**Messages**

**Principal's message**

Welcome to the Zig Zag Public School Annual report for 2009. The report presents a balanced account of the school's achievements over the past 12 months and recognises areas that the school will address in our future directions.

Our school is a happy place as we aim for respect and appreciation of the part played by everyone in our school.

We are very fortunate at Zig Zag to have a highly skilled, enthusiastic and committed staff who give willingly of their time in so many ways. Our staff is to be commended for their commitment to creating a caring and family environment. Every child is made to feel special and they are nurtured and valued here at Zig Zag.

In 2009, we continued our programs of fitness K-6, peer support, music and Puffing Billies. Each of these programs provided the opportunity for the older children to work with the little ones and to teach them the ways of Zig Zag.

The main message to our students has always been about participation, getting in and having a go, playing fair, taking advantage of opportunities and most of all enjoying themselves. On the hockey field, anyone who has been fortunate enough to see our students play, will agree. Our students, some of them who are in Year 3, play against much older students from much bigger schools. What we lack in size we more than make up for with school spirit and enthusiasm. Mrs Corney is to be commended for the work she has done with the team in 2009 to lead them to becoming back-to-back State Champions.

This is my 3rd year as a principal of Zig Zag- and I am very proud of our accomplishments as a school.

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.

Vicki O'Rourke

**P&C message**

Zig Zag Public School P&C is our formal representative voice in the school and community partnership. In 2009 we have focused our activities on supporting quality educational opportunities for our students. We achieved this through:

- Subsidising costs associated with students’ attending sports events;
- Supporting Presentation Day; and
- Organisation of the Christmas Carols social event.

The P&C were also an integral part of the review and development of school policies throughout the year. The opportunity to have direct input and canvass parents is indicative of the school's consultative approach to its community.

Our P&C encourages all families to attend our meetings, held on the second Tuesday of the month at 3pm in the school canteen.

Michelle Merlino
P&C President

**Student representative's message**

The Student Leadership Team comprises of two School Captains – Lachlan Sharp and Rachel Missingham and two Vice Captains – Daniel Sheppeard and Margaret O’Bree and the Sports Captain, Louis Long-Jaccoud. All leaders are from Year 6. During the year we:

- Held an induction ceremony attended by parents for the presentation of leadership badges;
- Attended Young Leaders’ Days as part of the Western Gateway educational Community;
- Attended the Western Gateway Educational Community Leaders’
- Organised and ran our regular and special assemblies.

Zig Zag Public School Year 6 recently added another chapter to the history of the Flack family at their school. The students donated $500 to Miriam Palmer, our school’s long-time teacher of Scripture, after raising the money from their mini-fete.

Miriam Palmer has taught scripture in our district schools over many years. Miriam’s family has a long history with Zig Zag Public School. Her 92 year-old step father was once a student here and her father, Arthur Flack, who was also once a Scripture teacher at the school, has an Azalea Garden planted in his name to celebrate the Australian bi-centenary in 1988. Ian and Miriam Palmer will be working on behalf of Operation Mercy in Central Asia. They will be helping in teaching English to children in disadvantaged village schools. They will also be helping similarly with a girls' home in South India for two months.

Lachlan Sharp and Rachel Missingham
School Captains 2009
Our school at a glance

Zig Zag Public School is located in Oakey Park, Lithgow. The school, previously known as New Vale Public, was originally established in 1891. The picturesque parkland environment of the school is a key feature, with the playground including a tennis court and extensive play equipment and three grassed levels.

At Zig Zag we aim to provide an excellent, balanced education for all students in our care. The K-6 programs provided, are based on excellence and equity and we strive to provide and achieve high standards of education for all students. The development of social skills, courtesy, manners, concern for others, tolerance and acceptance of others and self-discipline remain high on the school's agenda. The school offers a strong student leadership and peer support program which extends into the Western Gateway Educational Community of schools.

The school has a very long and proud tradition of sporting achievements, significantly in hockey, which still continues. This is balanced by participation in programs such as the Premiers’ Sporting Challenge, the Premier’s Reading Challenge and the Western Region Debating Challenge. There is an established music program, supported by the Conservatorium of Music (Bathurst).

Zig Zag Public School enjoys a strong sense of community which is actively promoted and valued.

Students

Our enrolment through 2009 was 41, including a reasonable balance of boys and girls.

Ninety-two percent of students attended school on average each day of the school year. This attendance has been gradually increasing each year but is a concern for our school.

