Modanville Public School
Annual School Report 2014
Principal’s message

The Modanville Public School community is committed to empowering all students to achieve their full potential at a personal, social and academic level. Strong emphasis is placed on student welfare and personal development in fostering positive social interaction and self-discipline within a safe, caring and supportive school environment. Quality teaching and learning in Literacy and Numeracy is our core business and underpins a rich and varied school curriculum that endeavours to meet the needs and aspirations of all students.

Our school enjoys outstanding parental and community support. This partnership between home and school is strongly encouraged, and expected, in order to promote student progress and development. Our students enjoy an outstanding learning environment that includes highly trained and committed teachers and support staff, well-resourced, air conditioned classrooms and excellent playground and sporting facilities.

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.

Barry Cooper
Principal

P&C message

Modanville Public School has a very active and enthusiastic P&C that provides support, both physically and financially, that assist both families and the school community.

In 2014 we had many fundraising events that contributed towards specific goals. These included our Bunnings BBQ, pie drive and Lismore Poultry Show. All funds raised contributed towards cutting costs for children attending the Midginbill Hill excursion. We also had a very successful fundraiser at The Channon Markets where the funds were used to purchase ukuleles for our school music program.

Another great night hosted by the P&C was the movie night which was enjoyed by both children and parents.

Modanville Public School provides a very positive and supportive learning environment where all students are given the opportunity to achieve to their full potential. This would not be possible without the dedicated staff at Modanville Public School. This staff includes teachers, administration support staff, cleaner and the general assistant. All of these people contribute in some way to our children’s education and well-being whilst in the school environment. A big thank you to all of you.

We would also like to thank all the parents who volunteer their time and resources for many voluntary activities. These activities include canteen, home reading, gardening, fundraising, transport and many more. Without all of your help things such as canteen would not be possible at Modanville Public School.

Finally I would like to thank all the members of the P&C and would encourage other parents in the school community to come along and join this team.

Thanks for everything and I hope Modanville Public School has a great 2015.

Sheree Barnsley, President 2014

Student Representative Council

Our SRC had a very successful year in 2014. We had representatives from all 4 of our classes to make up a team of 15 students. Our students met regularly and organised many great events such as Shave for a Cure/Crazy Hair Day, a school fete, school disco, an Emergency Services Day, the Easter raffle and a Christmas food drive.

This year our money raised went toward supporting our school Chess Club, subsidising school excursions, funding our Nude Food Cooking Day and purchasing Lego blocks for a Lego Club in 2015.
**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**

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

Our school workforce does not currently include any people of Indigenous backgrounds.

**Teacher qualifications**

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

**Professional learning and teacher accreditation**

During 2014 all teaching and support staff had the opportunity to enhance and extend their skills in a wide variety of areas through professional learning. A snapshot of professional learning activities that were undertaken by staff is outlined below:

- All teaching staff were involved in collegial group meetings coordinated by our Community of Schools. These meetings focused on professional learning across all Key Learning Areas.
- All teachers received information and training around the new teacher accreditation processes.
- All staff participated in training for Non-Violent Crisis Intervention.
- The Principal and School Administration Manager attended workshops on Strategic Financial Management in preparation for the introduction of LMBR.
- The Principal undertook training around the new school planning processes to be introduced in 2015.
- A classroom teacher undertook training involving Road Safety.
- One teaching staff member continued his Leadership Course which will continue into 2015.
- All staff participated in CPR, e-care and anaphylaxis training in line with DEC mandatory requirements.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.1</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</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.

| Income                        |  
|-------------------------------|---|
| Balance brought forward      | 55901.70 |
| Global funds                 | 95948.38 |
| Tied funds                   | 32510.54 |
| School & community sources   | 27360.17 |
| Interest                     | 1699.21  |
| Trust receipts               | 8694.74  |
| Canteen                      | 0.00     |
| Total income                 | 222114.74 |

Expenditure

| Teaching & learning               |  
|-----------------------------------|---|
| Key learning areas                | 22800.45 |
| Excursions                        | 13936.84 |
| Extracurricular dissections       | 11571.52 |
| Library                           | 1455.64  |
| Training & development            | 2061.26  |
| Tied funds                        | 26598.03 |
| Casual relief teachers            | 18650.27 |
| Administration & office           | 24208.72 |
| School-operated canteen          | 0.00     |
| Utilities                         | 14197.34 |
| Maintenance                       | 16486.00 |
| Trust accounts                    | 11674.95 |
| Capital programs                  | 0.00     |
| Total expenditure                 | 163641.02 |

A full copy of the school’s 2014 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 2014

Academic achievements

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 Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Cybersafety

Keeping our students safe at school and at home when working online was an important focus for Modanville Public School in 2014.

Three Cyber Smart workshops, conducted by the Australian Communication and Media Authority, were provided for all students in Years 3 to 6, all staff members and for parents. With the continual development of technology, the workshops focused on staying up-to-date with the latest applications, social media, photo-sharing and chat forums that children may be exposed to online with the accompanying dangers. The parent workshop was attended by 32 parents and our Year 3/4 teacher Mr Swift followed the workshop up with an extensive support document to help parents support their children to interact safely with technology.

Performing Arts Festival 2014

This year 45 students from Modanville Public school joined students from schools in the Lismore area to perform at the Lismore Workers’ Club, as part of the annual Lismore Performing Arts Festival.

Our school had students participating in the Small Schools Choir and our school item, "The Beatles Revisited". Our school item was a mixed genre item consisting of choir, classical dance and modern dance sections. The students had a wonderful experience performing with the full effects of lights. For many students, this was their first experience on a big stage. Our item was well received by our school community and positively commented on by other audience members.

Overall, our participation in the festival was a highly positive experience.

Geraldine Kerr
Tournament of Minds

Our school once again continued the tradition of strong participation in the Tournament of Minds competition. We again were able to enter two teams in the competition which included 14 students. This is a great reflection of the students’ enthusiasm for the program. Our group was made up of students from years 3 to 6 with 6 students returning after participating the previous year.

The students were dedicated to the program and, after six weeks preparation, were ready to present their 10 minute presentation at St John’s College, Woodlawn at the regional finals. Our teams participated in Language and Literature and Applied Technology. The students also completed their impromptu challenge. Our students presented well in a highly competitive field. The Language and Literature competition had over 10 teams competing. The students were thrilled to perform in front of a crowd and did our school proud.

I would like to thank the students for their dedication and time devoted to the program. I would also like to thank the parents for supporting the program and assisting with transport.

Ryan Swift

Sport

Providing a broad range of sporting activities to encourage our students to enjoy a healthy and active lifestyle remained a high priority at Modanville Public School in 2014.

We have particularly focused on improving our students’ swimming capabilities by promoting increased participation in the 10 day Intensive Learn to Swim Program during Term 4. This has resulted in an increase in the number of students competing in our District Swimming Carnival that caters for students who can swim 25 metres or more. This has also resulted in more Modanville students qualifying for our Northern Rivers Zone Swimming Carnival.

Our Cross Country and Athletics Programs also focused on maximum participation, beginning with our own school carnivals and offering an event pathway all the way through to State and National Competitions.

In 2014, our NSW Premier’s Sporting Challenge medallion was presented to Jemma for not only representing Modanville at Regional Championships for cross country, swimming and athletics, but also her outstanding commitment in mentoring younger students and displaying exemplary sporting spirit.

Modanville continued its success in the State PSSA Cricket Knockout in 2014. Winning our first 3 matches convincingly, we eventually fell to Terranorra Public School.
This year we again combined with our Dunoon District to create a competitive soccer team which participated in the PSSA state knockout. After a tough selection trial we had a squad for both the girls and boys team with representatives from Modanville and surrounding schools. The teams met for 2 training sessions before a home ground gala day at Dunoon Soccer Fields. Both teams had a successful day and did a great job reaching the final. In the final the girls come up against a tough opposition. They played well but did not get the desired result. The boys played the final again their Terania Creek rivals. After falling behind 2-0 the boys fought back and won the game in overtime due to a count back on corners.

The boys progressed to the 4th round and played the Wyrallah Road team. Wyrallah Road’s team was made up of representative players and each member played soccer on weekends. The boys started well taking a 1-0 lead before Wyrallah Road hit their strides and ended up winning the game comfortably.

Our students again were enthusiastic to participate in the PSSA Basketball Knockout. The team was made up of students from years 4 and 5 with only one year 6 student. This is great for the boys moving forward after the experience of playing competition basketball. The squad of 9 players competed well again the bigger schools. The students improved throughout the day and had a great time playing a new sport.

**Chess**

2014 was a triumphant year for the Modanville Chess program. Mr Blanch and Mr Swift combined their skills to provide many opportunities for the students to hone their tactics and strategy in the world of Chess.

Chess club took place on Monday lunchtimes where the rules where taught to beginners, and the more advanced players learnt the finer aspects of the game. Students also were given access to a fun and interactive chess skills website where they could play other students from all over the world. These activities reached their peak in week 11 of Term One when Modanville Public School held their first ever Chess Club Championship with 19 students participating ranging from year 2 to year 6. The competition took place over the entire day with each player competing in 9 games. The scores were close and finally ended in a 3 way tie for first place between Ryan, Tyler and Padi.

In term 2, Modanville held the first ever Big Scrub and First North Chess Tournament with over 70 students from many other small schools participating in either the social or competitive divisions. Modanville’s top Chess team of Ryan and Tyler Goldsmith, Padi Hansen-Lo and Jayden Power took first place in the competitive division. The day was a huge success for everyone involved.

The next step was to enter a team in a professionally run, Interschool State Chess Tournament. These events are run by Gardiner Chess and are held at various locations each term. The top four chess players of Modanville (Ryan, Tyler, Padi and Jayden) were entered into the competition with no knowledge of the level of competitiveness or skill that would be on display. The first event in term 2 was held at Ballina and the competition was fierce. The boys played heroically and finished in second place.

The final Gardiner Chess Tournament was in term 3 at Alstonville. This was an individual event with the 4 Modanville boys again entering with over 100 other students. This time Modanville took out 1st, 2nd and 3rd place. This was a huge milestone for Modanville.

The final event of the year was phase 2 in the Big Scrub and First North Chess Tournament this time being held at Dunoon Public School. This was run as an individual competition and Ryan and Tyler won 1st place.

A big thank you goes out to Monica for her help and support in transporting the students to the Gardiner Chess tournaments and also to all the parents and students for their hard work and
support.

Cameron Blanch & Ryan Swift

School Garden

Modanville students have continued to benefit from our School Garden Program. With the assistance of parent, Renee, all students from Kindergarten to Year 6 participate in growing fresh fruit and vegetables in our raised garden beds. Activities include seed propagation in our greenhouse, mulching and effective watering, composting, worm farming, harvesting and crop rotation.

We once again won the Lismore Garden Club Best Garden for schools under 100 students.

In term 4 we created another large 8 metre diameter vegie garden and grew our first corn crop. Every student had their own plant and we celebrated with a Corn, Cordial and Coffee Community Come-To-Gether to welcome the 2015 school year.

Our Nude Food program also highlighted healthy eating habits for our students and promoted ‘fresh’ rather than ‘packaged’ recess and lunch options.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

The staff at Modanville Public School understands that all students need culturally appropriate and relevant activities to provide positive perspectives in Aboriginal Education. Students were engaged in the following activities;

- Aboriginal history, culture and contemporary Aboriginal Australia were covered in Human Society and its Environment, English and Creative Arts.
- Aboriginal perspectives were incorporated into our major school excursion to Midginbill Hill.
- Students in Years K-6 were exposed to a variety of quality literature focusing on indigenous culture and heritage.
- An acknowledgement of country was a regular inclusion as part of our school assemblies and special events.
- All staff participated in professional development around the implementation of the Aboriginal Education and Training Policy.

Multicultural education

Multicultural education is incorporated across all curriculum perspectives. Through classroom teaching and learning programs all students have an improved understanding and awareness of the culturally diverse nature of Australian society Modanville Public School students participated in the following activities.

- Students in Stage 2 & 3 researched and delivered speeches to all classes on topics of racism and the contributions made by refugees and immigrants as part of the Multicultural Perspectives Public Speaking Competition.
- The Behind the News ABC program was watched regularly by Year 5 & 6 students and informed and educated students about world events and their cultural implications to Australian society.
- Our literacy program exposed all students to literacy texts from a variety of countries.
- Our school vegie garden program continued to educate our students about the overseas origin of many plants grown and how other cultures have enhanced our daily diets.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
- Critical analysis of external data and assessment.
- Critical analysis of internal assessment and data.
- Reflection on anecdotal records kept by all staff.

School planning 2012-2014:

School priority 1
Literacy and Numeracy.

Outcomes from 2012–2014
All students achieve their Literacy and Numeracy potential, taking into account their individual learning needs.

Evidence of achievement of outcomes in 2014:
- All classroom learning programs have maintained quality Literacy and Numeracy practices in daily teaching routines.
- All students from Kindergarten to Year 5 have been tracked on the Literacy and Numeracy continuum using PLAN software.
- Best Start, PLAN and NAPLAN results have been analysed by all staff and this data helps inform teacher programming and learning activities.
- Staff have regularly engaged in professional learning activities, both individually and as part of our Community of Schools, focusing on best practice in Literacy and Numeracy teaching.

School priority 2
Engagement and Attainment.

Outcomes from 2012–2014
All students are engaged in a rich and varied learning environment.

High achieving students are challenged to fulfil their academic potential.

Evidence of achievement of outcomes in 2014:
- NAPLAN results in Literacy and Numeracy remain at or above State and like school averages for identified students.
- The provision of a differentiated curriculum continued to successfully focus on the needs of our high achieving students and included.
- Excellent sporting achievements, both individually and at team level.
- Performing Arts, incorporating choir, dance, drama and public speaking.
- Highly creative Visual Arts and Craft programs.
- Continued success at Tournament of Minds.
- Enrichment and Extension for our students via our Community of Schools planned activities.
- High achievement in school based learning programs across all Key Learning Areas.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Areas of Strengths
- Communication, small classes
- quality energetic teachers that want to teach,
- Small schools achieve more,
- male and female staff role models,
- children are happy and enjoy their experiences at school,
- great family atmosphere and community spirit,
- approachable & professional staff,
- wide range of opportunities for students,
- good resources & technology, caring and supportive staff,
- connection and interaction with other schools,
- a very happy and friendly environment for students, families and staff,
- catering for individual student needs, music, sport, and art, diverse curriculum and encouraging students to do their best,
- children treated and supported as individuals,
- positive discipline and encouragement of acceptable modern social behaviours,
- beautiful gardens, pride in our school,
- healthy eating policy,
- academic focus, great uniform,
- staff know children well, strong support for individual students,
- social gatherings for families,
- students recognised for their good behaviour and excellent manners,
- reading recovery and learning support,
- every aspect of Modanville is a strength
- developing independent thinkers,
- Student Representative Council,
- Chess program,
- Cyber Safety awareness.

Areas for Improvement
- Additional funds to further develop programs including music, drama, indigenous & multicultural studies, sustainability & nutrition,
- Technology skills, cyber-safety follow up,
- sport practise leading into carnivals,
- less excursions and more fundamentals,
- consequences for not doing homework,
- mathematics cognition,
- darker school uniforms- easier to keep clean,
- more excursions focusing on geography and aboriginal history,
- assistance for children with learning difficulties, less homework that requires significant parental support,
- lack of supervision before school,
- interschool sport, science teacher, sports programs for K-2,
- grouping students in terms of ability for literacy/ numeracy activities,
- homework, under-utilised library,
- leadership programs,
- toilets,
- academic awards to complement other awards,
- casual teachers more aware of student needs,
- more opportunities for swimming,
- school bullying,
- bring back Kids in the Kitchen,
- weather proofing the covered area,
- After School Care.

Areas for Future Consideration
- Indoor recreational area, improved school counselling processes, Robotics technology, more Mr Blanch music time, Indigenous and Multicultural studies, Languages Other Than English, After School Care, Social awareness program, Increased one on one time, Virtual Excursions, additional scripture options, toilet improvements, blinds in COLA for weatherproofing, additional Reading Recovery, Ethics as a scripture option, Lego Robotics, Lismore Show, Cooking program, school band

Level of Satisfaction
Parents were asked to rate their level of satisfaction with Modanville Public School’s efforts to support their child/children’ Personal, Social and Academic development.

The results were as follows

Personal Development
49% very happy  49% happy  2% unhappy

Social Development
49% very happy  46% happy  2% undecided  2% unhappy

Academic Development
41% very happy  49% happy  5% undecided  5% unhappy
Modanville Public School appreciates the feedback given in the school survey and uses this information to inform future school planning.

**Future Directions**  
**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

**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.

Barry Cooper, Principal  
Geraldine Kerr, Classroom Teacher  
Ryan Swift, Classroom Teacher  
Cameron Blanch, Classroom Teacher  
Rose Smith, Parent Representative  
Sheree Barnsley, P&C President

**School contact information**

Modanville Public School  
Dunoon Road, Modanville 2480  
Ph: 6628 2234  
Fax: 6628 2334  
Email: Modanville-p.school@det.nsw.edu.au  
Web: http://www.modanville-p.schools.nsw.edu.au  
School Code: 2585

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: