Canobolas Public School
Annual School Report

2011
Messages

Principal’s message

2010 was a year of change and challenge.

Much to the delight and surprise of all, a new building project was undertaken and the school now boasts a new library. Some significant changes were made to the playground layout to accommodate the building.

Mrs Manson relieved as principal for three terms and oversaw building work; the planting of new vegie gardens to the support the Live Life Well project; German language LOTE; Crunch and Sip; the school concert, combined with the whole range of activities that made the 2011 school year another great year for the students of Canobolas Public.

Students and staff value the continued support of the school community: a community where learning is valued and participation and friendship are valued.

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.

Mark Root
Principal

P & C message

This P&C has been very fortunate to have followed the hard work and success of previous P&Cs.

Overall, we have had a successful year in raising funds for the playground and other commitments of the P&C. We received $3,982 from the Ex-Services Club and a further $1,500 from Cadia Valley Operations for the landscaping around the planned playground. We are also waiting on news from the Department of Sport & Recreation where we have applied for about $13,000.

The P&C also raised money through the regular cake days, Blue Illusion fashion parade, Ten Pin Bowling, Robocup BBQ, astronomy BBQ and very early on, the election day cake stall.

The money that the P&C raises, funds activities and resources for our children. The P&C purchased five new laptops for the school and has now paid for two large smart boards which were installed last year. The P&C has continued to support the World Vision child, Respicious and of course, the books that are presented to all students on Presentation Night.

Raising funds for school resources takes time. It takes time to organise bowling days, BBQs, movie nights, and writing grant applications. We are all busy, but it is a fact that when more people get involved in the P&C, the less work is actually asked of each person. Unfortunately, it is also a fact of every volunteer organisation that people not already involved find it hard to know where to get started.

Next year we will look to implement one activity for each class, which will provide a way to get involved in the P&C. If you have any ideas on fund raising, let me or the others on the Executive know, or talk with one of the teachers.

We have been fortunate to have nearly every family become a member of the P&C. I ask you all to consider also allocating some time to the P&C to help with both organising events and running them on the day.
Without the support of the teaching and office staff, many aspects of the P&C would not have been possible this year. Thank you to all the staff for their enthusiasm and contribution to the success of the P&C.

I would also like to thank the other members of the P&C Executive this year: Mandy McLean, Lyn Stannus, Ben Manson, Rob Sipple, and Michelle Dickson. And thanks to Stacey Walker for managing cake day rosters and Deirdre Jensen for managing the clothing pool.

Allen Benter, P&C President

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Student representative’s message

During the last seven years at Canobolas Public School I have had a lot of fun. Senior students at CPS are seen as a role models and leaders for all of the younger children which builds great relationships with children and teachers.

I loved that students had the opportunity to be involved with the other Orange Small Schools; making friends and meeting new people, while enjoying science days, sports carnivals, Spectacular concerts, dance troupes and OSSA sports teams.

Canobolas Public School has a lot of different equipment and facilities that everybody appreciates and cares for.

My time at Canobolas Public School has prepared me well for high school. Canobolas Public School a great school.

Isabel Harris, Year Six student

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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>
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</thead>
<tbody>
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<td>Female</td>
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### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
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<tr>
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<td>4</td>
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<tr>
<td>Total</td>
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<tr>
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<table>
<thead>
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<th>State DEC</th>
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<tbody>
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<td>2010</td>
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<tr>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
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</table>

### Management of non-attendance

Student attendance is monitored by the school’s Senior Office Manager and the Principal. Parents are contacted whenever non-attendance is a concern. At Canobolas Public School attendance is at or above regional and state averages.

### 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>
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<tbody>
<tr>
<td>KINDER / 1</td>
<td>K</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>KINDER / 1</td>
<td>1</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>2</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>3</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>4</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>5</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>6</td>
<td>13</td>
<td>24</td>
</tr>
</tbody>
</table>

### Structure of classes

In 2011 there were four classes - Kindergarten/Year 1, Year 2, Year 3/4 and Year 5/6. Staff information

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

In 2011 there were four full-time classroom positions including the teaching principal. The teacher/librarian took teacher’s release and principal’s release.

Students were supported by regional support staff for hearing and learning.

School administration and support staff comprises a full-time Senior Administration Manager (SAM), a School Administrative Officer (SAO) for one day a week, and a General Assistant (GA) for one day a week.
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>3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.736</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5.736</strong></td>
</tr>
</tbody>
</table>

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

No teachers at Canobolas Public School identify as ATSI.

Staff retention

In 2011 the staff retention rate was 100%. One staff member was deployed to a Western Region position 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>75</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</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>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>55358.46</td>
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<tr>
<td>Global funds</td>
<td>73193.78</td>
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<tr>
<td>Tied funds</td>
<td>34495.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>43865.50</td>
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<tr>
<td>Interest</td>
<td>2910.43</td>
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<tr>
<td>Trust receipts</td>
<td>16193.98</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>226017.35</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

The Canobolas Public School community takes great pride in the achievements of its students. Participation is encouraged across a wide range of school programs including the arts, technology, sport and Gifted and Talented programs.

Achievements

Arts

Concert Band

In 2011 thirty seven students were actively involved in the school’s concert band program. This represents 77% of all stage 2 and stage 3 students. In addition to performing at the school concert and presentation night, the band played at the Education Week assembly and the opening of the Australian National Field Days.

Performing Arts

Students had many opportunities to participate in Performing Arts in 2011. Junior classes incorporated drama in their everyday routines and had regular opportunities to perform for the school community in assemblies. Opportunities for older students included Tournament of Minds, producing a play, participation in the Western Region Dance competition and Lego Robocup. All students in the school were involved in the school concert which is a major event in Term 3.

Visual Arts

In 2011 all students used various media and processes within their classroom art programs. Canobolas Public School was invited to display work in a high profile local business where it hung for most of the year. Selected students attended workshops at the local art gallery and senior students entered artwork into an open competition in Parkes.

Sport

Student participation is key to the success of the school’s sports program.

Representing the Orange Small Schools (OSSA) at the District level were:

Swimming

Isabel Harris, Jett Hart, Lachlan Dickson, Lachlan Vardanega and Luka Mihalich;

Athletics

Laura LaSpina, Isabel Harris, Lachlan Dickson, Morgan Mahlo, Erynn Devenish, Lachlan McHatton, Luka Mihalich, Jasper Mihalich,
Katelyn Elliott, Charlotte Simmons, Peter Byrne and Harry West

**Cross Country**

Cody Vardanega, Isabel Harris, Lachlan Dickson, Lachlan McHatton, Luka Mihalich, Jasper Mihalich, Katelyn Elliott, Charlotte Simmons, Peter Byrne and Harry West

**Boys Football**

Cody Vardanega, Lachlan Dickson, Morgan Mahlo, Jacob McMullen, Lachlan McHatton, Luka Mihalich and Jasper Mihalich

**Girls Football**

Isabel Harris, Payton Priest and Katelyn Elliott

**Netball**

Laura LaSpina, Payton Priest and Ellie West

Representing the Orange District at Western Region were:

Harry West (8yrs Boys 100m)
Luka Mihalich (Junior Boys 800m)
Lachlan McHatton (11yrs Boys 800m, 11yrs Boys High Jump)
Lachlan Dickson (Senior Boys 200m)
Morgan Mahlo (12yrs Boys 100m)

Charlotte Simmons (Jun Girls 800m, Jun Girls High Jump)

Representing Western Region at State Carnivals were

**Cross Country**

Luka Mihalich and Charlotte Simmons

**Athletics**

Luka Mihalich and Lachlan McHatton

**Soccer**

Lachlan McHatton

Regional iXtend

Two senior students, Seth Dunbar and Lachlan Fenemor, participated in the Western Region iXtend program in 2011. This program is an enrichment program which caters for the needs of gifted and talented students. Both students performed very well with Lachlan achieving a Certificate of Excellence.

Tournament of the Minds (TOM)

Two teams participated in the TOM competition, one in applied technology and the other in language/literature. After five weeks of great team work one team was successful, gaining a Highly Commended award.
Robo Cup

Two teams participated in the Western Region competition. They prepared their robots to dance in time and formation to music. Each team discovered the joys and pitfalls of working with technology. One team achieved a second place.

Community Participation

The community were out in force to support students for education week in 2011 – one of the sunny days! Students in K/1 participated in Shimmy Shake activities led by Ms Bopping. Ms Mihalich assisted with flute and saxophone tuition.

Students from the school marched with the local community on ANZAC Day. The school commemorates Remembrance Day with a student led ceremony at the memorial park opposite the school.

National Competitions

Each year students have the opportunity to participate in the UNSW academic competitions. The school community takes pride in the achievements of these talented students. The following students received results at a credit or higher level.

The University of NSW Computer Skills Competition

Distinction
Jacob McMullen and Isabel Harris
Credit
Emma McLean, Jeremiah Murphy, Felix Benter and Ellie West

The University of NSW English Competition

Distinction
Charlotte Simmons and Jacob McMullen
Credit
Liam Caulfield and Hannah McKay

The University of NSW Mathematics Competition

Credit
Peter Byrne, Gabriel Colla, Daniel Burton, Lliam Caulfield, Luka Mihalich, Katelyn Elliott, Lachlan Fenemor, Jacob McMullen and Sarah Byrne

The University of NSW Writing Competition

Credit
Luka Mihalich and Jeremiah Murphy

The University of NSW Spelling Competition

Credit
Luka Mihalich and Charlotte Simmons

The University of NSW Science Competition

Distinction
Gabriel Colla, Sophie Starr, Jeremiah Murphy, Charlotte Simmons and Jacob McMullen
Credit
Luka Mihalich, Felix Benter and Katelyn Elliott

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

The NAPLAN Literacy assessment comprises Reading, Writing, Spelling and Grammar Punctuation.
The average literacy results for Year 3 were just below the state average. Data for Reading and Spelling are shown.

Literacy – NAPLAN Year 5
Results across all aspects of Literacy were above the state average. Results for Reading and Grammar and Punctuation are shown.

Numeracy – NAPLAN Year 3
Average results for NAPLAN Numeracy Year 3 were below the state average.
Average results in Numeracy for Year 5 were above the state average.

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. The percentages of our students
achieving at or above these standards are reported below.

**Minimum Standards data**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

Additional programs and initiatives that are developed at Canobolas Public School are designed to support all students in their learning.

**Aboriginal education**

Aspects of Aboriginal history, culture and current Aboriginal Australia are included across all key learning areas.

**Multicultural education**

Multicultural perspectives are included across all key learning areas, including music, art and literacy.

**Responsibility for others**

The Canobolas Public School Code of Conduct emphasises individual responsibility and respect for others. The school has a strongly developed sense of community and pride.

Students value their contribution to the Orange ANZAC day march and the school holds Remembrance Day activities at the memorial park opposite the school. The school community maintains the memorial park.

The students, with the assistance of the P&C, support a World Vision child.

**Progress on 2011 targets**

**Target 1**

*Student growth in Reading as measured in NAPLAN data will match or better state averages*

Our achievements include:

- NAPLAN Reading average score for Year 5 of 544.2 exceeded the state average of 489;
- MultiLit program implemented successfully for targeted students in Years 4 and 5; and
- Support Teacher (Learning) continues to establish ongoing reading programs for identified students.

**Target 2**

*Improve the use of technology to enhance teaching, learning and student engagement*

Our achievements include:

- Greater use of Connected Classroom virtual excursions, including visits to NASA and the Hyde Park Barracks and an interview with a triathlete;
- Kinder/Year1 completed work using photostory with support of the district Connected Learning Coach; and
- Participating in a range of web quests in Stages 2 and 3.

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 and

Educational and management practice

Leadership

Background

Staff, parents and students were surveyed using School Map about aspects of school leadership.

Findings and conclusions

All respondents were very positive in their evaluation of school leadership, agreeing that:

- School leaders inspire and motivate students;
- The school’s leaders introduce changes that are good for the students;
- The school is always looking for ways to improve what it does; and
- Student leadership is valued.

Future directions

- The school will continue to provide opportunities for students to develop leadership skills.
- Staff members will seek leadership opportunities both within and outside the school.

Curriculum - Mathematics

Background

The school Mathematics program deals with a wide range of concepts. These concepts are organized into five content strands: Number, Data, Patterns and Algebra, Space and Geometry, and Measurement. The process strand Working Mathematically is imbedded into each strand.

Findings and conclusions

The community:

- Encourages students to use study ladder at home to support classroom activities;
- Values speed maths and times table instruction; and
- Values student participation in the Maths World Challenge.

The students:

- State that what they learn is important;
- Enjoy using web-based maths programs;
- Like maths assessments to confirm what they can do, and
- Thoroughly enjoy speed maths!

The staff:

- Are keen to continue hands on maths groups
- Will use a range of available data for planning and assessment
- Will encourage students to take more responsibility for their learning.
Future directions
The school will:

- Continue to seek professional learning opportunities for teachers
- Use data to better inform educational practice
- Seek new ways to use technology to engage and inspire students

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.

Parents
It has been an absolute pleasure to have been part of this wonderful school....the care that you have taken has just been wonderful.

We not only appreciate you, but all that you are and all that you give.

We have appreciated the opportunities offered to our children during their times at Canobolas Public School. Offering such a rich educational experience across the varied ages and to the variety of families must be very challenging.

Thank you.

Students
Thank you for the best year ever. We are so privileged to have sport equipment, a new school library, technology and a band program.

I’m looking forward to high school but I will miss my primary school!

Teachers
I enjoy working with such an enthusiastic and caring team of people.

The community supports us in so many ways....it makes me feel valued.

Professional learning
In 2011 a total of $5022.40 was spent on professional development for staff. This comprised $4166.20 from the Tied Professional Learning grant and $856.20 from school based sources.

This represents an average of $717 per staff member on Professional Development.

In addition to the ongoing professional development in the use of technology in the classroom staff have undertaken courses including:

- Cyber Bullying
- Anaphylaxis – Epi Pen
- CPR training;
- Best Start, and
- Live Life Well

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

Literacy

Improve literacy skills for all students with a focus on writing in years 3-6

2012 Targets to achieve this outcome include:

• (1.1) To ensure growth of all ES1 students in literacy of at least two levels from their point of entry on the Best Start continuum in 2012
• (1.3) To increase the percentage of Year 3 students in Band 4 writing from 9% in 2011 to 15% in 2012

Strategies to achieve these targets include:

• Best Start training for ES1 staff.
• Use evidence collected as a basis for programming.
• Provide continued Reading to Learn training to support the teaching of writing.

• Identify Stage 2 students who were below average on NAPLAN and provide in class support

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.

Mark Root Principal
Megan Manson Relieving Principal
Jane Doherty Teacher
Sam Symons School Administrative Manager
Allen Benter P&C President
Isabel Harris Students Representative

School priority 2
Outcome for 2012–2014

Numeracy

Increase level of overall numeracy achievement for all students

2012 Targets to achieve this outcome include:

• (2.1) To ensure growth of all ES1 students in numeracy of at least two levels from their point of entry on the Best Start continuum in 2012.
• (2.2) To increase the percentage of Year 5 students meeting expected growth in Numeracy from 45% in 2011 to 50% in 2012.

Strategies to achieve these targets include:

• Best Start training for ES1 staff.
• Professional learning in TEN

School contact information

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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: