2009 Annual School Report
Lord Howe Island Central School

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

Students
In 2009 33 students were enrolled at Lord Howe Island Central School (LHICS) from Kindergarten to Year 6. Nine students were in the K-2 class and 24 students were in the 3-6 class. Five high school students also attended each day but were enrolled at Camden Haven High School Distance Education at Laurieton. These students do not count in official data yet functioned as full members of our vibrant school.

Staff
LHICS had a teaching principal and two permanent class teachers in 2009. They were supported by two days of teacher relief for RFF, STLA and specialist programs that the school ran. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
LHICS is a member of the Country Area Program (CAP) network of schools. This funding, for isolated and remote schools allowed students and staff to undertake learning experiences that otherwise wouldn’t have possible.

The school received substantial funding from the federal government through the National Solar Schools Program for the installation of a 4kw solar energy system to be installed in the school.

The school also received funding through the federal government’s Building Education Revolution program which allowed for the internal refurbishment of the school library to take place.

Student achievement in 2009

Literacy – NAPLAN Year 3
Students in Year 3 performed consistently above the state and national average in all areas of literacy except spelling.

Numeracy – NAPLAN Year 3
Year 3 achieved outstanding numeracy results above state and national averages.

Literacy – NAPLAN Year 5
Students in Year 5 performed consistently above the state and national average in all areas of literacy except spelling.

Numeracy – NAPLAN Year 5
Year 5 achieved outstanding numeracy results above state and national averages.

Messages
Principal’s message
LHICS is recognised as the most remote school in the NSW Department of Education. Located 520km off the mid north coast of NSW, it faces unique challenges. It delivers a quality K-6 curriculum for all primary aged students whilst effectively supporting secondary students through a Distance Education program. Students at LHICS truly received unique and wonderful learning opportunities last year and all benefitted from this.

The school is fortunate to have dedicated staff, committed parents and a supportive community which allows it to maximise teaching and learning experiences. The school’s participation in all island events reinforces our commitment to and connection with the community. This has ensured a number of innovative programs such as Interest Groups, After School Sport, Environmental excursions and industry showcases created positive student outcomes.

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.

Julian Mostert - Principal

P&C Association message
The LHICS P&C had another terrific year in 2009 supporting the school and wider community. The P&C conducted weekly historical movies for tourists visiting the island as well as holding two main fundraising events, the Discovery Day Fish Fry and the Classic Yachts BBQ.

The P&C supported a range of projects during 2009. A generous gift was presented to the P&C of one of the schools affected by the devastating Victorian bushfires. The P&C once again coordinated their well attended Tennis Camp in the October school holidays and supported initiatives to help improve and maintain the school environment. The P&C financially supported our School Photo scheme, consolidated its policy of financial support for students needing to leave the island and committed funds to ensure all of the Year 5 and 6 students were able to attend the major Canberra/Snowy Mountains excursion. The P&C was delighted to see the realisation of two projects that it had originally helped initiate; the school’s Solar Energy Self Sustainability Project and the island’s oval improvement works come to a realisation in 2009.

Peter Busteed – P&C President
School Council message

School Council met regularly in 2009 to provide governance for the island’s school. It reviewed the school’s 2008 performance and affirmed the 2009 direction for teaching staff to implement. It oversaw the school’s finances and analysed various site issues, such as our canteen practices, which arose throughout the year. It managed the 2009 review process and was active in the development of the 2010 School Management Plan. It was well attended by all members and provided a terrific arena for valuable discussion on school practices to take place.

Neil Turk – School Council Chairperson

Student representative’s message

This year the Student Representative Council (SRC) discussed student issues, organised four fundraisers for charity and helped the teachers to plan fun gold days.

The SRC raised money to help the Victorian bushfire victims, Coastcare, the Samoan and Indonesian tsunami victims and Movember, which was a favourite because we got to make the teachers look even more hideous than normal.

Our gold days were great. We camped at North Bay, conducted a disability awareness program, coordinated a Red Day, water activities program and set up class parties. Thank you to everyone involved in the SRC in 2009 for your hard work.

Maddison Gardiner – Year 6 2009

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>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>2006</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>2007</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>2008</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>2009</td>
<td>17</td>
<td>14</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school is pleased that attendance rates are above regional and state averages. The school consciously aims to foster strong collaboration between school and home.

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 following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<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>3-6M</td>
<td>3</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>3-6M</td>
<td>4</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>3-6M</td>
<td>5</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>3-6M</td>
<td>6</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>K-2T</td>
<td>1</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>K-2T</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>K-2T</td>
<td>K</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

Structure of classes

The class structure at LHICS is stage specific. There is a K-2 class catering for Early Stage 1 and Stage 1 students. There is a 3-6 class which caters for Stage 2 and 3 students. High school students form a specific Distance Education class.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. Our school is a special fitness appointment. Teaching staff are appointed for a limited tenure. 2009 saw a new K-2 class teacher join the permanent teaching staff and a new General Assistant appointed.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>3.796</td>
</tr>
</tbody>
</table>

Lord Howe Island Central School currently has no indigenous representation on their workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.
Qualifications | % of staff
--- | ---
Degree or Diploma | 100%
Postgraduate | 67%

Financial summary
This summary covers funds for operating costs but doesn’t involve expenditure for areas such as permanent salaries, building and major maintenance.

Financial summary:
This summary covers funds for operating costs but doesn’t involve expenditure for areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009
Income
Balance brought forward 79 162.99
Global funds 75 113.49
Tied funds 95 043.62
School & community sources 37 740.56
Interest 4 432.03
Trust receipts 1 606.75
Canteen 0.00
Total income 293 099.44

Expenditure
Teaching & learning
Key learning areas 18 207.71
Excursions 20 085.58
Extracurricular dissections 4 623.16
Library 1 278.45
Training & development 4 576.95
Tied funds 108 939.24
Casual relief teachers 3 951.06
Administration & office 38 822.24
School-operated canteen 0.00
Utilities 9 455.62
Maintenance 3 078.74
Trust accounts 1 278.45
Capital programs 9 543.38
Total expenditure 224 061.38
Balance carried forward 69 038.06

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council. Further financial details can be obtained by contacting the school.

School performance 2009
Annual surveying, observations and discussions with all stakeholders reinforced that 2009 was a positive and rewarding year for our school.

Achievements
Arts
The arts are integral for each child's development at our school. In 2009 a variety of opportunities and experiences were offered. They included:

Teachers ensuring Board of Studies music, drama, dance and visual arts outcomes were met through class programs and learning experiences,

Visiting performers brought in to build new skills,

Consolidating the Annual Public Speaking Competition allowing students to create and perform original compositions,

Public Speaking conducted by all students in Years 3-9 at P&C historical movie showings.

“The Purple People Eating Shark” drama performance for the end of year presentation.

Local and visiting artists involved in demonstration visits and “Interest Groups” allowing different artistic medium to be created by the students,

Achieving awards in the NSW Digital Art Awards,

Class excursions to complement class curriculum activities; and

The creation of museum displays for Sea Week, Discovery Day and the school’s 130th anniversary.

Sport
A genuine love of activity by students encouraged a variety of sporting experiences. They included:

The school winning the island’s annual Discovery Day Sports Carnival trophy,

Full participation rates in all three school carnivals with a record nine school records set at the athletics carnival,

The school earning two of the twenty-seven state wide Diamond Awards for the Premiers Sporting Challenge,

Conducting an intensive Swimming Scheme, encouraging all students to be independent in the water and instilling rescue techniques in many,

Conducting after school sport competitions for all students K-9 in basketball and soccer, and

Coordinating Physical Education, school sport and gala days to support student's learning needs.

Other
In 2009 students were offered the opportunity to participate in the external ICAS tests in English, Maths, Computer Skills, Science, Spelling and Writing. Student's performances were impressive. One student participated in the inaugural regional Electronic Gifted and Talented Program with exceptional results. The school embraced its role as an inhabitant of a World Heritage Area by engaging in a variety of environmental excursions, focussing on our marine and terrestrial environments. All students K-6 participated in an overnight camp where students achieved social
outcomes and gained life skills. A weekly garden club cultivated a vibrant school garden as well as creating some tasty delicacies. Through a federal government Civics and Citizenship Grant, a Student Leadership policy and course was formalised and conducted for aspiring Year 5 students. The school was active in community events, such as the Island’s Anzac Day service. A highlight was welcoming the our regional director, Peter Haigh and the wider community into the school to commemorate the 130th anniversary of a school on the island.

Academic

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest)
Yr 5: from Band 3 (lowest) to Band 8 (highest)

Literacy – NAPLAN Year 3

Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5

Numeracy – NAPLAN Year 5
Average progress in reading for matched students between year 3 and Year 5

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>School</td>
<td>66.4</td>
<td>117.9</td>
<td>46.9</td>
</tr>
<tr>
<td>LSG</td>
<td>#N/A</td>
<td>#N/A</td>
<td>#N/A</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students between Year 3 and Year 5

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>129.3</td>
<td>102.5</td>
<td>69.7</td>
</tr>
<tr>
<td>LSG</td>
<td>#N/A</td>
<td>#N/A</td>
<td>#N/A</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Average progress in numeracy for matched students between Year 3 and Year 5

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>139.0</td>
<td>64.2</td>
<td>91.6</td>
</tr>
<tr>
<td>LSG</td>
<td>#N/A</td>
<td>#N/A</td>
<td>#N/A</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3 and 5. The performance of the students in our school in the Literacy and Numeracy NAPLAN testing is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 3 students achieving at and above minimum standard</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The island has no traditional, indigenous owners of the land, nor is there any aboriginal students enrolled at the school. Staff comply with departmental expectations for aboriginal content or perspective in curriculum delivery. Aboriginal history and culture is respected and discussed by staff and students through classroom, SRC and whole school scenarios. The school employed a guest performer in 2009 to deliver an indigenous based social skills program to all students K-9.

Multicultural education

The school embraced a multicultural perspective into its teaching and learning experiences offered. Participation in cultural awareness programs such as Harmony Day, Essere, Student Representative Council fund raising activities and formalising our school civics and citizenship protocols were positive experiences for our students.

Respect and responsibility

Respect and responsibility are core values and expectations for staff, students and parents. They are implemented and reinforced through all school experiences. They are supported through the school's behaviour system and personal development lessons implemented by class and RFF teachers.

Country Areas Program (CAP)

CAP was a positive contributor to our school plan and events in 2009. It contributed significant financial resources to allow our Stage 3 students to attend the major excursion to Canberra and the Snowy Mountains. CAP also funded a visiting performer to reinforce our Creative Arts and Personal Development program. It also provided funding for staff training to ensure the school's new whole school Maths program was implemented smoothly. It allowed the school to receive intensive technology training from a CAP consultant who also helped formalise an appropriate technology vision for the future. School staff and the School Council planned and managed our school's CAP funds in 2009.
Progress on 2009 targets

Target 1
Over 90% of students achieve stage outcomes in Literacy and Numeracy.

Our achievements include:
Implementing a unique staffing arrangement where key curriculum teaching and learning through small group sessions allowed students to receive individual support with their learning and maximised their growth, as evidenced through annual testing and NAPLAN results.

Implementing a new whole school maths program and Stage 2/3 reading system consolidating our teaching and learning practices through K-6 and providing clear direction for students, staff and parents to implement. Annual surveying reported overall satisfaction with the changes.

The provision of effective professional learning experiences for staff to best deliver the curriculum through the department’s quality teaching framework. This was confirmed through our Teacher Annual Review Schedule process which demonstrated exemplary and consistent practice occurring within the classrooms.

Target 2
90% of students demonstrate age appropriate technology skills.

Our achievements include:
The creation of a whole school technology plan to implement age appropriate skills into curriculum delivery. This framework provided clear criteria for teacher planning and students assessment with outstanding results noted.

A solid ratio of staff, students and parents communicated through digital media such as the 3-6 wiki, the school web site or by e-mail.

Improvements in technology infrastructure to allow Oasis, ERN, TALE, interactive whiteboard software and image capturing equipment to become commonly used operating options.

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 the behaviour management practices within the school and of implementation of the literacy curriculum.

Educational and management practice
The behaviour management program within a school is a fundamental component of how a school functions.

Background
2008 school surveying reported uncertainty over the clarity and consistency with implementation of the school’s behaviour system. This was reviewed and changes implemented.

Findings and conclusions
Parents were overwhelmingly positive with only two negative responses returned. In addition, 20 out of 22 respondents believed the school was usually or always consistent with their behaviour management practices.

Future directions
Staff will devote a component of professional development time to ensure practices are in place to ensure consistency of implementation of the behaviour management within the school and the stakeholders will be surveyed on this in 2010.

Curriculum
The school staff reviewed literacy practices within the school through staff discussions, data analysis and parental and student surveying.

Background
The school has consistently achieved positive results through BST and NAPLAN testing in all areas of English, except spelling. Spelling has consistently been around or below state average.

Findings and conclusions
Data analysis by staff confirmed that school literacy standards were high in all areas except spelling. Parental feedback was positive with 20 out of 22 respondents believing that the school usually or always caters for and reports effectively upon their child’s individual needs with literacy.

Future directions
The staff will cease with the traditionally used spelling program from 2010. They will investigate and seek to implement best practice spelling strategies with their overall literacy curriculum. This has been endorsed by School Council as part of the 2010 school management plan.

Other evaluations
From student, staff and community feedback, the school also evaluated a need for systemic school support towards the transitioning of new entry kindergarten students into our school. It was deemed beneficial to consolidate many of the programs and initiatives that have been implemented in the last two years into the annual school calendar.
Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school and its practices through annual surveying, individual interviews and group discussions. All staff and students responded and 22 out of 25 families participated. The overwhelming response was genuine satisfaction with the operating procedures and the curriculum delivery within the school.

Professional learning

The school fulfilled its management plan target to provide comprehensive professional learning to all staff in 2009. Permanent staff, including SASS, attended courses on the mainland aligned with our school focuses. The school used components of the Term 1, 2, 3 and 4 school development days to undertake professional learning experiences. Staff undertook formal departmental courses, informal collegial opportunities and engaged expertise from outside the department to deliver training. Community training was offered in numeracy and technology when expert support was available to extend parental knowledge.

School development 2009 – 2011

The school is currently implementing the middle year of its three year plan. This plan was based upon regional and departmental planning and reflects perceived school needs. It is available from the school staff.

Targets for 2010

Target 1

All students achieve age appropriate Literacy Outcomes except those students undertaking Individual Learning Programs

Strategies to achieve this target include:

Implement whole school projects which highlight the significance of literacy. These include a Public Speaking Competition and Spelling Bee,

The cessation of current spelling and phonics programs and the implementation of perceived best practice spelling and phonics programs within the school, and

Restructure the school librarian role and library usage to involve greater connection between students, teachers and the overall curriculum.

Our success will be measured by:

100% of students in attendance participate in school literacy and numeracy projects.

School diagnostic data and NAPLAN results show improved spelling statistics from current levels.

The library and its resources are frequently used by teachers and students with their teaching and learning delivery.

Target 2

Over 90% of students and parents report above average satisfaction with the teaching and learning offered at our school in 2010.

Strategies to achieve this target include:

Students undertake specialist programs such as Interest Groups, Camp, and After School Sport,

School staff undertake quality professional learning experiences which will be directly used with curriculum delivery, and

The school seeks and secures a variety of quality professionals from the mainland to work with all students on a variety of curriculum areas.

Our success will be measured by:

Teaching staff are motivated by their profession and reflect an increased skill base in discussions,

Students demonstrate to staff enthusiasm for and engagement with their school life, and

Students report increased motivation and skill development as a result of visiting professionals.

About this report

In preparing this report, the self-evaluation committee gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation and school planning committee have determined targets for the school's future development.

Neil Turk - School Council Chairperson,
Peter Busteed - P&C President,
Gracey Krick - Parent Representative,
Honor Northam - Parent Representative,
Leanne Tilbrook - Teacher Representative, and
Julian Mostert - Principal

School contact information

Lord Howe Island Central School
Lagoon Road, Lord Howe Island, NSW, 2898
Ph: 02 65632096 Fax: 02 65632238
Email: lordhowe-c.school@det.nsw.edu.au
Web: http://www.lordhowe-c.schools.nsw.edu.au
School Code: 1921

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: http://www.schools.nsw.edu.au/asr