Our school at a glance

Students
At the end of 2008, our school enrolment was 31 students, made up of 16 boys and 15 girls.

Significant programs and initiatives
- During 2008, the school ran many programs to give our students extra educational support.
- Collegial Principal network.
- Country Areas Program
- Priority Schools Funding
- Learning Assistance funding
- Student welfare program
- Music program
- Writing workshop program.

Student achievement in 2008

Literacy – NAPLAN Year 3
Due to our small candidature NAPLAN results were discussed individually with the family.

Numeracy – NAPLAN Year 3
Due to our small candidature NAPLAN results were discussed individually with the family.

Literacy – NAPLAN Year 5
Due to our small candidature NAPLAN results were discussed individually with the family.

Numeracy – NAPLAN Year 5
Due to our small candidature NAPLAN results were discussed individually with the family.

Messages

Principal’s message
Rye Park School was established in 1876. It has been a one or two teacher school for its long history. In 2008 the school had 2 full time teachers. We have one family still attending the school that has had 5 generations attending our school.

The buildings are attractive and well maintained. Nestled on one hectare the school boasts picturesque views of the country side. We have had some major improvements made to the grounds and buildings in recent times and this makes our school able to cater to the changing needs of educating the next generation.

Students at Rye Park are encouraged to be adaptable, community minded, compassionate and life long learners who leave the school with strong literacy, numeracy and technology skills. They will be quipped with the skills to participate confidently in society and lead a healthy, sporting life.

Teachers and students consciously create a friendly, happy and hard working environment where the sound of laughter is a regular occurrence. High expectations of student academic progress and social skills are maintained. Teachers strive to provide optimal educational and social opportunities for all our students.

Our focus is to constantly improve educational outcomes through the pursuit of enhancing our quality teaching and learning environment.

Teachers are accessible and approachable. They are always keen to listen to new ideas, attend professional training courses, and observe best practice. They review and modify their current practice.

The school aims to be an active and constructive member of the community. It seeks to be involved by encouraging community members to share their knowledge and generosity with students. School facilities are available for community use, such as the school library for meetings.

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

Once again the P&C has had a very successful year. In 2008, we have managed to fundraise a total of $6214.00. This is a huge effort and this was only made possible because of the commitment and support given to the P&C by its members and that of the community.

Fundraising events this year have included a BBQ at the local and regional Swimming Carnivals, 2 sausage sizzles at Bunnings in Belconnen, Cadbury chocolate drive, Boorowa IGA BBQ; Catering at the Athletics Carnival in Cowra, Election Day cake stall, Robbo’s clearing sale and the Crazy calendars.

Although the P&C has not spent much this year, 2009 is going to be a big year. It is our biannual excursion year and it’s our aim to assist every child with the cost of this trip. Also, in 2009 the Rye Park School will no longer receive its Priority School Funding which in 2008 came to approximately $13000.

This year the P&C have catered for many varied events at school, including Education Week and Grandparents Day. These days are a highlight of our school year.

In May, we had a very special day with the opening of the Karen Philpott Memorial Garden. Families and friends donated rose bushes with very appropriate names and colours that remind us of our lovely Karen.

Robyn Veness
President Rye Park P & C

Student representative’s message

The Student Parliament had a very busy year and the highlight was the Red Cross Disco with the ‘Under the Sea’ theme. We raised $270 which we sent to Red Cross targeted to the Chinese Earthquake disaster and children of refugees.

We also had a multicultural dress up day at school and we had guest speakers from Red Cross to talk to us about tracking refugees.

We started our recycling program this year. We established a worm farm and students bring in food scraps to feed the worms; we use the worm juice to fertilize the garden. We also make recycled paper bricks for use in wood fires and we sell them.

We have an ice block program that helps to fund our sponsor child from Sri Lanka. We often write to her and receive letters back.

I have loved the experience of being our schools Prime Minister this year. I think the strength of the School Parliament is that it gives students a say in the running of the school and it is enjoyable to be part of the decision making process.

Lucy Bucknell
Rye Park Prime Minister

Student Parliament

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

![Student Enrolment Chart](image)
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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6</td>
<td>3</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

Staff establishment
The school has a full time teaching principal, a full time classroom teacher, a part-time teacher, school funded Teachers Learning Support, a computer coordinator, school administration manager and a general assistant.

<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>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>4 days per year</td>
</tr>
<tr>
<td>Teacher Librarian/RFF</td>
<td>3 days per fortnight</td>
</tr>
<tr>
<td>Counsellor</td>
<td>4 days per year</td>
</tr>
<tr>
<td>Total</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Staff retention
Our classroom teacher retired at the end of 2008 and was replaced by a new teacher who commences in 2009. Temporary teachers have remained the same, however days per week have altered.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 99%

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>131,731.95</td>
</tr>
<tr>
<td>Global funds</td>
<td>46,379.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>63,772.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>6,720.51</td>
</tr>
<tr>
<td>Interest</td>
<td>10,238.88</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>258,842.40</td>
</tr>
</tbody>
</table>

| **Expenditure**           | $         |
| Teaching & learning       |           |
| Key learning areas        | 8,128.12  |
| Excursions                | 1,011.11  |
| Extracurricular dissections| 2,789.17  |
| Library                   | 1,232.50  |
| Training & development    | 627.41    |
| Tied funds                | 97,298.84 |
| Casual relief teachers    | 261.31    |
| Administration & office   | 19,410.95 |
| School-operated canteen   | 0.00      |
| Utilities                 | 5,628.28  |
| Maintenance               | 3,241.22  |
| Trust accounts            | 0.00      |
| Capital programs          | 0.00      |
| **Total expenditure**     | 139,628.91|
| **Balance carried forward**| 119,213.49|

A full copy of the school’s 2008 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 2008

Achievements

Arts

The school has continued to benefit from being a part of the Country Areas Program (CAP). A major project for the year was our narrative writing and radio play workshop, resulting in the students writing, performing and recording a short radio play. Also, as part of Country Area Program (CAP), the school employed a specialist Music teacher, and the children were taught recorder, percussion and singing. They performed in both of these areas at the Annual School Concert where the skills they had learnt were highlighted.

Eleven students competed in the Apex public speaking competition with one receiving an encouragement award. Two students competed in Rostrum public speaking competition with one student winning the senior stage.

Sport

As a school, one of our priorities is to provide a wide range of sporting opportunities. As educators we want our parents to know that sport can develop students’ physical and mental skills, confidence and fitness, and help their overall wellbeing.

Highlights of sport in 2008 included:

- A successful Learn to Swim Program, where most students attained their next swimming level;
- Nine students participated at the Cowra District Swimming Carnival; four students participated in the District Athletics Carnival;
- Bianee Liddle won the Junior Girl Champion and Tommy Pearsall won Junior Boys Champion at the Small Schools Swimming Carnival;
- One student was eligible to compete at the Regional Swimming Carnival;
- Three students competed at District level Cross Country
- A coaching clinic with coaches from Touch Football Australia was held prior to the football/netball carnival.
- Participation in daily fitness program designed by the school to include: dance, gymnastics, ball games and Brain Gym activities.
- Participation of all students’ years 2 to 6 in the Boorowa netball/touch carnival. Rye Park students combined with students from Rugby, Wee Jasper and Reids Flat to make a small schools’ team;
- Our school successfully organised and ran the Small School Swimming and Athletics Carnivals involving nine schools as well as the District Swimming Carnival.
- Our school recognises and appreciates the support of parents in coaching, organising teams, transportation, assistance at events and encouragement of students in their sporting endeavours.
Other
Our guitar ensemble performance group developed, played and sang at many events throughout the year including:
- Open Day during Education Week
- Performance in Yass
- Grandparents Day
- Harmony Day
- Rye Park Christmas gathering.
- Presentation Night

During Education Week:
- Our school opened the Karen Philpott Memorial Rose garden;
- Held a photo competition which attracted hundreds of entries;
- Unveiled our Values plaques which had been produced through our values forum;
- Opened our Investing in Schools funded playing field;
- A bike and road safety day at our school using supported materials from the Board of Studies and RTA.
- We participated in the Combined Small Schools Swimming Carnival and fun day at ‘Big Splash’ water park in Canberra. Students enjoyed water activities and competing for our school.
- Competing in the Alice Geenfingers Gardening Challenge in Maths (in conjunction with CAP).
- Competing in the “Where’s Collie?” CAP computer challenge, which made many places of interest within Australia become real for our students who were studying Australia’s natural and built heritage through a COGs unit.
- Commencing the Landcare Watermelon Growing Challenge.
- Attending the Schools Spectacular in Sydney

Camps and Excursions
A combined small schools camp was held at Wee Jasper at the end of Term 1. Students worked with author, James Roy, to develop narrative texts, explored nearby Carey’s Caves, were instructed in fishing and native animal talks, explored the night sky and wildlife, as well as developing some outstanding artworks.

We also had great fun learning about and practicing tennis skills, constructing campfires, landscape drawing, finding out about fossils and finding some in the nearby rock formations. This camp also assisted in increasing the social skills of all children with their like peer group.

Each term, Rye Park students join together with Rugby, Reid’s Flat and Wee Jasper Schools (3R’sWJ) for a day excursion, providing opportunities to visit places of educational interest and value, while also developing friendships with peers from like schools. These days are always enjoyable, and assist in providing a well balanced curriculum.

The highlights of the 2008 program included:
- We hosted the annual Life Education Program. Children participated in Drug

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)

Literacy – NAPLAN Year 3
Due to our small candidature NAPLAN results were discussed individually with the family.

Numeracy – NAPLAN Year 3
Due to our small candidature NAPLAN results were discussed individually with the family.

Literacy – NAPLAN Year 5
Due to our small candidature NAPLAN results were discussed individually with the family.

Numeracy – NAPLAN Year 5
Due to our small candidature NAPLAN results were discussed individually with the family.

Progress in literacy
Due to our small candidature, progress in literacy cannot be reported without identifying individual students.

**Progress in numeracy**

Due to our small candidature, progress in numeracy cannot be reported without identifying individual students.

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 2008.**

100% of students are achieving above this level.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008.**

100% of students are achieving above this level.

**Significant programs and initiatives**

**Aboriginal education**

Our school continues to provide programs to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Aboriginal perspectives are taught across all grades K-6, predominantly through the HSIE syllabus and are included in relevant assessment tasks. Local Aboriginal history was explored, as well as national themes.

**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. This 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.

**Respect and responsibility**

A program of values Education was continued during 2008, with a focus on respect and responsibility. As part of this program, students and staff developed our school rules, core values and anti bullying policy to be reflected in these rules. These are based on the three principals of:

- Respect yourself
- Respect others
- Respect property

Our school rules are endorsed by staff, students and the school community. They are displayed prominently in the classroom and referred to on a regular basis. They underpin all behaviour at our school.

The school also participated in Values Education and these have underpinned our “Star of the Week” program. We also produced bright clay tiles reflecting a value or quality we would like have. These are displayed in beautiful timber frames in the playground to remind us every day.

**Other programs**

CAP funding is provided to schools and their communities to enhance the learning outcomes for students in geographically isolated areas. Our school has directed this funding towards a number of programs that support the school's identified targets.

CAP funding has allowed the school to employ a technology teacher one day per fortnight to improve the technology skills of students and staff. Funding was also used to implement a successful music program.
A combined Small Schools camp at Wee Jasper was held late in Term 1. Students worked towards developing written works with children’s author, James Roy, completing artworks and took part in discovering information about fossils and caves, as well as receiving instruction in environmental education from various sources during the camp. CAP funding assisted in the running of this excursion.

District Initiative CAP funding provided the opportunity for the principal to attend a conference during the year focusing on quality teaching and learning. The Hawker Brownlow Conference in Melbourne provided new knowledge and skills that have been implemented in the class programs, directly benefiting all students.

Future directions
There will be a continuation and expansion of the technology program during 2009. Students and staff will continue to develop their technological skills across the curriculum, and to communicate with students from other schools. The installation and implementation of programs using an interactive whiteboard will enhance the students learning in technology and enable new knowledge and skills to be gained as these are now required in our technologically advanced society. Senior students will participate in a digital story telling workshop and participate in Murder under the Microscope.

CAP funding will continue to be used to employ a qualified music teacher to provide an opportunity for students to develop musical skills, including playing instruments and performing.

A major project for 2009 is attendance at a Melbourne Conference for professional development. This was a successful training development opportunity over the last two years, and it is hoped knowledge and skills will be consolidated.

Information and Communication Technology (ICT)
Our school is striving to achieve excellent standards in technology education for staff and students.

All students at the school have access to both desktop and laptop computers in the classroom and are provided with a variety of opportunities to incorporate the use of technology in their daily learning.

100% of staff regularly use the internet and Department of Education Portal to research and find important information on the World Wide Web and have established group sites and forums that are shared across the 3’RsWJ schools.

Programs for students with additional educational needs
We receive assistance from the District STLA to work with students to improve their literacy outcomes. Our school employs a Teacher Learning Support person to support our students with learning difficulties both in the class and on Individual Education Programs.

Progress on 2008 targets

Target 1
All students in year 3 and 5 will achieve or exceed band 3 in English of the NAPLAN in 2008. All students show growth in reading and spelling from data collected throughout the year.

Our achievements include:
- All students in year 3 and 5 achieved or exceeded national benchmarks for their year.
- Two students successfully exited the Reading Recovery Program with levels exceeding 17.
- Two students visited Stewart House and continue to make progress on programs designed by Stewart house and continued at school.
- Writing workshops with two visiting authors inspired our students to write and we produced a Radio Play that was performed on Presentation night.
- Reading benchmarks were taken monthly and students’ progress was impressive.
- New home readers were purchased and home reading successfully supported our school reading program.
- One student won the Australia Day Writing Competition for the Primary section.
Target 2
All students in Year 3 and 5 will achieve or exceed Band 4 in NAPLAN numeracy. Students in all other years will show growth from annual tests 2007 to 2008.

Our achievements include:

- Staff were trained and students participated with success in the Count Me In Too program.
- NAPLAN results were above the state average in both Year 3 and 5.
- Staff were able to analysis results and use them to direct their planning and teaching.
- Staff used a variety of resources and teaching strategies to teach maths in the classroom.
- Teachers focused on ‘Hands on’ activities to make maths more realistic.
- Students have developed stronger use of mental computation skills and have a variety of strategies they use to solve problems.

Target 3
Students will be assessed on a set of developed criteria that relates to rich assessment tasks taught in the COGS units of work. Tasks will be developed at school and assessed by Small School Principals.

Our achievements include:

- Staff are able to backward map to work from outcomes to develop assessment tasks.
- Staff have developed assessment criteria for the students to use to assess their own work.
- Assessment tasks were developed that were motivating and interesting.
- Students felt empowered by knowing exactly how they will be assessed and how they can improve their work.
- Consistent Teacher judgement was in place as work was assessed across the Small School network.

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 2008 our school carried out evaluations of School culture and Mathematics.

Educational and management practice
SCHOOL CULTURE

Background
The area of School Culture has been evaluated by parents, staff, students and community members completing a survey adapted from the School/Map Surveys. The aim was to help determine the opinion of parents regarding the teaching that occurs within our school.

Surveys were provided to all school families, with 70% of surveys being returned.

Findings and conclusions

100% of parents who returned surveys agreed:

- The school is always striving for improvement.
- The school encourages students to learn and do their best.
- The school caters for individual needs.
- The school knows about its families and community.
- That parents are proud and support the school.

Future directions

- The school has made a commitment to all students being happy, healthy and respected learners in a safe and friendly environment as indicated in the school priority areas and targets.
- The school will continue to request and facilitate the views of the community through P&C meetings.
- Students will be involved in decision making at the school through the Student Parliament.

Curriculum
This year our school chose to focus on the Key Learning Area (KLA) of Mathematics.
Background

Our school reviews each KLA on a 5 year cycle. This year the targeted area of Mathematics has been evaluated by parents, staff, students and community members completing a survey. The aim was to help determine the opinion of parents regarding the teaching of Mathematics that occurs within our school.

Mathematics covers six main strands. These being: Number, Measurement, Space & Geometry, Patterns & Algebra, Data and Working Mathematically. Parents and students were provided with an outline of these areas and the current programs that run in the school in Mathematics that encompass the strands.

Surveys were provided to all school families, with 70% of surveys being returned.

Findings and conclusions

100% of parents who returned their surveys agreed that:

- Maths programs were taught in an effective way.
- Student’s results were indicative of successful programming and teaching.
- Students enjoyed the hands on approach to teaching maths.
- Staff felt they had many strategies to teach mathematics
- Students are showing improvements in learning multiplication tables.

Future directions

Although parent respondents failed to mention anything that needed improvement at Rye Park School, within the Mathematics area, teachers will continue to implement quality teaching and learning to improve educational outcomes. We will endeavour to link our class program more closely to our homework maths so students are more confident with their homework.

We will support students who need further assistance with their learning to meet State and National benchmarks and provide individuals with class work that is appropriate to their ability and needs.

Staff felt that encouraging more ‘real-life’ applications for mathematics, especially outside the classroom would be beneficial, for example, using money in real situations, and measuring for a real purpose etc. Staff also felt that maths results were good across the strands.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

These opinions were gathered informally during P&C meetings, parent-teacher interviews and discussions. For example, opinions were sought on topics such as inclusion, fairness, student reporting and assessment and leadership. Students were also given opportunities to comment on relevant aspects of the school and be involved in decision making through the Student Parliament.

All parties were also surveyed about things the school does well and areas in which we could improve. Their responses are presented below.

- Making learning more interesting using diverse methods.
- Involving willing parents in the learning process
- Treating each child as an individual.
- Varied excursions that support the curriculum
- Positive praise for good behaviour.
- Teaching the children more than just the basic subjects.
- Great communication between kids, teachers and parents.
- Uniqueness is celebrated!
- Children are encouraged to support each other.

Areas for future development were:

- Consistency of uniform
- Lower division reading roster program
- Consistent or high achievement award on presentation evening.
- Developing more agricultural programs within the school.
Professional learning

The principal attended the Hawker and Brownlow Conference in Melbourne for 3 days, and the Regional Principals’ Conference in Wollongong. Many good ideas were shared among staff on return, especially from the interesting guest speakers at the Principals’ Conference.

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 participate in an interactive whiteboard course to develop programs and identify resources. The whole staff also trained in First Aid.

The computer coordinator attended network technology meetings to understand district initiatives and new computer programs and resources.

The principal, computer coordinator and teachers’ aide attended the biannual CAP conference, ‘Connecting the Dots’, and helping them to learn more about CAP initiatives and programs that can be used in the classroom. Upon return many of these new ideas were incorporated into the classroom, with some being pursued as the basis of professional learning in 2009.

The average expenditure per teacher on professional learning in 2008 was approximately $3150.00.

School development 2009 – 2011

Targets for 2009

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

Strategies to achieve this target include:

- Teachers revisit learning of ‘Count Me In Too’ program and assess, plan and teach all students to meet their needs.
- New maths program purchased for the school and a scope and sequence developed to have maths concepts taught in weekly themes.
- Writing Program which will employ a specialist writing teacher to work in year level groups to teach writing for social purpose.
- Spelling program which consist of testing students with REST spelling test and programming to the students areas of most need.
- Reading Recovery Program will run with at least 1 student accessing the program in the first semester

- Accelerated literacy. One staff member will attend 6 training days and run the program in class and collect data to reflect its success.

Our success will be measured by:

- National literacy and numeracy benchmarks are met or exceeded.
- Quality teaching model is embedded in school practice as evidenced by teaching programs and professional learning.
- Parent surveys indicate high satisfaction with targeted literacy and numeracy programs.
- New Graduate teacher working towards completion of teaching certificate and Institute of Teaching accreditation.

Target 2

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

Strategies to achieve this target include:

- Students and teachers will attend a digital story telling workshop to produce a digital story that will be showcased at presentation evening.
- Installation of Interactive whiteboard and video conferencing equipment in lower division room.
- Training in IWB for our entire school staff in the areas of mathematics.
- Establish a school WIKI space for our community of small schools. It will have information for parents and students that can be accessed at home.
- Employ a digital coach 1 day per week to provide ICT training for staff and students. Programs will be designed by the digital coach and classroom teacher.

Our success will be measured by:
- Interactive classrooms are established and technology used on a daily basis in both classrooms.
- Learning opportunities for teachers and students across the small schools community are evident.
- Teacher capacity in ICT is enhanced, leading to improved teaching and learning and student engagement.

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 –Principal Rye Park
Lillian Southwell – Rye Park SAM
Victoria Wright – Computer coordinator
Peta Proudford – Learning Support Teacher
Melanie Knowles – Classroom teacher
Frances Dashwood – Classroom teacher
Mark Sullivan – Principal Wee Jasper
Mem Brougham – Rugby Principal