In 2009, we were able to form three classes, an infant class and two primary classes.

Staff

Our staff remains unchanged in 2009 because of the steadying of our student enrolment and entitlements.

Currently, we have a Teaching Principal, one classroom teacher and a 0.7 Permanent Part-time Teacher (Teacher/Librarian /Release from Face to Face). We also employ two School Learning Support Officers.

Staff daily attendance rate was 95 percent, slightly higher than 2008.

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

Significant programs and initiatives

There was a consolidation in 2009 of new and exciting initiatives introduced into the school during 2008. The school participated in the Premier’s Reading and the Premier’s Sporting Challenge.

The music program was extended to include Stage 2 and Stage 3 students. This program, supported by a grant from the Bathurst Conservatorium of Music which enabled the school to employ a music tutor.

Our school is an active participant in the Western Gateway Educational Community Student Leadership initiatives.

2009 has also been a year of progress in creating a quality learning environment here at Zig Zag. Much of the aesthetic improvements are due to Federal Government funding.

Recently, construction of a school hall was commenced as part of the Commonwealth Government’s Building Education Revolution.

The shade cloth over the sand-pit has been replaced with the new fabric providing a higher level of sun-protection for the students.

After many years the exterior of our school has been re-painted through the Federal Government’s National School Pride program. As well, new floor coverings have been laid in the school canteen.

I would like to acknowledge and thank Lynda Simpson, General Assistant who continues sun, rain or shine to maintain the gardens all around the school. All who visit comment on our gardens and the atmosphere of calm, care and nurturing created.

Student achievement in 2009

YEAR 3

Seven Year 3 students sat for the 2009 NAPLAN. The student results indicate they were within the State mean for reading, number patterns and algebra, measurement, space & geometry and overall numeracy.

LITERACY PERFORMANCE

Results indicate steady literacy growth over the past three years from 2007. In 2008 Year 3 matched the region and in 2009 was above the region. No students were recorded in Bands 1 & 2 for literacy in 2009. Reading has been at State average for the past two years.

NUMERACY PERFORMANCE
Year 3 students are performing above regional levels.

**YEAR 5**

Two Year 5 students sat for the 2009 NAPLAN

Parents have been informed of their child’s performance in the test and analysis of results used to inform future teaching and learning to support each individual.

With such a small cohort of children it is inappropriate to make within school comparisons and judgements against state average performance.

**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**

It should be noted that over the past two years there are several factors which are impacting upon the school’s enrolment pattern:

- Smaller families with fewer children.
- An older community as children grow and move to high school.
- Families that moved to the area in the early 1990s have remained in the area.
- With the current economic climate, fewer itinerant workers are moving through the district.
- Homes that were once rental properties are now permanently occupied by families or individuals who are very happy to remain in the community.

However, in 2010 we have 10 Kindergarten students for enrolment and an increase in Year 1 enrolments to 8 students. Half of the school population in 2010 will be in these classes.

**Student attendance profile**

**Student Enrolment**

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**Student Attendance**

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<td>Total</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
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</table>
Management of non-attendance
School Attendance Policy in place.

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>
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<tbody>
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<td>3/4/5/6</td>
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<td>7</td>
<td>28</td>
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<td>8</td>
<td>28</td>
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<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>2</td>
<td>13</td>
</tr>
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<td>K/1/2</td>
<td>2</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>6</td>
<td>13</td>
</tr>
</tbody>
</table>

Note: Class size data are as provided by schools in the annual class size audit.

Structure of classes
In 2009 the classes at Zig Zag Public School were structured in such a way as to maximise student learning and ensure each student was able to reach his or her full potential. We formed three classes: K-2, 3-4 and 5-6.

We commenced the year with 41 students. Throughout the year we have averaged 40 students within the school. With 12 students in Year 6 progressing to Lithgow High School in 2009 and a 2010 intake of 10 Kindergarten students and an increase to 8 enrolments for Year 1, we will be able to maintain three classes in 2010.

Staff information
Zig Zag Public School has a highly experienced and energetic group of professionals. The teachers are supported by a School Administrative Manager, (whose hours were reduced due to falling enrolments at the end of Term 1 2009), two part-time Teachers’ Aides and a part-time General Assistant.

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

Staff establishment
At the commencement of 2009 our school was given the following staff through an entitlement by the Department of Education and Training.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Primary Teaching Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Teachers</td>
<td>2.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.126</td>
</tr>
</tbody>
</table>

| Total Teacher Entitlement                     | 3.762  |
| Counsellor                                   | 1 day per fortnight |
| School Administrative Manager                | 0.696  |
| General Assistant                            | 0.19   |

Zig Zag Public School does not currently have staff of an indigenous composition within their workforce.

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>66%</td>
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<tr>
<td>Postgraduate</td>
<td>33%</td>
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</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>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Balance brought forward</td>
<td>161,462.01</td>
</tr>
<tr>
<td>Global funds</td>
<td>67,373.21</td>
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<tr>
<td>Tied funds</td>
<td>62,991.64</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5,144.25</td>
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<tr>
<td>Interest</td>
<td>3,540.58</td>
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<tr>
<td>Trust receipts</td>
<td>570.50</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>301,082.22</td>
</tr>
</tbody>
</table>

| **Expenditure**            |          |
| Teaching & learning        |          |
| Key learning areas         | 6,829.24 |
| Excurions                  | 8,213.57 |
| Extracurricular dissections| 974.45   |
| library                    | 500.46   |
| Training & development     | 9,471.08 |
| Tied funds                 | 164,543.56 |
| Casual relief teachers     | 7,448.35 |
| Administration & offices   | 30,632.40 |
| School-operated canteen    | 0.00     |
| Utilities                  | 9,173.92 |
| Maintenance                | 9,854.93 |
| Trust accounts             | 570.50   |
| Capital programs           | 0.00     |
| **Total expenditure**      | 248,212.46 |
| **Balance carried forward**| 52,869.76 |

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Visual Arts

Artwork has also been entered into the local country shows where Zig Zag Public School received many accolades.

Music

In 2009 ES1 and S1 participated in weekly singing, percussion, dance and movement programs to build the foundation for later programs in music.

This year Stage 3 and Stage 2 students have benefited from the expertise of Gavin Lingard who has been tutoring the students in recorder, woodwind and brass instruments. As a result of Gavin’s work the students took part in the Education Week Performance for Education Week as part of the Western Gateway Educational Community of Schools in May.

Sport

In 2009 all students achieved ‘gold’ level in the Premier’s Sporting Challenge.

PSSA competitions involved the girls combining with Portland Central School to play hockey. The boys participated in the soccer, cricket and hockey knockout competitions.

The boys hockey team had phenomenal success in becoming back-to-back State Champions. The team was comprised of all of the male students from Years 3-6.

Dylan Brownnett represented Western Region at the State Athletic Carnival in the 9years 100 metres.

Margaret O’Bree played goalie in the Broken Hill Girls Hockey team at the State Carnival.

Daniel Sheppard and Lachlan Sharp represented Western Region at the State Cricket Carnival, held in Lismore.

Louis Long-Jaccoud, Daniel Sheppard and Lachlan Sharp represented Western Region at the State Hockey Carnival.

Daniel Sheppard and Lachlan Sharp were selected for the NSW State Hockey side, which Lachlan captained at the Australian Hockey Championships.

Lachlan Sharp received the highest honour reserved for Western Region PSSA students (from Year 3 to Year 10) each year being named, ‘Sportsperson of the Year 2009’.

Other

Stage 3 students took part in Murder Under the Microscope, an online eco-detective program conducted by the Murray-Darling Basin
Commission and the Department of Education and Training.

Special Days
The school uses these occasions to celebrate and encourage community involvement.
A range of school-based activities took place this year, including Water Day with the Lithgow Oberon Land Care group, Science Fair, Book Week Performance, Stream Watch and Tree Planting Day activities at Lake Wallace.

Excursions
Excursions are seen as a vital experience to complement classroom learning and offer stimulating opportunities for all students.
Highlights include:
- Stage 3 to National Capital – Canberra.
- K-6 excursion to the Jenolan Caves.

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)
Parents have been informed of their child's performance in the test and analysis of results used to inform future teaching and learning to support each individual.

With such a small cohort of children in Year 3 and Year 5 it is inappropriate to make within school comparisons and judgements against state average performance. Only two students sat the Year 5 NAPLAN.

Significant programs and initiatives

Aboriginal education
We have 5 Indigenous students currently enrolled in our school. These students took part in Norta Norta in 2009 where a tutor was employed as part of the project to provide one-to-one instruction in literacy – Learning2Read and numeracy. The program provided the tutor with the scope to focus on the students’ interests and embed these into the program.
All children study Aboriginal culture in HSIE and English units.
In 2009 we celebrated NAIDOC week at Zig Zag Public School.

Multicultural education
In 2009 teaching and learning programs focused on developing students’ understanding of cultural, linguistic and religious differences.

Respect and responsibility
Our environment offers opportunity for all participants to be themselves and to value each other, whilst our community partnership promotes...
the educational, personal and civic values shared by us all. We strive to encourage excellence, responsibility, respect, cooperation, participation, care, fairness and democracy.

The school is proud of its achievements in developing children with sound ethics and values. Our Leadership Group focus has enhanced opportunities for children to develop responsibility and define roles around the school.

Other achievements include: **Young Leaders Leading** an initiative of The Western Gateway Educational Community of schools to prepare its potential leaders of tomorrow. It is a collaborative program which brings student leaders together from the nine Western Gateway schools.

The second ‘Young Leaders Leading Training Day’ was held in Term 2 at Zig Zag Public School. Student representatives from Lithgow High School and Portland Central School attended the day with the responsibility of guiding and mentoring the young leaders from Lithgow, Cooerwull, Wallerawang, Hampton, Cullen Bullen Capertee and Zig Zag Public Schools.

The WGEC is committed to providing quality and genuine leadership experiences for all of the young leaders within the Educational Community. This is an exciting opportunity and all Captains, Vice Captains, Prefects and Small School Leaders.

- Impact for Leadership in Bathurst
- School Leaders participated in the Western Education Gateway SRC lunch at the Lithgow Workmen’s Club;
- Young Leaders Day in the Western Education Gateway at the Lithgow Workmen’s Club
- School participation in the Combined Carols at Lithgow High School, ANZAC Day and Celebrating Lithgow performances for schools.

**Priority Schools Programs (PSP)**

The Priority Schools Program (PSP) was implemented for the first year in the four year cycle in 2009 at Zig Zag Public School.

This program enabled our school to employ a teacher for 0.1. Ensuring the school could design the literacy and numeracy groups for all student into age appropriate stages. The smaller class groupings increased the level of students’ participation and engagement in learning.

As well, with funding gained through the PSP program staff undertook professional learning in Reading2Learn to meet the needs of the students’ learning in literacy (specifically reading).

Special days were held for parents, led by the District PSP Consultants. The days help to strengthen partnerships between schools, parents and caregivers and community agencies and increase the awareness of parents in the expectations the school has for their child’s learning. Two days were held, one with a focus on Reading2Learn and the second on student engagement through fun activities and play.

Further, development of professional knowledge through Maths Matters training led to changes across the school in the teaching of tables and a consolidation of a strategy which ensured the teaching staff K-6 were teaching the same outcome across the school weekly in mathematics.

Two members of the teaching staff attended the Priority Schools Equity Conference in Darling Harbour in 2009. The Conference enabled our staff to gain ideas about how the PSP program is operating in other schools across the State.

**Progress on 2009 targets**

**Target 1: Literacy (Reading & writing)**

Strategies to achieve this target include:

- Access to professional learning.
- Utilise teaching strategies from Smartdata and BOS ARC web site.
- Daily designated literacy blocks.
- Implement Reading2Learn Strategies for Y3-6.
- Run parent workshops strategies to support parents to assist their children with programs such as Home Reading / A Sentence a Night program.
- Encourage parent assistance in the classroom.
- Purchase remainder of Springboards – a reading resource for our junior classes.

**Our achievements include:**

**READING**

NAPLAN analysis indicates no students in Bands 1 or 2 in reading or writing in Year 3.

Staff trained in Reading2Learn, with the program implemented in Stage 2

Daily designated literacy blocks.
Parent workshops held
Purchase of Springboards and The Reading Box reading schemes complete.

Target 2: Numeracy
Strategies to achieve this target include:

- Access professional learning.
- Utilise teaching strategies from Smartdata and BOS ARC web site.
- Revisit and focus on basic skills of Maths/ the language of maths/ tables.
- Daily designated numeracy blocks.
- Targeted support for individual learning needs determined for by analysis of NAP numeracy and school based data.
- G&T extension programs.
- School-based assessment data gathered and collated in individual student tracking sheets: Stage ES1, 1, 2 & 3, through pre/post diagnostic testing T1 & T3 & T4.

Our achievements include:
Year 3 NAPLAN results above Regional average in 2009.
Staff attendance at Maths Matters training and implementation of strategies evident in Years 3-6.
Best Start analysis evident in Kindergarten numeracy program.
Evidence of web based resources in teaching program.
Individual learning support targeted to areas of need.
Enrichment extension activities offered.

Target 3: Student engagement
Strategies to achieve this target include:

- Revisit our statement of school values.
- Strengthen links with parents and local community.
- Develop a series of exit outcomes for each stage exhibiting desirable characteristics for effective teaching and learning.
- Encourage students to be responsible and independent learners.
- Collaborative planning time in Trial and Assessment group English Programming Starters to support staff in programming, team teaching and collaborative planning across the stages.

Our achievements include:
Coordinated classroom teaching programs reflecting Stage appropriate syllabus outcomes in numeracy.
Enrichment extension activities offered.
Improved student enrolments in Kindergarten 2010 and Year 1 2010.
Reduced the gap in NAPLAN from below to at regional average in Year 3.

Target 4: ICT
Strategies to achieve this target include:

- Develop teacher capacity in the use of information communication technologies to improve learning and teaching through enhanced quality professional learning and access to curriculum resources.
- Purchase laptop for each staff member.
- Access professional learning in partnership with Hampton PS:
  - I teach 21
- Improve student access and capacity to use information and communication technologies to enhance their learning.
- Participate in Regional Virtual Opportunity Class Stage 3 students.
- Utilise the Schools Website Service (SWS) to create and maintain a school web site.

Our achievements include:
Increased teacher participation in professional learning in information communication technologies.
Evidence of positive impact of ICT learning tools, interactive technologies and ICT based curriculum resources on student engagement and learning.
One student successful in gaining a place in the enrichment class at Lithgow High School.

**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 Communication.

**School Communication**

Staff, parents and primary students were surveyed by the School Improvement Officer, for National Partnerships.

**Findings and conclusions**

Overall parents stated the school is welcoming and open with community. The school promotes the benefits of a small school well, smaller class sizes, individual attention. The quality of the information we get as parents has improved over time.

Methods of communication identified:

- Newsletter: “It’s fantastic, every week it keeps us up to date. It celebrates student achievement well.”
- Telephone contact,
- Parent/teacher interview: communication with teachers is individualised
- Informal chats in the playground
- P& C meetings: Going to meetings gives you more detailed information about the programs students are involved in at school.
- Excursion forms: if a note has been missed by the parents, the teachers call so student doesn’t miss out
- Website: It is easy to use and reflects a positive image of the school. I love the photos. I look to see if there are photos of my kids on there.
- Use of school website:
  - Yes 50%  
  - No 50%

Some of the ways that parents support the school include parent:

- Attendance at school events
- School contribution
- Attendance at school excursions
- Provision of transport for school excursions
- Support for fundraising for the school, raffles
- Coordination of book club
- Support for raising money for community charities eg. RSPCA
- Organisation of new books for the library
- Assistance of children with their homework, readers, going over class activities
- Attendance at P & C meetings
- Office bearer in P & C
- Promotion of the school to the local community

**Future directions**

Parent surveys on communication indicate that parents would prefer more time to pay for excursions.

A school hall to be used as a focal point for the ZZPS community to meet.

A survey of parents skills, so that they can help with school programs.

**Curriculum: Mathematics**

Raising the profile of mathematics was presented as a school target for 2009. This target will continue as a focus in our 2010 – 2011 school plan.

For the purpose of this evaluation, the school community was surveyed during term 4 on three levels: students, staff and parents using the “Overview of Mathematics Evaluation” instrument.

**Background**

The purpose of the evaluation was to assess student, staff and parental feelings about the teaching of mathematics in our school. We also wished to gain direction for our 2010- 2011 school plan based on the needs of students, parents and teachers.

**Findings and conclusions**

There were a total of 4 responses from our parent community. Most responses indicated their children liked mathematics. The majority of responses indicated the need for the school to share more information about ‘how’ we teach children strategies to be successful in Maths. Of the 4 responses, 2 indicated they would like to be involved in a parent training and development session that looks at the teaching of mathematics.
Student responses indicated the following strategies help them to improve at maths in school time: Skip counting, number games and online learning.

All student responses indicated how learning maths was important to them. There were many positive responses about help they receive from their teachers in relation to becoming better at maths. The older students were able to positively state what they needed to improve in their tables knowledge. Children across the school felt their teachers knew what they could do and what they needed to learn.

Future directions
Survey responses indicate the need to continue present strategies to promote mathematics in the classroom. Practices will continue to be consolidated and enhanced by professional learning programs such as TOWNS and Maths Matters, Newman’s Error Analysis. As a result of the school being placed on the Priority School Program continuing in 2010 we will have resources available to us to deliver parent programs to share strategies we use at school to assist parents in helping their children to learn skills in mathematics.

Other evaluations
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.

School satisfaction
Telephone interviews were held over a cross-section of the school community. A sample of parents were interviewed by the School Improvement Officer for the National Partnerships Situation Analysis of Zig Zag Public School.

The findings were:

Student satisfaction:
The QSL Survey indicated that students are proud to be a member of their school. They have a positive sense of achievement through explicit quality teaching and relevance of school learning. The following could be an aspect of a small school cohort, but social isolation presents as an issue: students’ relationships with each other and self worth. Intellectual quality and student engagement were areas for improvement. Across the board the girls were more positive about school life than boys.

Parent satisfaction:
- The small school promotes cross year friendships
- Students are inclusive of all students regardless of their age
- Students are generally friendly towards one another
- Happy students who love school and get on well with their teachers
- I have a confident and happy child who loves school

Learning programs
- Happy with the education of my child
- Teachers make time for students
- Individualised learning plans – a good understanding of planning for student needs. Good flexibility with students who need a quit environment to complete work
- Good remediation plans for students
- Good use of merit awards to recognise achievement
- Celebrate sporting achievements

Welfare and Discipline
- ZZPS shows that a small school has a better capacity to look after an individual’s welfare needs
- Discipline seems fair and appropriate
- Teacher intervention is immediate for low level harassment e.g. pushing, name calling
- School does a good job with Peer Support and anti-bullying programs
- Good response to incidents of bullying sighted by teachers – matter is dealt with promptly with fair and appropriate consequences
- Older students intervene in playground issues to support anti-bullying and keep the playground safe

Future directions
Suggestions include and will be consolidated in 2010:
- More teacher interviews to review student progress
- Information provided each term on topics studied (per term) in order to support the learning at home.
- An increase in School Learning Support Officer support for students
- Continued funding of learning assistance
- Increased funding of students with special needs
• Speech therapy access and intervention program
• More programs addressing personal development
• The choir program

**Professional learning**
All staff were extensively involved in professional learning programs throughout 2009. The programs involved:
- Western Gateway Educational Community (WGEC) combined Staff Development Day
- Maths Matters training
- Reading 2 Learn Training
- STLA Network Days
- Best Start Training
- English program Starters
- Financial Management Training
- Merit Selection training
- Keeping Them Safe Training
- ARCO Training
- New technologies; New Learning
- Connected Outcomes Groups and Assessment;
- NAPLAN analysis;
- Bridges to Science;
- PSP Equity Conference
- National Literacy Educators Conference
- State Principals Conference
- Collegiate meetings for Principal.

Our School Administrative Manager also attended relevant courses in Sydney, Orange and Lithgow.

**School development 2009 – 2011**
Our students are regularly assessed using national testing programs (NAPLAN). Student academic growth is tracked from Kindergarten to Year 6. NAPLAN results from 2009 indicate that Y3 numeracy is 8 points below the State average; 26 above Western Region average. In overall literacy Y3 were 25.3 points below State average; 14 above Western region. Year 5 2008 results were better than Year 3 results in the area of writing with Y5 achieving State average and Year 3 ranked 27 points below State and 8 points above regional average. These results have implications for a focus on high expectations; girls’ education strategies, student engagement, working mathematically and a focus Stage 2 writing for this school plan.

**Targets for 2010**
- Raise the proportion of students achieving the proficiency standard in Year 3 (Band 5 & 6) and Year 5 (Band 7 & 8) Naplan in 2010
- Display value added growth in literacy and numeracy for every child between Year 3 2008 and in Year 5 2010
- Increase teacher capacity to analyse data and to use the information in developing Individual Learning Programs as evident in teaching programs,
- class program evaluations and teacher registrations
- Expand student engagement through environmental education program initiatives embedded in teaching and learning programs
- Improve transition to school
- Increase student enrolments
- Improve student attendance

**Target 1**
**Numeracy (Incorporating Teacher Quality, Aboriginal Education and Student Engagement)**
Strategies to achieve this target include:
- Access professional learning:
- Undertake opportunities for revisiting/upskilling and construction of resources for CMIT strategies
- Provide targeted support for individual learning needs determined for by the analysis of NAP numeracy and school based data
- Tailoring/modifying teaching and learning programs to reflect NAPLAN analysis data
- Utilise Best Start to analyse and establish student learning needs in Kindergarten
- Daily designated numeracy blocks – flexible timetable to link in with support staff and the community
- G&T extension programs in place: mathematics enrichment group
- Student participation and achievement in ICAS Competition
- Access Mathletics for use K-6
- Meeting times with staff based around professional learning to create consistency in areas of programming, assessment, reporting,
student management and meetings with parents.

Our success will be measured by:

- Staff attendance at and implementation of professional learning
- Participation in TOWNS as part of the WGEC partnership
- Individual student learning support targeted to areas of need – evidence in student work samples and teacher programs
- Best Start analysis evident in Kindergarten numeracy programs
- Evidence of use of web based resources in teaching program
- Enrichment extension activities offered
- Assessment tools developed and utilised
- School-based assessment data gathered and collated in individual student K-6 tracking sheets: ES1, 1, 2 & 3, through pre/post diagnostic testing T1 & T3 & T4
- ASR 2010: Numeracy Survey

Target 2

Quality Teaching & Student Engagement

Strategies to achieve this target include:

- Join with Low SES National Partnership schools to release a position at DP level to facilitate professional learning focused on quality teaching and learning for Aboriginal students centred on the 8 Ways of Knowing.
- Join with Low SES National Partnership schools to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks.
- Develop Principal, Executive, CT and SASS networks across WGEC schools to develop a shared network of specialist mentors
- PARS /TARS EARS improved structure and organisation, timetabled supervision.
- Develop individual Learning Plans (PLP) and a system of recording and tracking to sustain quality PL to support school personnel to achieve targets in the school plan.

Our success will be measured by:

- Staff are trained of the 8 Ways methodology.
- Teaching/learning programs reflect, where appropriate, integration of 8 Ways processes/strategies.
- Structured in-school leadership programs established
- Staff utilise networks beyond their own school and beyond their own learning community to support teacher professional learning.
- Improved supervision of teachers.

Target 3

Literacy (Incorporating Teacher Quality, Aboriginal Education and Student Engagement)

Strategies to achieve this target include:

- Develop a consistency of approach K-6 in the explicit teaching of grammar, spelling and punctuation
- Share strategies to teach spelling across school
- Use Sentence A Day strategies
- Engage with local community organizations to maximise support for student learning through environmental education
- Encourage students to be responsible and independent learners through a school initiative focusing on environmental literacy “Paddock To Plate”, “Living In Our Catchment Program”, “Murder Under The Microscope”
- Conduct parent information nights to support parents to assist their children with programs such as Home Reading
- Use the newsletter for class news to inform parents of classroom programs & school website to share literacy strategies with parents
- Develop Stage information newsletters for parents each term
- Encourage parent assistance in the classroom for reading activities
- Conduct an audit of parent interests in the school community to encourage parent assistance in the classroom

Our success will be measured by:

- Staff attendance at and implementation of professional learning
- Individual student support targeted to specific areas of need
- Best Start analysis evident in Kindergarten Literacy program
• Improved student literacy engagement
• Students reaching regional reading benchmark targets

Target 4

ICT

Strategies to achieve this target include:
• Develop teacher capacity in the use of information communication technologies to improve learning and teaching through enhanced quality professional learning and access to curriculum resources.
• Join with other schools to release a Connected Learning position at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practice.
• Employ a teacher to improve staff and student access and capacity to use information and communication technologies to enhance their learning through team teaching:
• Staff to complete DASA and School/WGEC surveys, PL developed according to stage, school and WGEC needs.
• Student focus on Library & Information skills
• Student participation Premiers’ Reading Challenge supported across K-6
• Stage 3 student participation in Denison College Moodle Project
• Develop class wikis
  Stage 3 multimedia projects (& transition with LHS)
• Staff utilise teaching strategies from Smartdata and BOS ARC web site
• Installation and staff training in use of Connected Classroom technology
• Utilise the Schools Website Service (SWS) to create and maintain a school web site.

Our success will be measured by:
• Classroom programs indicate teaching strategies which make appropriate use of technology
• Observation of classroom practice indicates more effective usage of interactive technology in teaching and learning.
• Expansion of school web site

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.

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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: