2009 Annual School Report
Rye Park Public School

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

Students

In 2009 our school had 28 students, made up of 13 boys and 15 girls. We had students living in the Rye Park village or in surrounding areas. Students live in a rural setting and enjoy a happy, safe family oriented environment.

Staff

We have two full time teaching staff. Our lower division teacher has the Kindergarten, Year 1 and 2 years while the Teaching principal has Years 3, 4, 5, and 6 in her classroom.

We also have an office manager, general assistant and a school funded teacher aide. Our part time teacher works 3 days a week at our school.

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

Significant programs and initiatives

- Country Area program
- Reading Recovery
- Guitar and coral program
- LOTE program for Indonesian instruction
- Comprehensive Support program for children with specific learning needs
- Student Welfare program
- Writing workshop program
- Student Parliament and Student Leaders Program

Student achievement in 2009

2009 was the first year our school has been able to be compared with the state and the region. We had enough students sit the NAPLAN to get a school average.

Literacy – NAPLAN Year 3
Our students performed better in reading and writing than in spelling and grammar.

Numeracy – NAPLAN Year 3
Our students performed well above the state average in all 3 strands of numeracy. We performed better in measurement data, space and geometry.

Literacy – NAPLAN Year 5
Our students performed better in reading and writing than in spelling and grammar.

Numeracy – NAPLAN Year 5
Our students performed well above the state average in all 3 strands of numeracy. We performed better in number patterns & algebra.

Messages

Principal's message

Rye Park School was established 133 years ago and began as a slab hut about a kilometre from the existing building. That building is now operating as a bed and breakfast as, in 1974 the school community moved to its new premises on its current site.

Our teachers strive to provide quality teaching and learning opportunities as well as wider social experiences for every child. The school staff is very approachable and willing to work with parents to improve the school and meet the needs of each child.

We believe that educating our students is a partnership between the school and home and work closely with parents. Our staff believes in each student and work together to reach their potential.

Rye Park is a happy school and has a strong focus on developing and maintaining a safe, harmonious and nurturing environment which promotes cooperation in working and playing together.

The school and community have strong involvement. The school works to be an active, focal point of the community. It seeks to be involved with community members and encourages them to share their knowledge with the students.

Rye Park School enjoys outstanding facilities and resources. Our school has had a complete external paint and toilet facilities have had an
upgrade this year. The school P&C are working toward erecting a shade shelter for the seating area near the oval.

Our students are encouraged to be adaptable, community minded, lifelong learners who will leave school with strong numeracy, literacy and technology skills. These skills will give them the confidence to lead a healthy and balanced life.

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.

I hope parents and readers of this report find it an informative and valuable document.

Michelle Fahey

P&C and/or School Council message

Rye Park P&C have continued with its commitment in supporting the Rye Park School in any way we can. This is only possible because of the support given to the P & C by its members and that of the community.

This year fundraising events have included catering at the Small Schools Athletics Carnival in Cowra, Cadbury chocolate drive, Sock-it-to-You, Crazy Whist in Yass and Christmas Raffle.

This year the P & C supported the cost of the bi-annual excursion to Newcastle. The P & C generously contributed $150 for every child to assist in the cost of the valuable experience for the students. Other activities included the purchase of a new water got, a new BBQ, paying the fee for the hall for the school disco and providing a BBQ lunch for Education Week and Grandparent’s day.

To the staff, the students look up to you and learn so much through your strength, leadership and the way you make every day count. Thank you so much for the great job you do, not only in the classroom but in providing guidance and support to the P & C along with the commitment and the passion you bring to work each day.

It is evident that the Rye Park School is a very special place.

Robyn Veness

President Rye Park P. S. P & C

Student representative's message

The Student Parliament had a very busy year in 2009 with the Red Cross P.J Disco being the highlight. The students organised a disco which raised $190. We started the year by holding a VIC Bushfire Appeal collection at our Small Schools’ Swimming Carnival which raised $362.15.

Our fourteen ministers worked together to raise money and sponsor a child through Christian Children’s Fund. Our sponsor child is Shehara Sewwandi from Sri Lanka. We have also made environmental issues a focus this year.

We held a Footy Colours Day, a Red Cross morning tea and poster competition all to raise funds for different Red Cross initiatives.

We had a great visit from Ms Gray-Spence, the Regional Director of Education. She was particularly keen to see the movie we made about the Eureka Stockade.

We also entered the Junior Landcare Watermelon Challenge. We didn’t win but it was great fun to learn about food miles and we also ate the final watermelon.

Year six attended the Young Leaders Conference in Sydney & listen to some very inspiring speakers.

I really enjoyed being Prime Minister for our school parliament. I got to meet new and interesting people and be in charge of our student parliament.

Tommy Pearsall

Rye Park Student Parliament Prime Minister

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.
Management of non-attendance

Student attendance is monitored by the school. Clarification is sought from parents with regard to unexplained absences. Regular absences are referred onto the Home School Liaison Officer.

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

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>119,213.49</td>
</tr>
<tr>
<td>Global funds</td>
<td>50,150.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>24,062.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11,971.85</td>
</tr>
<tr>
<td>Interest</td>
<td>4,487.34</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>209,898.00</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>12,944.12</td>
</tr>
<tr>
<td>Excursions</td>
<td>5,620.01</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2,254.40</td>
</tr>
<tr>
<td>Library</td>
<td>1,417.78</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,451.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>41,819.07</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>19,121.82</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5,587.73</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2,958.28</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>13.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>3,437.28</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>96,624.64</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>113,273.36</td>
</tr>
</tbody>
</table>

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

School performance 2009

Achievements

Arts
The school continues to enjoy the support of the Country Area Program (CAP). The funds available to our school from this program support many programs operating in our school including a specialist music teacher.
- Public Speaking – Lucy Bucknell was awarded the encouragement award at the Apex competition and the silver medal at the YASS Rostrum competition. 10 students participated in the Boorowa competition, while five competed at the Yass Rostrum.
- Guitar and music Performances at Open day, Grandparents day, Opening of the Rotunda at Boorowa and Rye Park Carols.
- Digital story workshop funded by CAP for 3 Year 6 students.
- Short Listed Books Theatre at Reids Flat. A theatre company visited Reids Flat and performed a Play “Nobody Owns The Moon”

Sport
As a school one of our priorities is to provide a wide range of sporting opportunities. As educators we realise sport can develop students physical and mental skills, build confidence and teamwork and promote good sportsmanship.
- 4 students participated in the Mortimer shield for Rugby League at Young in a combined team with students from Boorowa Central School.
- Our School Swimming Relay Team represented Cowra District at the Regional Swimming Carnival in Dubbo
- 11 students participated at District level of swimming at Cowra and Milli Smith and Tommy Pearsall represented our school at the Regional level of swimming.
- Four combined small schools teams participated in the Boorowa Touch football competition.
- Learn to Swim Program for two weeks of intensive swimming lessons with an instructor from the Australian Institute of Sport (AIS). 25 students obtaining their next level in Royal Lifesaving Badge.
- We hosted a cluster day involving Wee Jasper, Rugby and Reids Flat and had a visiting archery coach. The students
enjoyed the day however no bullseyes were taken.

- Seven students were selected to represent our small school at the District Athletics Carnival at Canowindra.
- Our school participated in the Jump Rope for Heart and had a fabulous day skipping, wearing red and having healthy food stops. We raised an amazing $1470 with 28 students.
- 4 students competed at a regional level in Dubbo for athletics in our school 4x100m relay team.

- Participated in the Interactive Where's Collie? Competition on the CAP website.
- Participated in the Murder Under The Microscope Environmental Science Quest.
- Participated in the Junior Landcare great watermelon growing competition. We didn't win but it was also very tasty!
- Our school team came 2nd in The Warrangong trophy which is an academic quiz night.
- Lucy Bucknell won the Primary Australia Day Golden Pen award.
- Our school students were awarded numerous credits and distinctions in the International Competitions and Assessments program.

Other

- ‘Beach to Bush’ Visit Surf lifesavers visited our school to help spread the word about safety at the beach and in the surf.
- A celebration of Education Day saw a trivia competition some musical items and highlighting our Environmental projects within the school.
- Our Grandparents Day occurred in November and we also welcomed our new kindergarten students. We celebrated our digital stories and grandparents shared some of their best stories with us.
- The Life Education Van visited our school for a small school day and we had a visit from the Police Liaison officer and a coach to instruct students in Archery.
- Biannual Camp to Newcastle. We saw the Hunter Valley Gardens, Fort Scratchley and a tour of a working harbour. We also met with the Cardiff Height Baptist Church and presented some musical items for them and exchanged gifts the students had made for them.
- Bike Day to Ride around the Boorowa River walking track. Children were transported along with bikes to the Boorowa river walk to travel along the 6km of track.

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)
Due to our small candidature NAPLAN results were discussed individually with the family.

Progress in literacy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>0.0</td>
<td>95.9</td>
<td>134.9</td>
</tr>
<tr>
<td>LSG</td>
<td>83.5</td>
<td>88.3</td>
<td>93.2</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Progress in numeracy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>0.0</td>
<td>103.4</td>
<td>52.4</td>
</tr>
<tr>
<td>LSG</td>
<td>77.7</td>
<td>73.3</td>
<td>92.6</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>89</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal Education

The school has a commitment to Aboriginal education and teaches cultural and historic perspectives through the Human Society and It’s Environment (HSIE).

This year we also supplemented this unit with a visit to Rugby School along with 2 other small schools. We participated in a workshop with some aboriginal artists and students could listen to Dreamtime stories, dance traditional movements to Aboriginal music and paint using Aboriginal symbols to tell stories.

Multicultural education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

Students in upper division learn Indonesian as a second language. The lesson is delivered by a specialist teacher in Forbes over the Voicepoint. Students learn spoken language, along with the culture of the country and its customs.

Students visited the Buddhist Temple at Wollongong. They learnt about the temple and its history, techniques for meditation and had a vegetarian lunch prepared by the monks.

Respect and responsibility

Our values program continued in 2009. This program underpins our school code of conduct as well as our student welfare policy. Our focus is on respect and responsibility. The Student Parliament and Anti-bullying policy also incorporates these rules. Our school rules are:

- Respect Yourself
- Respect Others
- Respect property.

These rules were developed with students and staff; they are displayed in the classrooms and referred to often in dealing with behaviour at school both in the classroom and in the playground.

We have several positive behaviour programs running at he school and these are supported by parents.

Other programs

Country Area Program (CAP)

CAP funding is provided to schools and their communities to enhance the learning outcomes for students in geographically isolated areas. CAP has injected substantial funds into our school. They also provide our staff with many quality opportunities for training and development for staff, parents and students.

CAP funding has allowed our school to employ a technology teacher 1 day per fortnight to improve technology skills in both students and teachers. Students also participated in a great Digital Story telling workshop in which 3 Year 6 students produced digital stories. We were also able to discover interactive learning through going on tour with Collie to learn all about Australia.

We used some of our CAP budget to combine with Rugby School and enjoy specialised music instruction both in choir and instrument instruction, which lead to several performances in our community.
Staff attended training and development opportunities at the Hawker and Brownlow conference and at the John Joseph workshop.

CAP also allowed us to go on our Bi-annual camp program to Newcastle to visit many of the city and district attractions. 26 students, 3 staff and 10 parents went on the camp.

**ICT Focus**

Cap funds also support this target within our school. Our school is striving to achieve excellent levels of knowledge and application in the area of technology.

All students have access to a 1:2 ratio of computers. They have their own email addresses, grade level instruction in technology as well as experiencing technology embedded into all curriculum areas.

Upper division have an electronic whiteboard which is used on a daily basis. The lower division classroom will have an electronic whiteboard and video conferencing facilities early in 2010.

All staff are avid and enthusiastic users of the internet and students are showing growth in their technology skills.

**Supporting Students with Specific Learning Needs**

Our school funds a teachers’ aide to work with educational specialist in speech therapy, occupational therapy and learning difficulties. Some students are on individualised programs to support them in the main stream class to access and be successful in achieving outcomes for their stage. The school has access to many specialist areas to support each child’s individual differences. We have had also 2 students visit Stewart House.

**Progress on 2009 targets**

**Target 1**

80% of all students achieve stage outcomes in Literacy and Numeracy, 80% of all Years 3 and 5 achieving at or above the 4th and 6th band respectively in NAPLAN results

Our achievements include:

- 71% of Year 5 students (one student absent from NAPLAN testing) achieved at or above the 6th Band in NAPLAN.
- 71% of Year 3 students achieved at or above the 4th Band in NAPLAN.
- 85% of all students in our school reached reading benchmarks expected of their age.
- All students in Year 3 and 5 achieved at or above the 4th and 6th band in numeracy NAPLAN results.
- One student successfully completing the Reading Recovery program.
- One staff member trained in Accelerated Literacy and is using techniques in the classroom.
- Beginning teacher has submitted Institute evidence to be accredited.
- 75% of all students are spelling above their chronological age.
- Lower division teacher trained in Best Start Program.

**Target 2**

All staff and students are competent ICT users and digital communicators and have demonstrated new learning in the ICT area.

Our achievements include:

- Students competed successfully in the ‘Where’s Collie?’ competition on Australia built and natural features.
- Stage students finished 15th in the Murder Under The Microscope Competition.
- Made a movie to support our learning in early Australian History. The movie recreated the Eureka Stockade at our school. Our actors ( Students ) were very enthusiastic and the finished product was fabulous.
- All students are very good researchers when using the internet.
- They can use most application in the Microsoft applications.
- Senior students are able to email and send documents from home to school.
- Staff has redesigned the school web site and update it regularly.
- Parent courses were run at school in the evenings of November 2009 to address needs in photo shopping and graphic art work.
- 3 staff and 3 students attended a digital storytelling workshop run by CAP and they each produced a digital story about themselves.
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 Planning and Science and Technology.

Educational and management practice
Planning
Background
The area of school planning has been evaluated by parents, staff students and community members, by completing a Schoolmap survey. The aim was to help determine the opinion of our parents regarding the planning that occurs within our school.

Surveys were provided to all school families, with 50% of planning surveys returned to school.

Findings and conclusions
✓ 85% of parents surveyed agreed that the school almost always targets student improvement as its main purpose.
✓ 57% of parents surveyed that the statement of the school purpose reflects the needs of the students.
✓ Parents agreed that planning documents are developed with consultation from all staff and parent input through P & C meetings.
✓ They also agreed that the schools planning processes are responsive to emerging needs within the community.

Future directions
✓ The school targets will be discussed with the parent body at a meeting at the beginning of each year.
✓ The targets, strategies and measurement tools will be tabled at a meeting with parents.
✓ The school management plan is tabled at P & C and left in foyer at school for any interested parents.
✓ The school vision statement and core values will be revisited in 2010 to discuss its relevance and whether it needs to be changed.
✓ Parents, staff and students are aware of our school targets and all stakeholders are working towards our school goals.
✓ Progress on school targets are published in the newsletter and within the school.

Curriculum
This year our school chose to focus on the Key Learning Area (KLA) of Science and Technology.

Background
Our school reviews each Key Learning Area (KLA) on a 5 year cycle. This year the targeted area of Science and Technology has been evaluated by parents, staff and students. The aim was to determine the opinions of parents regarding the teaching of science and technology that occurs in our school.

Surveys were provided to all school families reviewing the science and technology based programs our school has run over the past year.

Of the 15 families in our school 13 returned their surveys.

Findings and conclusions
100% of parents found the programs we were doing in this KLA were valuable to their children.
100% of parents agreed that excursions in this KLA helped to deepen knowledge and understanding in their child.
Some parents were unsure as to whether our school is teaching enough science and technology and some parents were unsure of the programs operating at our school. Parents expressed that their children have been excited about the science activities that have occurred at school.

Future directions
The students certainly really enjoyed the hands on approach to science as well as using technology and designing activities. We will need to continue to include these activities in future planning. We should communicate to parents the time spent in this KLA each week and how it correlates to the expectations of the Department of Education.

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.
These opinions were gathered informally during P&C Meetings, parent teacher interviews and general discussions. Students were also given opportunities to comment on relevant aspects of decision making through the School Parliament.

All parties were surveyed about things the school does well and areas in which we could improve. Their responses are listed below.
✓ Our children love going to school.
✓ They talk about what happens at school and what they have learnt.
Parents like the inclusion of every student.
They also like the swimming lessons and excursions.
The way the school encourages the community to be involved in the school.
We acknowledge students achievements.
The use of technology at the school like movie making.
Staff are easy to talk to and nurture students.
The school promotes tolerance and respect for others.

Areas for future development were:
* Finishing school on time, getting organised at the end of the day.
* Including guest Aboriginal speakers once a term to visit school.
* Homework.

Professional learning
The principal attended the Hawker and Brownlow Conference in Melbourne for 3 days. She also participated in the Accelerated Literacy course, held in Goulburn over 6 days. Many good ideas were shared among staff on return, especially with the schools commitment to its literacy targets and understanding brain function.
The principal attended network meetings with other small school principals to discuss administration matters, design district initiatives, develop assessment tasks and arrange combined excursions.

School development days were used as professional learning opportunities. One of these occasions provided the opportunity for all staff members to share in the NAPLAN marking workshop presented by a member of staff. The days were also an opportunity to participate in mandatory training, planning and whiteboard training.

The computer coordinator attended network technology meetings and training opportunities in digital storytelling funded through our CAP program.

We also had a new teacher who attended the Beginning to Teach Conference, Live, Life Well course and the Best Start Training. Our Release Teacher (RFF) attended a writing workshop on marking in NAPLAN.

The average expenditure per teacher on professional learning in 2009 was approximately $1145.00.

School development 2009 – 2011

Targets for 2010

Target 1
All students will have improved spelling and grammar results in all school assessments. School results in both spelling and grammar in, NAPLAN will equal or surpass the state averages.

Strategies to achieve this target include:
* Training and participating in the Best Start program for assessing new kindergarten students.
* Trialling the new STLA program, strategic planning for students performing below state averages in spelling and grammar.
* Review spelling and purchase a new program with an emphasis on spelling rules to complement data from in school assessments.
* Employment of a specialist writing teacher that has done relevant and recent training on marking of NAPLAN and program starting with grammar.
* Train other members in Accelerated Literacy and use methods in classrooms.
* Reading resources purchased for lower division room to promote comprehension skills.
* Software purchased for student with specific learning needs to increased motivation to learning early reading and spelling skills.
* Analyse SMART Data to determine future directions in teaching.

Our success will be measured by:
* Benchmarking student writing and spelling using standardised and diagnostic tests to ascertain beginning benchmark.
* Plot improvements throughout the year.
* Retest at the end of the year to collect data on improvement and growth.
* Review NAPLAN results.

Target 2
All students will have an improved understanding of healthy eating and lifestyle choices. Students will be fitter and participate more in extra curricula sports.

Strategies to achieve this target include:
✓ Reinforcement program for eating more fruit and vegetables at school.
✓ Water and snack pack program in class to support the brain gym program.
✓ Daily fitness program.
✓ Yoga and meditation program.
✓ Healthy eating tips and recipes in the newsletter.
✓ Healthy food taste testing in school.
✓ News about extra curricula sport is in newsletter and sport in nearby towns encouraged.
✓ Combining with other schools to participate in interschool team sports.
✓ Survey leisure time activities at beginning and end of the year.

Our success will be measured by:
✓ Benchmark students on their eating habits at school and home and see growth in healthier eating.
✓ Students are choosing healthier options for hot food day at school.
✓ More students are playing after school sport.
✓ More students are playing sport consistently throughout the year.
✓ Students are more active in their leisure time.

Target 3
All staff, students and parents have an improved understanding of Indigenous culture, language and respect. We have a commitment to developing awareness of local Aboriginal culture.

Strategies to achieve this target include:
✓ Education through COGs units of work addressing Aboriginal culture.
✓ Including Acknowledgement of Country into our student Parliament meetings.
✓ All staff will complete the cultural competency training by 2011.
✓ Wee Jasper camp will have an Aboriginal artist workshop that children will attend.
✓ Develop a PLP for any aboriginal student who attends our school.
✓ Incorporate indigenous games into our daily fitness program.
✓ Visit the National Museum focusing on the Aboriginal perspective.

Our success will be measured by:
✓ All students will have knowledge about Aboriginal culture.
✓ Selected students will deliver the Acknowledgement to Country at student parliament.
✓ Students will be able to produce Aboriginal inspired artworks and can explain about the symbolism of the painting.
✓ Staff will sign off on cultural competency training.
✓ Students will have a greater understanding of Aboriginal inspired games.

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.

Michelle Fahey – Rye Park Principal
Frances Dashwood – Teacher Rye Park P.S.
Melanie Knowles – Teacher at Rye Park P.S.
Lillian Southwell – SAM Rye Park P.S.
Vicki Wright – ICT Teacher

School contact information
Rye Park Public School
2 – 4 Yass Street Rye Park
2586 NSW
Ph: 02 62272251
Fax: 02 62272256
Email: ryepark-p.school@det.nsw.edu.au
Web: www.ryepark-p.schools.nsw.edu.au
School Code: 3024

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: