community volunteers will cook on Fridays in small groups.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Children are satisfied with school and have a sense of achievement. They enjoy positive relationships with staff and feel proud to be students. They find the work useful and interesting.

Professional learning
Professional learning is essential to keep staff current in their knowledge of syllabus requirements and the continuous development of teaching skills. All staff had access to quality
professional learning (during and after school hours) that addressed key school priorities and individual staff needs. Staff attended activities relating to:

- Child Protection updates
- Count Me In Too Mathematics Program
- Computer technology inservices, such as: Google Sketchup, blogED, Movie Maker, Photoshop elements
- Anti-racism Contact Officer training
- “Kids Grow Kids Cook” Induction program

The total school expenditure on Professional Learning for 2011 was $1858.90.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

*To improve student achievement in reading comprehension in all Key Learning Areas.*

**2012 Targets to achieve this outcome include:**

Measureable individual growth in reading comprehension for students not achieving expected stage-based outcomes.

**Strategies to achieve these targets include:**

- Benchmark all student comprehension levels. Assessment of comprehension skills: Utilising Best Start assessment tools, K-2 utilising the Literacy Continuum comprehension cluster markers, 3-6 NAPLAN data utilized.
- Combined Walbundrie Small Schools Network professional learning meetings to discuss reading comprehension strategies.
- Explicit teaching of comprehension skills during literacy sessions and all other KLA programs.
- All students use the online Lexia Reading comprehension program daily.

**School priority 2**

**Outcome for 2012–2014**

*To improve student knowledge, understanding and application in the Space and Geometry strand.*

**2012 Targets to achieve this outcome include:**

Measureable individual growth in knowledge and understanding of the Space and Geometry strand for students not achieving expected stage-based outcomes.

**Strategies to achieve these targets include:**

- Benchmarking all students knowledge, understanding and application of Space and Geometry with ongoing assessment as part of the teaching and learning cycle.
- Use of the syllabus and key ideas to maintain accurate records of student achievement.
- Continued use of the North Coast Mathematics scope and continuum in teaching and learning programs.
- All teaching staff to be engaged in professional learning activities.
• Explicit teaching of Space and Geometry skills during Mathematics sessions.
• Walbundrie Small Schools Network days focusing on the practical application of Space and Geometry activities with students.
• Purchase of appropriate resources to enhance the teaching and learning of Space and Geometry.

School priority 3
Outcome for 2012–2014

Development of technology skills to enhance K-6 student use of information technology.

2012 Targets to achieve this outcome include:
90% of students and teachers are able to successfully include the use of Information Technology to enhance the quality of education.

Strategies to achieve these targets include:
• Ascertain the information technology needs of the Walbundrie Small School Network through planning days.
• Teaching the identified skills through technology lessons and the use of technology in all KLAs.
• All teachers will continue to develop their information technology skills through attendance at professional learning activities.
• Student technology skills will be assessed and recorded against the developed skills checklist.
• Video conferencing and other technology communication skills will be used to enhance learning.
• Support the Literacy and Numeracy initiatives of reading comprehension and Space and Geometry by purchasing the Lexia Online reading program and Mathletics online program.

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.

Tracey Southam, Principal.
Carol Rose, Teacher.
Carole Morey, School Administration Manager.
James Kreutzberger, P&C President.

School contact information
Rand Public School
Cowal Street, RAND NSW 2642
Ph: 6029 5228
Fax: 6029 5301
Email: rand-p.school@det.nsw.edu.au
Web: www.rand-p.schools.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: