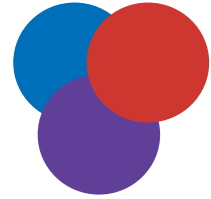


Captains Flat Public School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Captains Flat Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Hannah Lowman
Relieving Principal

School contact details:

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Message from the Principal

Captains Flat Public School is a small school, but a school that has a big heart. The school is developing a strong vision for the future and is a school that is the collective efforts of its teachers, support staff, parent body and community. All members of the teaching team work together with students and parents to embed our vision for the school as a place where all achievements are celebrated in a safe and happy environment.

In the area of student, staff and parent partnerships, we have had a focus on improving our communication with parents and the community. From interactions and discussions with parents we have developed a school app to assist in communicating with a wider audience. The feedback from this experience has been positive and we are able to conduct surveys using this mode of communication. We now know what parents need from the school to improve their experiences and enable a more cohesive partnership.

I am proud of the academic achievements and efforts of all our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for all our students.

- The Positive Behaviour for Learning (PBL) program was officially launched in 2015. This program has improved school-wide processes for student wellbeing and quality learning in all classrooms and settings. Students have demonstrated enthusiasm in this program and clearly demonstrate daily the values of respect, responsibility, fun and care through their interactions with all.
- The school garden program was successful in obtaining a grant from NSW Environmental Trust to expand garden beds and build the capacity of the program. Students have enjoyed selling fresh produce to the community at the local monthly markets.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and students and provides a balanced and genuine account of the school's achievements and areas for development.

Hannah Lowman
Relieving Principal



Message from the P&C

First and foremost I would like to begin by saying a big thank you to our very small, yet highly enthusiastic P & C Committee. Throughout 2015 these ladies have worked tirelessly to support our school by organising fundraisers, successfully applying for financial grants and, most importantly, volunteering their time.

This year, in an effort to keep the cost of excursions reduced, the P & C contributed towards the hiring of buses to transport the students to Cooba Camp and the upcoming excursion to Big Splash. A packed lunch has also been supplied on these occasions.

The P & C also made a commitment to the school to purchase 4 iPads per year until there is a class set. Two financial grants have been applied for, one successfully to Bendigo Bank for the purchase of new sports representative shirts. Another grant submission to the Southern Phone Company is pending and, if successful, the funds will contribute to the start of refurbishing a new computer lab.

Moving forward, our goal for 2016 is to raise funds to go towards new classroom furniture, student iPads, excursion travel cost, new computer lab and the extension to the 3/4/5/6 classroom. To achieve these goals, the P & C are planning a busy year of fundraising. Along with the Mother's & Father's Day stalls, a Christmas Stall in December is planned. We will be running BBQ's at the CF Markets and also both Woolworths and Bunnings (BBQ experts are requested) and a themed trivia night is also planned. I am also putting the call out to any parents, Grandparents, aunts, uncles and community members who would like to join the P & C to come along to the AGM in early Term 1. We are always seeking out fresh ideas, and any help, no matter how small, is not only welcomed but also needed.



Mrs Rowena Allen- P & C President



School background

School vision statement

We aim to provide our students with supportive and quality learning environments. Our goal is to give each student the broad ranging opportunity to strive to their individual potential. We endeavour to provide social skills to build students social and emotional wellbeing. We identify ourselves as a vibrant, dedicated and innovative community that is committed to delivering excellence. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

School context

Captains Flat Public School is in the Southern Tablelands, 50 kilometres from Queanbeyan. In 2015 the school had 27 families with a total of 41 students. 15% of students are identified as Aboriginal descent. The school structure consists of 2 multi-grade classes, with two full time teachers and one part time teacher. The school has a part time school administrative manager.

Our school values and culture of Safe, Respect, Responsibility and Fun underpin our daily work in ensuring an ideal learning environment for all students. It is a small school providing quality programs with high expectations where students are taught by enthusiastic, committed and experienced staff.

The P&C is developing itself and slowly building its capabilities with the community by its dedicated core base. The school is the hub of the community. Buildings are used for a variety of uses by the community. Playgroup, fitness groups and speech groups use our facilities. The school is also the evacuation point for the town.

Staff is well prepared for the implementation of the National Curriculum in many subject areas. Scope and sequences for science, geography and history have been developed to be used in multi-staged classrooms to cater for our students.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our major focus in the domain of teaching has been on collaborative practice and data skills and use. Captains Flat Public School is building a culture of collaborative practice, and this has been further enhanced through opportunities to share and reflect on teaching and learning programs. Additionally, all teachers regularly discuss and share evidence which aligns to the teaching standards. Using the standards as a starting point for sharing has greatly improved the professional dialogue, and provided impetus for teachers to improve their practice against the standards.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

The Captains Flat teaching team undertook many opportunities to develop quality programs and engaging lessons for all students. Staff completed Writing in the Middle Years professional learning to develop strategies and implement quality writing lessons and skills to students in the multi-stage 2 and 3 classroom. The continuation of the L3 literacy program has further enhanced teacher capacity to provide literacy rich environments for students to develop deep analytical reviews of various books and literacy mediums.

All staff members were involved and consulted with reviewing and updating Individual Learning Plans for students. These plans were strongly linked to current curriculum outcomes and reflected students learning needs. Plans were regularly reviewed.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners.

Purpose

To have excellent teachers in every classroom delivering quality teaching and learning programs to equip students with the necessary skills to be successful 21st century learners.

Overall summary of progress

Throughout 2015 teachers at Captains Flat Public School were actively engaged in professional learning in L3 (Language, Learning and Literacy) and Writing in the Middle Years. Classroom teachers and support staff are trained in MULTILIT and can deliver to students. Teachers successfully implemented this learning in their classrooms and are now in the delivering stage with these pedagogies, working towards sustaining and growing.

Sharing time in staff meetings to collaborate and refine best practice. All teachers have had the opportunities to work with colleagues to develop stage-based programs focusing on quality pedagogy and meeting the needs of all students.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
School based assessment data indicates that 65% of students are achieving at or beyond expected stage standard in Literacy and Numeracy	All staff utilized the Literacy and Numeracy continuums and plotted student progress on PLAN software every 5 weeks.	\$1893
	Completion of L3 Kindergarten training	\$1700
	Multilit Training	\$900
Staff	Parents are part of 'Reporting to Parents' reviewing process. Discussions commencing and are part of P&C agenda and newsletters.	

Next steps

- Data collection and analysis processes every 5 weeks. This process is to be refined to enable and achieve a clearer direction for individual students learning outcomes and best practice teaching. Use this data to make necessary modifications for all students' needs.
- Increase parent participation and improve communication techniques. Provide the P&C with more substantial information that helps build relationships. Provide Parent information nights.
- Commence L3 Stage 1 training for K-2 classroom teacher.
- Writing – Seek professional development in improving outcomes in writing across K-6.

Strategic Direction 2

Lead whole school practices enabling all students to be highly engaged in schooling, emotionally aware and technologically competent.

Purpose

Further develop leadership skills and practices to enable all students to be highly engaged in schooling, emotionally aware and technologically competent.

Overall summary of progress

At Captains Flat Public School staff strive to ensure opportunities are offered to students to engage with peers and like-minded students to develop social, cultural and academic experiences.

In 2015 the school saw the continuation of PBL and the official launch in our school. All staff discussed PBL in meetings and it continues to be a major focus in our school. Lesson plans associated with our classroom posters are implemented by all staff in all settings. Each week we have a focus that helps drive and make our program relevant to all stakeholders. This is now shared with parents.

Staff undertook professional development in Live, Life well and developed PLP's for all Aboriginal students using MGoals in consultation with community members and parents.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Staff are able to successfully implement the Live, Life Well program with a whole-school approach.	Students will have a larger array of strategies to improve resilience and develop strong leadership skills.	\$1674
All staff understand and demonstrate commitment to the core values of PBL at Captains Flat Public School.	All staff has received PBL universal training and understand how the key expectations were developed. Provisions of a clear framework for staff resulting in consistent behaviour management across the school and a significant reduction in negative behaviours.	\$878
70% of Aboriginal students are actively using MGoals tools and there is evidence that teachers and parents are involved in feedback	MGoals training for staff and an evaluation of the effectiveness of it being used by students. Transport to Reconciliation Walk in Queanbeyan	\$800 \$400

Next steps

- Evidence that teachers and parents are involved in feedback practices.
- Growth Mindset practices with all students.
- Modify when needed PBL to suit the needs of the current cohort and have a clearer focus on the data.

Strategic Direction 3

Enhancing Community Engagement and Participation- Developing community trust and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders.

Purpose

Developing community trust and strategic support to ensure our students become successful learners, confident individuals, active and informed citizens and future leaders.

Overall summary of progress

We are strengthening our connections and building more cohesive relationships, with all stakeholders, to foster a culture where teachers, parents, students and community members are well informed and valued partners of our educational community of build lifelong learners.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Data indicates a 60% increase of students who are designing, facilitating or leading school programs within and beyond the school.	<p>Extra- curricular activities were well attended and supported:</p> <ul style="list-style-type: none"> • Braidwood Show • ANZAC Day • Choral Festival • Reconciliation Walk • Walk Safely to School • CWA Competition • Premiers Sporting Challenge • Premiers Reading Challenge • Book week 	\$1000
80% of Low Socio-economic RAM Equity funding has been expended on school initiatives, support staff and resources to facilitate this strategic direction.	<p>SLSO- delivering Multilit</p> <p>School app was implemented to increase communication and assist in supporting communication in the school.</p> <p>Writing in the Middle Years professional development.</p> <p>New resources to implement MULTILIT program</p>	<p>\$15,000.00</p> <p>\$1219</p>
70% increase of students, staff and parents meaningfully connecting with student wellbeing programs in the school.	Engaging the school community in the PBL program. Weekly assemblies had minimal participation throughout Terms 1-3. A slight increase occurred with additional announcements in newsletters and communication with the school community. Term 4 there was an increase with use of the app.	\$800

Next steps

- Host a dinner with the school community at the presentation evening.
- Notify families about student successes and invite them personally to attend events.
- Assist and collaboratively increase the capacity of the P&C.
- Make improvements to the appearance of school grounds.
- More connections with community associations in Captains Flat.
- Provide opportunities for all students to have a variety of valuable experiences that suit individual interests.



Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>PLP's were developed and created in collaboration with student, teacher and parent/ carer.</p> <p>All students participated in the annual Reconciliation Walk in Queanbeyan.</p> <p>Staff were trained and supported by District staff to engage students and families in MGoals.</p>	\$3612
Socio-economic funding	<p>Funds were used to sustain the employment of a full time SLSO.</p> <p>The funding was also utilised to provide opportunities for all students to participate and succeed in musical and sporting activities that due to cost, isolation and distance would otherwise not be accessible for members of the community.</p>	\$22,993.00
Low level adjustment for disability funding	<p>Classrooms have benefitted from having a School Learning Support Officer. This has been particularly beneficial during literacy and numeracy with daily guided reading being a priority. For funded students it has made the curriculum more accessible and improved student outcomes.</p>	\$25,292.00

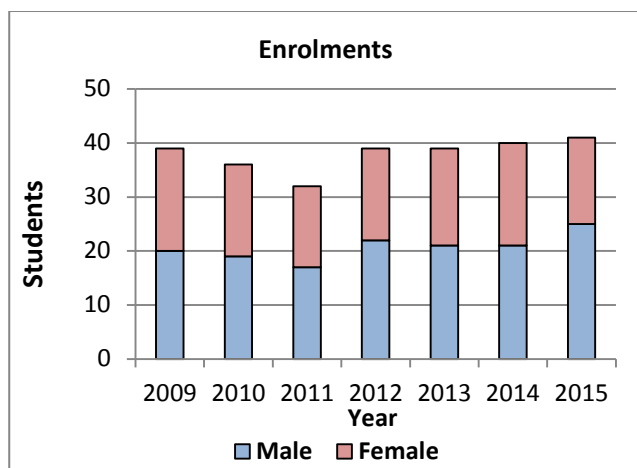


Mandatory and optional reporting requirements

Student information

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

Student enrolment profile



Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	81.9	95.7	93.7	91.7	95.7	94.6
	1	92.6	92.0	97.8	93.3	91.2	94.5
	2	96.8	96.5	93.7	97.2	95.7	90.7
	3	93.4	89.5	98.7	95.0	95.1	96.3
	4	97.5	97.9	91.8	96.4	96.9	95.1
	5	97.2	97.0	97.8	94.1	96.2	93.6
	6	95.0	96.5	91.7	97.8	95.3	97.4
	Total	93.3	95.4	94.7	94.3	95.3	94.5
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Class sizes

Roll class	Year	Total in class	Total per year
3/4/5/6	3	9	22
	4	2	22
	5	6	22
	6	5	22
K/1/2	K	8	20
	1	5	20
	2	7	20

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Classroom Teacher	1.0
Primary Part-Time Teacher	0.168
Primary Teacher RFF	0.084
Primary Teacher Librarian	0.084
Primary Priority School Funding Scheme	0.1
Learning and Support	0.2
General Assistant	0.2
School Administration Manager Level 1	0.696
Total	3.532

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are no Indigenous staff members at Captains Flat Public School.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%

Professional learning and teacher accreditation

In 2015 the school's professional learning was focused and funded according to our Strategic Directions outlined in the School Plan. Annual Milestones have been set and funding to allow teachers and the school to achieve these milestones was reflected in the school's Training and Development budget. A summary of focused Training and Development is as follows:

- Strategic Direction 1: Quality Teaching & Learning; Teachers attended courses and training on (Language, Learning and Literacy (L3), Writing in the Middle Years and Multilit.
- Strategic Direction 2: Engagement and Leadership; Teachers attended courses and training on MGoals and a Small School's Evaluation session.
- Strategic Direction 3: School Culture: All staff attended cultural training via Queanbeyan's Ningimurra Learning Community during term 2 Staff Development Day.

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	
Balance brought forward	\$29,399.56
Global funds	\$67,339.76
Tied funds	\$81,177.12
School & community sources	\$18,403.58
Interest	\$1,171.16
Trust receipts	\$1,080.00
Canteen	0.00
Total income	\$198,571.62
Expenditure	
Teaching & learning	
Key learning areas	\$4,732.28
Excursions	\$6,182.78
Extracurricular dissections	\$7,232.42
Library	\$1,323.22
Training & development	\$936.24
Tied funds	\$63,091.02
Casual relief teachers	0.00
Administration & office	\$32,249.52
School-operated canteen	0.00
Utilities	\$10,389.71
Maintenance	\$4,694.63
Trust accounts	\$967.54
Capital programs	0.00
Total expenditure	\$141,327.24
Balance carried forward	\$57,243.94

School performance

NAPLAN

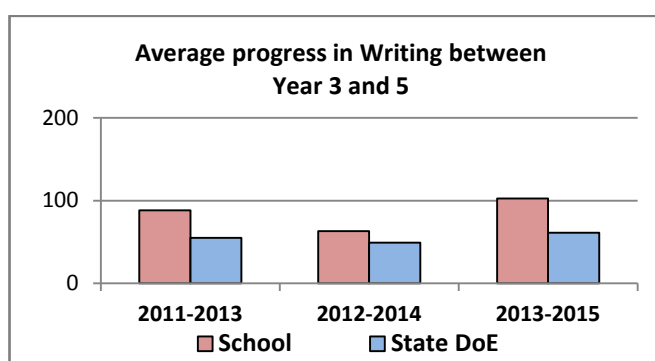
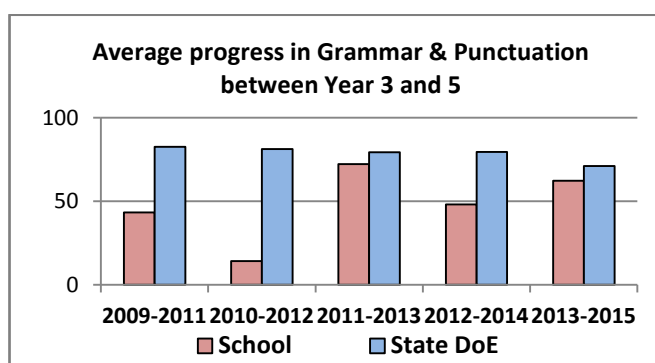
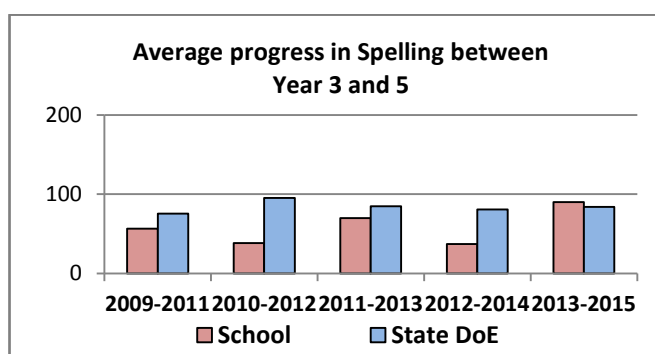
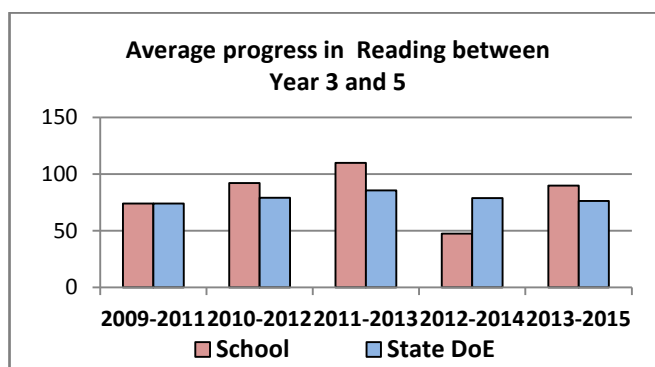
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

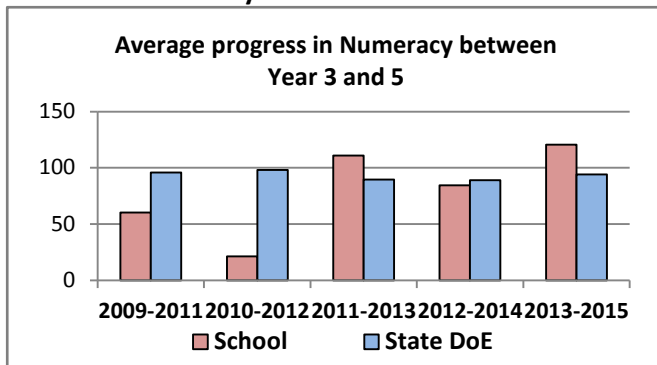
Information from this year's test cannot be directly reported due to the preservation of student confidentiality. All results have been discussed with parents.

NAPLAN - Numeracy

Information from this year's test cannot be directly reported due to the preservation of student confidentiality. All results have been discussed with parents.



NAPLAN - Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Responses from parents/caregiver

	Rarely %	Sometimes %	Often %	Always %
Teachers at this school expect my child to do his or her best.	0.00	8.33	25.00	66.67
Teachers at this school provide my child with useful feedback about his or her school work.	0.00	16.67	33.33	50.00
Teachers at this school treat students fairly.	0.00	16.67	16.67	66.67
This school is well maintained.	8.33	33.33	33.33	25.00
My child feels safe at this school.	0.00	25.00	8.33	66.67
I can talk to my child's teachers about my concerns.	0.00	16.67	33.33	50.00
Student behaviour is well managed at this school.	0.00	16.67	50.00	33.33
My child likes being at this school.	0.00	16.67	8.33	75.00
This school looks for ways to improve.	0.00	16.67	41.67	41.67
This school takes parents' opinions seriously.	8.33	33.33	25.00	33.33
Teachers at this school motivate my child to learn.	0.00	16.67	33.33	50.00
My child is making good progress at this school.	0.00	16.67	33.33	50.00
This school works with me to support my child's learning	0.00	25.00	25.00	41.67

Students

- Students indicated that they would like more roles for the student leadership team.
- Students showed a 90% satisfaction towards learning in the classroom.
- 100% of students thought they were safe at school and felt the PBS values were suitable for our school.

Policy requirements

Aboriginal Education

Aboriginal education is enhanced by the support of local Aboriginal families who work with the school to engage children in experiences. Multicultural Education is explored throughout all Key Learning Areas but especially in the Human Society and its Environment Syllabus. Students engaged in perspectives in both areas through inquiry units of work which build on understandings of people and cultures.

Captains Flat Public School continued on their journey of learning to enrich the educational partnership between Indigenous students and their families and to further develop the understandings of Aboriginal culture for our School community. This included:

- Whole School participation in the Queanbeyan Reconciliation Walk
- Active participation in Queanbeyan AECG meetings and encouragement for parents to attend school activities resulting in positive collaboration and shared decision -making.
- The Language Learning Leadership (L3) program provided Aboriginal students with specific literacy strategies for the teaching of reading.





Multicultural Education and Anti-Racism

At Captains Flat Public School cultural diversity and racial tolerance are a part of the schools culture. Teachers through integrated units in Human Society and Its Environment address cultural differences throughout the world. Anti - bullying forms a part of lessons in Personal Development, Health and Physical Education lessons and is spoken about during assemblies.

Our school acknowledged 'Harmony Day' with a range of teaching and learning activities in classrooms highlighting different cultures across our student population.

Other school programs

Positive Behaviour for Learning (PBL)

Care, Respect, Responsibility and Fun

In 2015 the Positive Behaviour for Learning Team (PBL) Committee met in line with whole school staff meetings to strengthen the management practice and whole school focus on supporting positive behaviours.

All students participated in a series of explicit lessons designed to teach school expectations values of respect, responsibility, fun and care. Every classroom has visual displays of the six rules which are reinforced through a common and consistent language across the whole school. All outside areas of schools grounds have posters displaying how to show our 4 values in each area. This enables all students to self-regulate their behaviour. K/1/2 created Positive Behaviour for Learning (PBL) videos through the use of school ipads. These videos are used as lesson breakers in their classroom and provide students with reminders of how to behave in all setting across Captains Flat Public School. This has led to a dramatic decrease in the amount of in school detentions and has assisted students to

continually communicate about expected behaviours with consistent language.

The reward system has been refined and identifies the specific value exhibited. Students who display appropriate behaviour in the classroom, playground, transition and office areas are rewarded with a coloured raffle ticket for displaying a particular value in daily school life. A reward system is drawn at weekly assemblies. This school wide approach promotes acknowledgement of positive behaviour across all settings.

PBL has been successfully implemented in all settings of Captains Flat Public School. To celebrate the success of the program implementation staff organised a day to launch. Students, community members, families and PBL leaders enjoyed a carnival themed day as we reflected on the achievements that have been made.

Sport

Sporting activities continue to play an important role in Captains Flat Public School. We pride ourselves with consistently high participation rates and excellent sportsmanship as is typified in 2015 by:

- Swimming Carnival
- Cross Country
- The mixed netball team participated in the Netball NSW School Cup competition in Queanbeyan. The competition was a successful event to exposure students to netball in a fun, enjoyable and safe environment.
- Athletics Carnival
- A School team entered in the PSSA small schools state knockouts in Touch Football. The team placed exceptionally well during the final rounds and were awarded Winners of NSW PSSA Division 1 Touch Football.
- Student's participation in dance with calibration from Foot Steps Dance Company. This provided students with the opportunity to learn dance sequences both individually and with a partner. Each routine promoted basic movement skills that explored rhythmical patterns, loco-motor and non-locomotor movements, repetition and co-ordination. Students were encouraged to build their confidence, as the focus was on the movement as a whole rather than technique.

Creative Arts

During Term 1 and Term 2 all the students in Years 3, 4, 5 and 6 practiced for the Choral Festival in May.



Students spent a day practicing at Llewellyn Hall with other Queanbeyan area schools and finally performing to the crowd in the evening

During Term 2 the students participated in the Braidwood show. Each student made many pieces that were displayed proudly to the community. In addition, during Term 3 the students created a painted artwork that was then sold at the local handmade markets.

During Term 2 the students were again involved in the CWA International competition. The students were asked to create a poster on the country of Italy and spent many hours researching the customs, culture and significant places of this country.

During Term 3, students participated in the Samba



Experience. They were given instruction in basic rhythms through the use of chants and demonstrations. They then worked in harmony, carefully following instructions to play the timpani,

percussion instruments and hand held drums to



create beautiful music together as a school.

Library

Captains Flat Public School's library provides K-6 curriculum support for all classes with the teacher librarian working collaboratively with classroom teachers, focusing on information literacy skills and providing resources to support classroom learning.

During Term 3, the annual Book Fair parade was well attended by both parents and students. The students were encouraged to dress as their favourite book character and many had the chance to write about and read out some information on their character. Students were also asked to write a book report about the books that were shortlisted for the Children's Book Council awards highlighting the books available within the library collection.

Environmental Education and Sustainability

The garden program has proved to be very popular once again with all students participating. This has resulted in Captains Flat Public School providing learning opportunities about sustainability and the environment that is relevant and connected. Furthermore strong connections between healthy food and lifestyles are established for students through the many magnificent creations they have made in the kitchen. The various activities and seasonal cycles involved in managing a kitchen garden and the preparation of fresh produce have been successfully controlled through the continual evaluation and communication with all staff members. Furthermore careful consideration of activities has allowed teaching staff to link activities to student learning outcomes across the KLAS.

Work completed in the Garden would not been made possible without the tireless work of our community volunteer, Brenda Carter. We thank her for her passion, enthusiasm and knowledge that she brings with her. Highlights of 2015 environment education and sustainability include:

- Awarded second and third place at the Collector Pumpkin festival.
- Successful community partnership with Bendigo Bank has assisted Captains Flat Public School to purchase the storage container that is used to store all gardening supplies and food.
- Increase the number of beds in the garden.
- Visit from Enviromentors was provided by the Palerang Council.



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.

Ms Hannah Lowman (Relieving Principal)

Mr Peter Cox (Principal)

Mrs Karen Mackintosh (Senior Administration Manager)

Miss Clare Breust (Teacher)

Miss Danielle Abbott (Teacher)

Mrs Rowena Allen (P&C President 2015)

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:

<http://www.schools.nsw.edu.au/asr>

