Our school at a glance

Students

Ebor Public School commenced 2012 with three students. The student breakdown was one student in Kindergarten, one in Year 4 and one in Year 6. The end of year enrolment was six students, consisting of one student in Kindergarten, two students in Year 2, one student in Year 4 and two in Year 6.

Staff

The school staff consists of one full time teaching Principal, one part time teacher Librarian, one part time teacher employed under the Priority Schools Program (PSP), one part time School Administrative Manager (SAM), one part time General Assistant and a Cleaner.

All teaching staff meet the qualifications for the professional requirements for teaching in NSW Public Schools.

Significant programs and initiatives

Ebor Public School has primary focus areas in literacy and numeracy. The school has continued to provide many opportunities for student, parent and community involvement. Other programs include:

- Priority Schools Program (PSP);
- guitar lessons;
- Ebor Nature Trail Information Board Environmental and Community Awareness Focus;
- Student fund raising partnership with Fusspots Café at Ebor, numeracy, environmental science and HSIE focus;
- Transition to Kindergarten program from Term 2;
- Kids in the Kitchen Program – Live Life Well at School;
- You Can Do It welfare program;
- Highlands Cluster Learning Network;
- combined small schools Days;
- Connected classrooms programs including local and city schools, writers workshops and Opera House Drama workshop; and
- Playgroup and Distance Education Pre School.

Messages

Principal’s message

The most significant achievement for our school in 2012 was the recommendation that the school remain open in 2013. We are anticipating the enrolment for 2013 will be 10 students. This is wonderful news for our school and community.

During 2012 our students have shown success in all areas; academic, sporting, science and technology, environmental education and the creative and performing arts.

All students have followed a detailed individual learning program and have become independent learners through this tailored approach to their academic and social needs.

Due to our exemplary student ratios in a small school we are able to offer unique learning opportunities and experiences.

We have the support of dedicated parental and community volunteers who are willing to share their skills and talents for the benefit of our students.

We are fortunate to have a dedicated and outstanding staff team that work together to ensure the best possible outcomes for the students.

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.

Mrs Jennifer Platts
Relieving Principal

P & C message

The P & C ended 2012 on a high note, with the knowledge that the school would remain open throughout 2013. The P & C were instrumental in ensuring that the school remains open and the committee is to be commended for their hard
work and dedication towards the children of the Ebor district.

The P & C have continued their successful fundraising events throughout 2012, raising much needed funds to enhance the learning opportunities for our students. Funds raised have gone towards arts and crafts, the ANZAC memorial wreath, school uniforms and additional student insurance through the P & C Federation.

Ebor Public School is fortunate to have such a dedicated community network of P & C members that are committed to working with the school to further the educational opportunities for each and every student.

As President, I would like to extend my thanks to all our P & C members and the school staff team for their on-going support.

Sally Marsden
P & C President

Student representatives’ message

I have been a student at Ebor Public school since Kindergarten. I will be attending High School next year in Dorrigo. I feel there are many areas we are doing well in. Below are some of the positive areas at Ebor Public School in 2012;

- including community people in our lessons to show their skills and increase our skills such as our local artist Roy, Muriel for reading and talking to students, scrapbooking with Linda and craft with Rhawnie;

- A variety of physical education skills daily, including our weekly circuit with Transition students where all students, Transition to year 6 are challenged with the same skills that can be made harder or easier.

- using an individual learning timetable for daily work which is challenging, at our own level, easy to follow, the students know what they are doing, and it can be used by visiting teachers and kept as a record of what we have done;

- establishing an Information board supported by National Park’s Ranger Ms Lesley Green to help local community members and visitors to understand our special environment;

- enjoying the small schools sharing activities during the year where I have made many friends while learning different skills, such as sport, science, cooking, life skills and crafts during our time together and will continue these friendships at high school;

Holly Newsome – School Captain

I have been a student at Ebor Public School for four years and enjoy many activities such as:

- playing sports that we are involved in, especially cricket and high jump;

- daily reading of novels in the afternoons, especially Toad Heaven by Maurice Gleitzman;

- using individual computers and having two smart boards to work on;

- enjoying our great new sandpit to play and model in;

- travelling to Sydney for a major excursion with Chandler Public school;

- having the responsibility of making sure the You Can Do It flags are out each morning;

- participating in the Learn to Swim Lessons with the other small schools is a
favourite activity of mine and I am getting much better at swimming;
• becoming friends with the whole school and the adults who help us;

Zachary Ward – Year 4

Post-school destinations
In 2013 two Year Six students will start their secondary education at Dorrigo High School. This school is located 44km east of Ebor.

Staff information
We have one full time teaching Principal and an allocation for a combined teacher Librarian and classroom release teacher, for one day per week.

The Principal is allocated one day per week release time dedicated to school administration and to liaise with our part time Administrative Manager, Karin Wood, and our General Assistant (GA), Chris Meehan. This also includes two hours preparation time for classroom needs.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian/RFF/ LaST</td>
<td>0.21</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>2.29</td>
</tr>
</tbody>
</table>

There are no staff members at Ebor Public who identify as Aboriginal.

Staff retention
Jennifer Winkel commenced duty as Principal on day 1, 2012. Mrs Jennifer Platts was appointed as Relieving Principal from day 1 of Term 2 and remained until the end of the 2012 school year.

Mrs Lee Gardner continued working as a temporary teacher throughout the year. She was appointed as the temporary LaST in Term 3.

Mrs Karin Wood continued in her role as Senior Administrative Manager.

We welcomed Mr Chris Meehan as our General Assistant in Term 2 after Mr Rex Greenhalgh was transferred to Hernani Public School.

We continued to have our ISS cleaner Mrs Wendy Bale, who is also an active community member on our P&C.

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

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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
<td>$34518.51</td>
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<tr>
<td>Global funds</td>
<td>$42908.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$18655.38</td>
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<tr>
<td>School &amp; community sources</td>
<td>$2919.00</td>
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<tr>
<td>Interest</td>
<td>$1237.51</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$101.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$100340.22</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$8722.39</td>
</tr>
<tr>
<td>Excursions</td>
<td>$972.22</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$127.64</td>
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<tr>
<td>Library</td>
<td>$261.71</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>$7213.18</td>
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<tr>
<td>Administration &amp; office</td>
<td>$11869.24</td>
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<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$6517.39</td>
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<tr>
<td>Maintenance</td>
<td>$2829.77</td>
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<tr>
<td>Trust accounts</td>
<td>$101.20</td>
</tr>
<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$78630.05</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>$21710.17</strong></td>
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</table>

A full copy of the school’s 2012 Annual Financial Statement is tabled at the Annual General Meeting of the P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

The students at Ebor PS are given a wide variety of opportunities and experiences to develop their skills, knowledge and understanding in the visual and performing arts.

Achievements

<table>
<thead>
<tr>
<th>Achievements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Our achievements have included:</td>
<td></td>
</tr>
<tr>
<td>• being one of only three schools in the New England to participate in the Education Week simultaneous dance, which included many NSW Public Schools, held during Education Week celebrations, presented at Ebor Falls and Fusspots Café;</td>
<td></td>
</tr>
<tr>
<td>• weekly dance sessions involving western style line dancing, traditional bush dances, hip hop and group engineered;</td>
<td></td>
</tr>
<tr>
<td>• participation in the Musica Viva performance <em>Sousaphonics</em> at Dorrigo Public School;</td>
<td></td>
</tr>
<tr>
<td>• guitar lessons with tutor Lesley Green with a performance at the Presentation Evening;</td>
<td></td>
</tr>
<tr>
<td>• student organised fun day with a variety of student organised art and craft activities for Ebor Public School and fellow small school, Chandler Public School to consolidate work on Products and Services;</td>
<td></td>
</tr>
<tr>
<td>• weekly music program with percussion and vocal activities;</td>
<td></td>
</tr>
<tr>
<td>• success at the Dorrigo and Guy Fawkes Agricultural Society Annual Show with exhibits in a variety of sections;</td>
<td></td>
</tr>
<tr>
<td>• the annual Presentation Evening performances included guitar, percussion, vocal, dance and drama.</td>
<td></td>
</tr>
</tbody>
</table>
All students have valued and appreciated the generosity of time from our talented community volunteers who have shared their skills and expertise with the students throughout the year. These include:

Mrs Linda Prowse, whose regular scrapbooking lessons with the students involved the creation of an album depicting their year at Ebor Public School, and wonderful handmade cards for special occasions; Roy and Muriel Foster for artwork and reading sessions; and Rhawnie Bridge for craft activities.

Sport
Ebor Public School continues to ensure all students reach their potential in all physical activities to sustain lifelong skills and a healthy lifestyle.

In 2012 we have had a strong emphasis on all fundamental movement skills promoted through the Live Life Well Program. All students have been encouraged to develop sportsmanship qualities and to enjoy participating in a variety of sporting activities.

Our achievements include;

- participation in a weekly sports circuit which included Transition students, to teach and consolidate fundamental movement skills for all students across all stages.

Academic

Significant programs and initiatives

Priority Schools Program

Triennial PSP tied funding provides a grant to further develop literacy and numeracy skills and to build better home-school partnerships with the school community.

The majority of our school funding provided an additional teacher day per week, employing Lee Gardner to support smaller group teaching and learning programs. Lee Rose was also in a shared teaching role with Lee Gardner during Term One.

Ebor Public School is fortunate enough to employ Lesley Green to support the learning of the guitar and vocal lessons. She also supported our Ebor Nature Trail project which has allowed the students to take on some ownership of this community initiative and create an information board to display for the community and passing travelers stopping at Ebor. Lesley’s qualification as a National Parks Ranger has been invaluable to this project.

The teaching of the Gumbaynggirr Language commenced in Term One after obtaining a grant to facilitate this at the end of 2011. However, after not being able to obtain an Aboriginal tutor the funds were returned. We have reapplied and are optimistic the local Indigenous Gumbaynggirr language will be taught at EPS in 2013. We are fortunate to have a Gumbaynggirr Women as a parent at our school.

Aboriginal Education

Aboriginal culture continues to be a high priority at Ebor PS with inclusion across all KLA’s.

Our students have participated in a variety of learning experiences to develop understanding and appreciation of our Indigenous culture, history and perspectives. These have included:
• Aboriginal Art and Culture workshop via video conferencing organized by the Brewongle people;
• Hip Hop dance workshops with an Indigenous dance tutor, Mr Kerry Skinner from Grafton High School;
• Dreamtime stories as part of our literacy program and Book Week celebrations; and
• special celebrations such as NAIDOC Week on the Plateau.

Ebor Public was involved with the NAIDOC on the plateau celebrations during NAIDOC Week. All schools on the Plateau came together at Dorrigo Public School for a combined celebration which included the special custom of a smoking ceremony. All students were invited to creatively decorate paper handprints, which were placed in the school hall as part of ‘the sea of hands’.

Students from K-12 were grouped and participated in a variety of activities including Indigenous games, traditional crafts, and music activities. The students also enjoyed traditional bush tucker food at lunchtime and were entertained by a visiting Aboriginal dance and music group.

Multicultural Education
A significant unit during the 2012 London Olympics covered many outcomes around multi-cultural education. Students have also been involved in writing persuasive texts where developing their understanding of our multi-cultural society was explored through debating and discussing human rights and the need to help out countries in need.

You Can Do It
During 2012 we have continued to consolidate the You Can Do It program to further develop the social, emotional and motivational capacity of all students. This program aims to allow the strategies taught at school to become the foundation of a sustainable and life-long welfare program using the five keys to success: confidence, persistence, organization, getting along and resilience.

Kindergarten Transition
Our year-long transition program was very successful, with Lee Gardner team teaching during half day to full day weekly sessions for our pre-school aged students. The students integrated into the school in a positive manner and were part of our school’s Presentation Evening in a variety of activities.

Live Life Well @ School
The Live Life Well program continued to develop this year, with the school vegetable garden being very successful in its production of a variety of vegetables. These plants and produce were sold to the local community and travelling tourists. We thank our local café for supporting us in this initiative. The money will be spent on future needs of our garden and produce activities. The students were able to use some produce in the making of healthy foods which were prepared in the new kitchen area which was finished this year. Students were also engaged in working with money outcomes when dealing with the profits of this venture. The fundamental movement skills have been an integral part of
our physical education program on a daily basis.

Environmental Education

We have been fortunate to use part of our PSP fund to employ Lesley Green to improve the outcomes of or Environmental Education. Lesley has supported the ongoing Nature Trail Project and we will display the work completed by the students at the entrance to the Ebor Nature Trail. This project which commenced in 2011 has given students ownership and community pride while increasing their knowledge and understanding of their local environment. All students have a better understanding of the different plant and animal species and the journey of the local Guy Fawkes River from its beginning at Ebor until the meeting of the sea at Yamba, on the coast in NSW.

Progress on 2012 targets

Target 1

Outcome for 2012-2014

Students will meet or exceed their expected growth for reading in Year 5 NAPLAN.

There were no students who sat for NAPLAN in 2012.

Our achievements include:

- the development of individual education programs to inform teaching across all stages to meet the individual needs of students;
- the incorporation of NAPLAN strategies into teaching and learning programs for students in Years Two and Four in preparation for NAPLAN 2013;
- the continuation of the Best Start initiative for Early Stage 1 to inform teaching and learning programs with data entered for future information at state level;
- the employment of additional teaching staff for further individual instruction at stage level continued throughout the year;
- our Kindergarten student reaching the stage appropriate benchmark this year with the Stage 1 student reaching a higher level of reading for Stage 1.

School Priority 2

Outcome for 2012 – 2014

Target 2

To improve numeracy performance in the school so that student growth is higher than state growth on NAPLAN.

There were no students who sat for NAPLAN in 2012.

Our achievements include:

- the implementation of the mathematics scope and sequence continuum at stage appropriate levels through the development and implementation of individual education plans which incorporate the linking of support materials from the syllabus; and
- the employment of additional staff to further enable individual instruction at stage appropriate level.
School evaluation

Parent, student, and teacher satisfaction

NSW public schools conduct an evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of the areas that the community identified as doing well and areas where we could improve for the future directions of Ebor Public School.

Background

Parents, staff and the wider community were asked to rank the school out of ten for an overall rating. They were then asked to identify specific areas of strength for the school.

Findings and conclusions

The feedback from parents, staff, students and the community highlighted the following positive features:

- regular daily sporting activities;
- individual learning timetables for students that include a variety of educational programs;
- the school environment is always pleasant and inviting;
- all students show respect for each other, the staff and community members;
- community members participate in school activities and are always welcome;
- effective communication with parents regarding the progress of their children and school activities;
- a beneficial and well run transition program;
- the students find school a happy, safe and nurturing environment;
- up-to-date technology and the use of classroom computers including smartboard technology;
- students enjoying participating in a variety of outcomes based excursions;
- opportunities to participate in other small schools excursions when available;
- the use of the school environment and equipment for the playgroup and pre – school.

Future directions

- The possibility of a barrier between parked cars and the highway including childproof gates due to the low fencing and safety issues for students on our busy road.
- Fund raising and grant applications to build a multi – purpose sports court and or play gym.
- Increased time for our Transition to school program.
- Possible return of Active After school Community activities.
- Inclusion of more communication avenues from school to community.
- More areas for parental and community involvement.
- Library use to be expanded.
- Allowing the growth of choices for further interaction.
- Respectful consultation between all stakeholders for further growth and increased outcomes.

Professional learning

Teachers and staff participated in a variety of professional learning activities which were identified by the school.

- Live Life Well @ School, held at Thalarrah Environmental Centre, aimed at creating kitchen gardens;
- Musica Viva training for staff to improve music outcomes;
- ITEC 2012;
- Child Protection update at the Small Schools Conference; and
- Analysis and feedback on the new national science curriculum.
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
Increased levels of student achievement in literacy, with a focus on writing, for every student.

2013 targets to achieve this outcome include:

Target
All students will meet their expected growth in the 2013 NAPLAN

Strategies to achieve these targets include:
- continuing to implement the Doorway to Practical Literacy(DIPL) program;
- continued focus on the Best Start program;
- explicit daily teaching of literacy skills; and
- the provision of curriculum differentiation that caters for individual student learning needs.

School priority 2
Outcome for 2012–2014
Increased levels of student achievement in numeracy, with a focus on working mathematically, for every student.

2013 Targets to achieve this outcome include:
All students will meet their expected growth in numeracy for 2013 NAPLAN.

Strategies to achieve these targets include:
- continued implementation of existing numeracy programs;
- continued focus on Best Start program; and
- explicit daily teaching of numeracy skills with a focus on working mathematically.

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.

Jenny Platts, Relieving Principal
Lee Gardner, Teacher
Karin Wood, School Administrative Manager
Sally Marsden, P&C President

School contact information
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PO Box 1050, EBOR NSW 2453
Ph: 02 67759136
Fax: 02 67759182
Email: ebor-pschool@det.nsw.edu.au
Web: www.ebor-pschools.nsw.edu.au

School Code: 1814
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: