Alstonville Public School
Annual School Report 2013
School Context

Alstonville Public School is situated on the lush green plateau of the Northern Rivers between Ballina and Lismore. It services the Alstonville township and surrounding farm land with a population of approximately 5600 people.

The school actively focuses on providing all students with a balanced and progressive curriculum. Varied and extensive extra-curricular activities are offered to the students resulting in learners that make independent and informed choices.

Students

Throughout 2013 the 534 students at Alstonville Public School continued to productively and positively engage in all aspects of learning. Exceptional performances in academic fields, sporting arenas and The Arts are summarised throughout this report.

Staff

The school has a wide breadth of experience in the teaching and support staff. There are numerous staff members with over twenty years of service in education as well as an equitable number of newly trained staff in their first ten years of service. This creates a nice balance of experience with up to date training in classroom practice. All input is valued and appreciated and a culture of enthusiasm, collaboration, sharing and support produces a learning environment which is stimulating, innovative and rigorous.

Significant Programs and Initiatives

The significant programs and initiatives for 2013 are listed below:

- Choir
- Dance
- Drama/Dance Production - Letters From Felix

Year 5 performing all things Italian in Letters From Felix.

- Environmental Education
- Gifted and Talented Education
- Learn to Swim and Life Saving Awards
- Multicultural Public Speaking
- Music and Concert/Stage Band Programs
- Positive Behaviour for Learning
- Plateau Enrichment Program
- Premier’s Debating Challenge
- Premier’s Spelling Bee
- Premier’s Sporting Challenge
- Primary Schools Sport Competitions
- Reading Recovery
- Student Welfare

Student Achievement in 2013

In 2013, 76 Year 3 students and 85 Year 5 students completed the National Assessment Program in Literacy and Numeracy. In Year 3, 97.4% achieved at or above the minimum national standards in Reading and 90.8% in Numeracy. In Year 5, 100.00% achieved at or above the minimum national standards in Reading and 94.1% in Numeracy.
Principal’s Message

2013 has been another highly successful year at Alstonville Public School with outstanding learning achievements, new programs, resources and activities adding value to the curriculum. The school has worked in close partnership with the P&C installing additional interactive whiteboards, adding new readers to Early Stage 1, supplementing the cost of children representing the school in sport, funding the Primary Schools Sport Association membership fees, reviewing the existing school uniform and introducing a new school shirt.

This year the teaching staff’s professional learning has focused on weekly sessions to upskill teaching pedagogy in the new Australian English curriculum, which will be implemented in 2014 simultaneously with the new Mathematics curriculum.

Alstonville Public School continued in its second year of piloting the 229 schools Local Schools, Local Decisions Pilot program by implementing the Leadership Management and Business Reform software and developing strategies and operating procedures around self-governing schools.

Students have represented the school in various sports, band, choir, creative arts, public speaking and debating events, with outstanding results at State Level.

The major gala event of the year Letters From Felix was performed showcasing the talents of over 500 Kindergarten to Year 6 children dancing, singing and acting their way through many countries of the world. It was an exceptional performance of the highest standard, with praise from the author of the book whose permission was given to convert text into dance and song. The community support with sound, lighting, costumes and choreography was greatly appreciated.

The Cupcake Show was another outstanding success with over 1500 cakes being decorated and presented for the judging Chef and School Education Director. This was another example of the tremendous community support that is shared with the school.

The school celebrated it success once again in NAPLAN testing with results showing individual improvement. National academic competitions again featured highly with many children receiving Distinctions and Credits.

Congratulations to the staff for their unrelenting focus on quality education and their dedication to ensuring that all children achieve their personal best at Alstonville Public Schools as learners and school citizens.

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.

Cate Moore, Principal

P & C Message

The Education Act 1990 states that P&C Associations are established to Promote the interest of the school by bringing parents, citizens, students and teaching staff into close co-operation.

Working with the school, and getting to know the school executive is one of the many great outcomes for the P&C in 2013. Re-connecting with the school executive and the green team, perhaps the highlight.

The installation of whiteboards, new home readers for Kindergarten and an update of uniforms have been some of the achievements for the year.

It is very rewarding seeing some of the great outcomes and being involved in some of the decision making processes.

A big thank you to the parents and teachers that give their time each month at meetings to make the P&C a relevant, functioning, inclusive body of people with a common goal.

We look forward to continuing our support of our very precious school.

Donna Marsh, Treasurer Alstonville PS P&C
**Student Parliament Message**

This year was the second consecutive year for the Student Parliament and what a great year it was. Throughout the year we have passed many excellent motions and raised funds for our parliament account. At the start of the year we only had $2,100, but now it contains $11,600. Most of the money we gained via fundraisers, but we also received an extremely large donation from the Green Team.

The Student Parliament has given students the opportunity to turn their ideas into motions and then into reality. This year the motions came from class representatives, house captains and senate members of parliament. We even had a Year One student become our finance minister. Students presented ideas from other students, the community and themselves, which shows what parliament is really all about.

Some of the great motions we have supported were:

- *Spots and Dots* disco
- *Movember*
- Year 6 Science Fair
- Purple sports day
- Crazy hair and mufti day
- New sprinkler system
- Vegetable garden initiatives
- Sports equipment
- Purple sporting competition

In addition to our Parliament sessions each fortnight, Senate meetings were held every fortnight with the Student Executive and Lead Teacher to discuss motions and pass or defeat them. Well done to all those who represented our school in Parliament or Senate this year.

2013 was also the year that the fantastic Better Buddies program was introduced to our school and the Year 5 students were trained and supported to improve their leadership skills in readiness for the Kindergarten Orientation. More than 80 students received training in this program.

We hope all students enjoy Student Parliament next year and become great leaders for our school.

**Lilyan Tyson & Thomas Rawson Prime Ministers**

**Student Information**

**Student Enrolment Profile**

The school’s enrolment of 534 was distributed as follows:

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>276</td>
<td>260</td>
<td>270</td>
<td>287</td>
<td>298</td>
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<td>275</td>
</tr>
<tr>
<td>Female</td>
<td>270</td>
<td>276</td>
<td>286</td>
<td>291</td>
<td>272</td>
<td>272</td>
<td>259</td>
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**Student Enrolment**
**Student Attendance Profile**

Total attendance rates were as shown in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>K</td>
<td>93.2</td>
<td>93.7</td>
<td>93.5</td>
<td>95.1</td>
<td>93.5</td>
</tr>
<tr>
<td>1</td>
<td>93.3</td>
<td>93.3</td>
<td>94.1</td>
<td>94.6</td>
<td>94.4</td>
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<tr>
<td>2</td>
<td>93.7</td>
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<td>94.5</td>
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<td>93.7</td>
<td>94.3</td>
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<tr>
<td>4</td>
<td>93.0</td>
<td>94.1</td>
<td>93.5</td>
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<td>5</td>
<td>94.6</td>
<td>94.0</td>
<td>93.9</td>
<td>93.0</td>
<td>94.4</td>
</tr>
<tr>
<td>6</td>
<td>93.8</td>
<td>94.0</td>
<td>92.7</td>
<td>91.9</td>
<td>93.4</td>
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<td>Total</td>
<td>93.7</td>
<td>93.9</td>
<td>93.3</td>
<td>93.6</td>
<td>93.9</td>
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**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>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal</td>
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</tr>
<tr>
<td>Primary Assistant Principal</td>
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</tr>
<tr>
<td>Classroom Teacher</td>
<td>17</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.882</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.92</td>
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<tr>
<td>Teacher Learning and Support</td>
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</tr>
<tr>
<td>School Administrative Manager</td>
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</tr>
<tr>
<td>School Administrative Officer</td>
<td>1.962</td>
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<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>2</td>
</tr>
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</table>

**Staff Retention**

Through local transfer a new Librarian was appointed to replace a retiring librarian.

**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>79%</td>
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<tr>
<td>Postgraduate</td>
<td>21%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>11%</td>
</tr>
</tbody>
</table>

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**Financial Summary**

**Date of financial summary** 30/11/2013

**Income**

- Balance brought forward: 278,733.14
- Global funds: 343,342.99
- Tied funds: 103,163.40
- School & community sources: 236,479.87
- Interest: 9,129.47
- Trust receipts: 38,117.77
- Canteen: 130,223.06

**Total income**: 1,139,189.70

**Expenditure**

- Teaching & learning: 19,041.81
  - Key learning areas: 94,958.19
  - Extracurricular dissections: 11,499.64
- Library: 2,449.64
- Training & development: 2,861.68
- Tied funds: 160,887.21
- Casual relief teachers: 154,788.32
- Administration & office: 70,433.81
- School-operated canteen: 117,345.80
- Utilities: 52,922.53
- Maintenance: 41,059.71
- Trust accounts: 28,701.65
- Capital programs: 38,224.12

**Total expenditure**: 829,386.47

**Balance carried forward**: 309,803.23

The financial 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 2013 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.
School Performance 2013

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

NAPLAN Year 3 - Reading

Seventy-six Year 3 students completed the Reading assessment. 84.2% of students achieved at the proficiency level, 13.2% achieved the national minimum standard and 2.6% of students achieved below the minimum national standards.

NAPLAN Year 5 – Reading

Eighty-five Year 5 students completed the Reading assessment. 90.6% of students achieved at the proficiency level, 9.4% achieved the national minimum standard and 0.0% of students achieved below the minimum national standards.

NAPLAN Year 3 - Numeracy

Seventy-six Year 3 students completed the Numeracy assessment. 84.1% of students achieved at the proficiency level, 6.6% achieved the national minimum standard and 9.2% of students achieved below the minimum national standards.

NAPLAN Year 5 – Numeracy

Eighty-five Year 5 students completed the Numeracy assessment. 76.5% of students achieved at the proficiency level, 17.6% achieved the national minimum standard and 5.9% of students achieved below the minimum national standards.
Progress in Reading

Average progress in Reading between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>81.6</td>
<td>78.9</td>
<td>83.9</td>
<td>77.8</td>
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<tr>
<td>SSG</td>
<td>81.9</td>
<td>77.2</td>
<td>82.9</td>
<td>84.8</td>
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<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
<td>85.7</td>
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</table>

Progress in Numeracy

Average progress in Numeracy between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
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<tbody>
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<td>School</td>
<td>91.3</td>
<td>77.8</td>
<td>105.6</td>
<td>79.7</td>
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<tr>
<td>SSG</td>
<td>87.2</td>
<td>95.4</td>
<td>101.4</td>
<td>92.4</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
<td>89.7</td>
</tr>
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</table>

* Average progress data is for matched students from within the school.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Competitions

In the Australian Schools’ Competitions, students achieved 22 High Distinctions, 76 Distinctions, 99 Credits and 63 Merits/Proficiencies.

<table>
<thead>
<tr>
<th>Competition</th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>M/P</th>
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<tbody>
<tr>
<td>UNSW English</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td></td>
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<tr>
<td>UNSW Maths</td>
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<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNSW Spelling</td>
<td>4</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNSW Science</td>
<td>1</td>
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<td>11</td>
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<td>UNSW Writing</td>
<td>4</td>
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<td>UNSW Computer</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Australian Maths</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Maths Olympiad</td>
<td>3</td>
<td>12</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Maths Challenge</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Newcastle Maths</td>
<td>8</td>
<td>20</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Primary Research</td>
<td>7</td>
<td>14</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

- Two students made the final twenty of the world-wide Laura Thomas Communications Short Story Competition.
• Three students were placed 1st, 2nd and 3rd in the Henry Lawson Short Story Competition.
• Students were commended in the Dorothea MacKellar Poetry Competition.
• In the World Educational Games, a class finished 2nd in Australia and just outside the top 50 in the world in Mathematics. In the Language and Science components, students achieved high levels of Australian success in the individual and class sections.
• Three Students won awards in the ANZAC Poetry Writing Competition and one read her work at the local ANZAC Day Service at Elizabeth Ann Brown Park.
• One student won the Lion’s Club World Peace Poster Competition and another was Highly Commended.
• The school was placed equal 1st in Australia in the Maths Challenge Competition and 8th in Australia in the Maths Olympiad out of 1,200 schools.
• Two students in the Year Five section finished 2nd and 10th and two students in the Year Six section finished 1st and 3rd in the Newcastle Permanent Mathematics Competition.
• Two students represented the Northern Region in the Sydney State Finals of the Premier’s Spelling Bee and the Multicultural Perspectives Public Speaking Competitions.
• One student represented the North Coast in the Primary School State Debating Competition whilst the school team performed well in the Premier’s Debating Competition.
• Students achieved outstanding results in the CSIRO Science Challenge.

Significant Programs and Initiatives

Arts

In 2013 students had the opportunity to participate in Creative Arts ventures through class based activities and extra-curricular opportunities.

• Selected students attended the Art Smart Workshop held for students to develop their Visual Arts skills.
The Wakakirri Dance Ensemble support Kindergarten as they entertain Felix in his visit to India.

- The school dance group includes students from K-6 and rehearses during lunchtimes to choreograph and prepare dance items for performances. The dance group was preparing to compete in the Wakakirri Story Dance Competition, but was unable to perform due to unforeseen circumstances. The students were, however, able to incorporate the rehearsed routines into the school production *Letters From Felix* to showcase their choreographing and dance skills. The senior team members demonstrated leadership and team work abilities by supporting the younger students to achieve their best.

- Stage 1 students participated in a Zumba Dance Program and the Dance Fever Program continued to operate for students in Stage 2 and Stage 3.

- The Year 6 students performed their Dance Fever dances at the Year 6 Farewell dinner for their families.

- Early Stage 1 students participated in weekly dance lessons learning movement skills and simple dance routines with their teachers. All students from KD, KH and K/1E performed in the end of year Nativity play for parents, *Tari’s First Christmas*.

- Two students attended the North Coast Creative Arts Camp and performed for family and friends at the end of camp concert.

- The school choir consists of students in Years 3-6 who rehearse weekly before school to prepare for performances throughout the year. This year the choir performed at the Coastal Kids Concert, CWA school awards presentation and at school ceremonies. Thirty-six members of the choir travelled to Sydney to perform in the NSW Department of Education and Communities Primary Schools Choral Concert at the Sydney Opera House. This excursion also included visiting educational sites in Sydney and attending a performance of a choral concert as an audience member.

- The school entered a school display in the Alstonville Show, winning 1st place.

- Kindergarten, Year 1 and the school dance group performed at the Alstonville Show to an audience of family and community members.
• The school band program operated for interested students in Years 3-6, providing an opportunity for them to learn an instrument and perform as part of a large group. There are three bands in the program; Junior Band for beginners, Senior Band for intermediate and advanced players and Stage Band for advanced brass and percussion students. The bands performed at many school assemblies, the Coastal Kids Concert, Lismore Lantern Parade, Gold Coast Eisteddfod and a workshop and performance with the Chatswood High School Band.

The Junior Band received a Second Place at the Gold Coast Eisteddfod

Public Speaking and Debating

Public Speaking and debating continue to remain an integral part of the curriculum offered to students at Alstonville Public School.

• Students in Years 3 to 6 participated in the school level Multicultural Perspectives Public Speaking Competition. Four selected students then represented the school at the inter-school level. One student won the 5/6 division of the inter-school level and went on to win at the Regional level progressing to the state final in Sydney.

• Sixteen students and three staff members participated in a debating workshop conducted by adjudicators from The Arts Unit and hosted by Alstonville PS for local schools.

• A staff member coordinated The North Coast Plateau to the Sea Learning Community Debating Workshops, held over a two day period at Alstonville PS for 24 students from 8 different local schools. Four of our students were involved in the workshops and six of our students participated as student leaders and peer coaches.

• Selected students in Year 5 and 6 represented the school in an Environmental Education debating challenge between local independent and state schools held at Ballina Shire Council. The two Alstonville PS teams achieved outstanding results in the competition, being awarded both first and second place.

• Two teams of Year 5 and 6 debaters competed in the Premier’s Debating Challenge. The senior team won the Zone competition and were runners up in the Regional final.

The Regional Premier’s Debating Challenge Runners-up.

• A member of our teaching staff coordinated and coached the North Coast State debating team which competed in the Primary Schools State Debating Championship. A student from our school was selected as third speaker in that team. The team went on to achieve third place out of the ten regions in the competition.

The North Coast State Debating Team.
Sport and Physical Education

Alstonville Public School values the significant role that sport and physical education plays in developing a healthy lifestyle and broadening a wide range of motor skills. The following initiatives and achievements occurred in 2013:

- Participation in *The Premier’s Sporting Challenge* provided students with the opportunity to register and increase their physical activity over a ten week period. Funding received from this program has assisted in the purchasing of ongoing equipment.

- Learning, practising and mastering the *Fundamental Movement Skills* was the basis of the whole school sports program. Teacher training in the *Live Life Well* program was completed for two staff members who subsequently secured resources for a number of crucial programs in physical activity and sport, mentored staff and developed an action plan for 2014.

- The whole school Athletics Carnival for K-6 was very successful, along with K-2 Tabloids. Representation in District, Zone, Regional and State carnivals were a particular highlight.

- Thirteen students from our school represented North Coast at State Swimming in Homebush and the Cross Country Carnival was well attended.

- 65 students participated in the district level in all sports and carnivals, 18 represented the school and district at the regional level and 15 students represented the school, district and region at the state level.

- House Captains were involved in the Sports Leadership program in conjunction with other local schools.

- The school entered the PSSA Knock-out Competitions in the following sports: Rugby Union, Touch Football, Cricket, Softball, Basketball, Netball and Tennis. Teams enjoyed their participation, displayed good sportsmanship and achieved various levels of success. Four students were chosen to be regional representatives in either Football, Touch Football or Rugby Union.

- Our Intensive Swimming program was again a huge success with both Learn to Swim and Royal Life Saving programs providing both remedial and extension support for students.

- Sporting sessions for Stage 2 and 3 were completed on a rotational basis each week with programs linked to seasonal and PSSA sports. This provided both explicit and wide-range learning opportunities.

- Lunch time sporting competitions and sports hire systems were also embedded in our school in 2013.
Aboriginal Education

Background

Alstonville Public School has an Indigenous Education Committee comprised of school staff, Indigenous students Years 3-6, parents and community members.

Findings and Conclusions

- The committee met regularly to discuss and make decisions about Indigenous Education and how cultural matters are dealt with in the school. The Committee also discussed how Indigenous culture is shared and how significant events are celebrated.
- One staff member participated in a local Connecting to Country Program which took place on and off Country.
- This year programs within the school have focused on literature with an Aboriginal perspective including stories from The Dreaming. Artworks were developed from these stories and shared with Kindergarten students. Kindergarten students explored traditional Indigenous dance, movement and song during Creative Arts. Stage 1 focused on traditional Indigenous games, Stage 2 studied Our Fleeting Past which included Aboriginal histories and cultures. Units undertaken in Stage 3 engaged students in discussions on immigration, White Australia Policy, racism and other government policies which impacted on Aboriginal people.
- Our NAIDOC assembly focused on the theme, Yirrkala bark petitions-we value the vision. Students were made aware of the significance of the bark petitions as a founding document of our country and the impact of decisions such as Mabo on Indigenous Australians.
- A local Bundjalung member provided assistance and knowledge about the formation of Goanna Headland to inform the design of a mural depicting local dreaming.

Future Directions

Our committee will attend the local Aboriginal Education Consultative Group meetings in Ballina and involve the Department of Education and Communities Aboriginal Education Consultant and Aboriginal Community Liaison Officer in celebrations and programs in the school.

Harmony Award Recipients 2013.

Multicultural Education

Background

Students have come to understand the culturally diverse nature of Australian Society through classroom programs and national days of celebration.

Findings and Conclusions

- Our school drama/dance production involved every child in the school. The performance was based on all the different countries visited by the main character, Felix. As a result students were immersed in the traditions, culture and historical icons of nine countries.
- Year 3 to 6 participated in the Multicultural Perspectives Public Speaking Competition. This competition aims to increase the awareness of multicultural issues among NSW primary school students. It also broadens their interest in public speaking and improves their confidence and speech-writing skills. The second round for local schools was successfully held at Alstonville Primary School.
- Awareness of Multicultural Perspectives was achieved with students completing units on Global Connections, The Effect of the Gold Discovery in Australia and the significance of certain people, groups, actions and events in the past that lead to our Australian identity, heritage, the White Australia Policy and immigration.
- Our school community has access to an ARCO in 2013.

Future Directions

The school will continue to provide ESL and quality multicultural opportunities for all students through the development of knowledge, skills and values for participation as active citizens.
Environmental Education

Background
The school has a well-established Green Team comprising staff, parents and students who manage environmental initiatives.

Findings and Conclusions
• The number of vegetable gardens and pods has increased to nine, with an approximate area of 90 square metres.
• The environmental action plan, in collaboration with the school management team, was developed and monitored throughout the year.
• There has been a continued focus on replanting native trees, grasses and shrubs around the school.
• Students and staff harvested and sold a continuous seasonal cycle of vegetables and herbs planted in various vegetable gardens.
• 15 X 110 litre pots with soil and accompanying citrus trees, herbs and berries were bought with a Richmond Junior Landcare Grant of $500 and planted and established in the playground by Year 6 students and parents.

The Green Fair Fashion Show of Recycled Clothing.
• The Green Team won a fully enclosed vegetable pod and many other green prizes from a Dirt Girl competition. The promoter, Dirt Girl visited our school to congratulate students on their vegetable garden program.
• One class entered the Scarecrow Building Competition held by Summerland House.
• A Kindergarten class won a vertical garden from the Cancer Council and they have established strawberries and herbs in it already.
• Two worm farms were regularly used to supply castings and juice to gardens and pods.
• One class currently collects class recycling tubs and sorts recyclable waste into six blue council recycling bins each fortnight for the school recycling and waste paper collection.
• The school was successful in obtaining an Environmental Trust Eco Schools Grant of $2500 to restore a disused, eroded and degraded area of the playground. As a result over 100 native plants were established, an outdoor environmental learning area was created, erosion issues corrected and 600 square metres of turf was laid with the assistance of staff, parents and students.
• A large mosaic mural showcasing the Bundjalung story of the goanna and the snake that created the landscape features of the local northern rivers area, was designed and constructed, in consultation with local indigenous elders, by students and parents. The mural has been positioned at the front of the school to provide a magnificent welcome backdrop for all visitors.
- Pararistolochia praevenosa vines have been planted to encourage a habitat for the rare and endangered Richmond Birdwing Butterfly that has been seen on our site in the past.

**Future Directions**

- A full system of recycling bins is to be ordered for the school to include general waste, green waste and recycling.
- Continued maintenance and care of the current garden areas, vegetable plots and new plantings.
- Garden pods will be shared out on a Stage basis next year and Stages will have a starting budget to establish their own seasonal vegetable growing, harvesting and selling system.
- Classes can plan to utilise the outdoor learning area for environmental studies and other educational, passive play and recreational purposes.

**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 included:

- Analysis of NAPLAN data.
- Collection and analysis of school based standardised assessment data.
- Analysis of students’ progress using the Literacy and Numeracy Continua.

**Progress in 2013**

**School Priority 1**

**Spelling**

**Outcome from 2012—2014**

Improve student performance in spelling core words, spelling rules and word families.

**Evidence of progress towards outcome in 2013**

- Full implementation of the K-6 Spelling Scope and Sequence.
- All mainstream classes Years 1-6 are using the spelling matrix.
- All mainstream classes Years 1-6 are explicitly teaching spelling skills using the Soundwaves program.
- 2012 NAPLAN data analysed and specific areas of deficit targeted in spelling programs.

**Strategies to achieve this outcome in 2014**

- Standardised tests used K-6 to assess and record students’ progress and growth in spelling ages.
- Use of the Literacy Continuum K-6 to plan and provide explicit lessons and to track students’ progress in spelling and writing, including the creation of data walls.
- Use 2013 NAPLAN data to explicitly teach deficit areas in spelling K-6.

**School Priority 2**

**Writing**

**Outcome from 2012—2014**

Improve student outcomes in the area of writing.

**Evidence of progress towards outcomes in 2013**

- Daily 2 hour uninterrupted literacy sessions have been implemented.
- Standardised stage assessment and marking of writing tasks with rubrics have been implemented.
- Analysis of NAPLAN data to target specific areas for explicit teaching K-6.

**Strategies to achieve these outcomes in 2014**

- Use of the Literacy Continuum to plan and provide explicit lessons and to track students’ progress in writing, including the creation of data walls.
- Use 2013 NAPLAN data to explicitly teach deficit areas in writing K-6.
School Priority 3
Numeracy
Outcome from 2012–2014
To raise the Numeracy standards for all students.
Evidence of progress towards outcomes in 2013:
• Corporate programming within Stage groups completed.
• Implementation of 1 hour daily Mathematics lessons.
• Students K-5 plotted on the Numeracy Continuum.
• Tracking of student recall of Times Tables tracked in 50% of classes Years 2-6.
• 2012 NAPLAN data analysed and specific areas of deficit targeted for explicit teaching K-6.
Strategies to achieve these outcomes in 2014:
• Teachers will program learning using the new NSW Mathematics Syllabus.
• Teachers will use the Numeracy Continuum to plan and provide explicit lessons and to track students' progress in Mathematics.
• NAPLAN Numeracy results will show at least a minimum expected growth of two bands between Years 3 and 5.
• Increase the percentage of students tracked in recall of Times Tables.
• Explicit teaching of the comprehension of Mathematical problems in all classes K-6.

Professional Learning
Professional learning was provided by skilled staff members, as well as Department of Education and Communities and external consultants.
• Staff completed mandatory training in the following areas: CPR, Asthma, Anaphylaxis, Child Protection, Keeping them Safe, Administration of Medications, Emergency Care, Every Student Every School modules, Disability Standards and Work, Health and Safety.
• Staff also participated in professional learning in the following areas: Calmer Classrooms, Attachment Disorder, Australian Institute for Teaching School Leadership Professional Standards for Teachers, Literacy Continuum K-6, Bal-A-Vis-X, debating and Live Life Well.
• All teaching staff participated in professional learning to prepare for the implementation of the NSW English Syllabus in 2014. Training included completion of DEC learning modules; The Learner and the New Curriculum, Teaching for the New Curriculum, New English Syllabus, Programming for Quality Teaching and Assessing and Building Capacity Modules: Engaging Personally with Texts, Using Digital and Multimodal Texts and Composing in the English Syllabus.
Nominated staff also attended specialised training.
• Three Positive Behaviour for Learning (PBL) committee members attended additional training on how to lead the implementation of PBL into the classroom. One staff member attended PBL coach training.
• Three Kindergarten staff members took part in the year-long Literacy, Language and Learning (L3) training course.
• One staff member attended an educational technology conference.
• Two teachers attended Live Life Well training and three teachers attended Kids Matter training.
• One staff member completed nonviolent crisis intervention training.
• Two staff members completed training in understanding and managing behaviour.
• Two staff completed training in supportive behaviour for children and young people.
• The Principal completed training in Resource Allocation Model (RAM), Learning Management Business Reform (LMBR), Systems Applications and Products (SAP), Student Administration Learning Management (SALM) and Empowering Local Schools (ELS).
• Four teaching staff trained in LMBR and SALM.
• Our school administration officers trained in First Aid, LMBR, SALM, SAP, and the computer applications of Excel and Word.
Program Evaluations

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Kindergarten Orientation

Background

In 2013 we reviewed our previous Kindergarten Orientation Program and made many changes in implementation to support both parents and students in the transition process. We wanted to determine the effectiveness of the changes.

Findings and Conclusions

- Most children had participated in early childhood education prior to this school experience. These included Pre-school, Long Day care and Family Day Care.
- The parent evening session was positively received, informative, well organised and professionally conducted. Parents felt it was very important to attend and valuable in preparing them and their children for school and meeting staff.
- The Orientation Day allowed students to feel comfortable and confident about school, alleviated nerves and was a good opportunity to meet other children.
- The Little Learners Program was offered as an additional orientation experience. Parents of children who attended these mornings commented that they were important in helping build their child’s confidence and positive experiences towards school.
- On the Orientation Day parents were provided with an information bag. Parents felt all of the resources presented were useful and practical.

Future Directions

To review the procedure for the commencement of the first day of school through clearly stated directions and expectations for parents prior to the day. Possibly staggering the time students arrive.

Positive Behaviour for Learning

Background

Positive Behaviour For Learning (PBL) has been implemented at Alstonville Public School for two successive years. The PBL committee:

- Redesigned the school’s reward system to better reflect PBL in consultation with all members of the school community, resulting in the presentation of two medallions each term to two students from each class.

Award recipients Term 1 2013

- Regularly communicated to the community via the weekly parent newsletter and school website.
- Rostered a class on to present the PBL Rule for the week through role play, visual PowerPoint productions and videos at school assemblies.
- Implemented lunch time structured sport activities facilitated by an executive teacher, on a 3 weekly rotational system based on seasonal sports, age groups and gender.
- Implemented a mentoring program where Year 6 students mentor Year 4 and 5 students in the coordinating and running of an effective daily sports equipment hiring system at lunchtime. A variety of equipment is provided for all age groups to promote physical activity and prevent boredom in the playground.
- Implemented a passive play area in front of the COLA so that students can find a quiet, outside area to play. Rostered Year 5 students to look after the games and equipment used within the area.
• Implemented the Better Buddies Program developed by the Alahna and Madeline Foundation with Year 5 students who attended a day of Peer Support Training. These students will be the future Kindergarten Buddies for 2014 and have assisted with the Kindergarten Orientation Programs and the Little Learners Program in Term 4 this year.
• Implemented a proactive support system for those students finding it difficult in the playground, which includes a Social Skills Program and an On Track Program.
• Four staff attended Classroom Intervention Training and our Coordinator was trained as a PBL Coach.

Findings and Conclusions

The findings of the PBL Survey are as follows:

Alstonville Public School PBL SET Summary 2013.

Future Directions

• To encourage more parents to attend and involve Parliamentarian Representatives in our weekly PBL weekly meetings.
• To review, the whole School Welfare Policy.
• To provide PBL information in a handbook for casuals teachers.
• To commence a whole school fitness program.

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.

Catherine Moore - Principal
Rhonda Thomson - Deputy Principal
Kirstin Beck - Assistant Principal
John Freebody - Assistant Principal
Lisa Hook - Relieving Assistant Principal
Juanita Thomson - Assistant Principal
Caroline Harris - Classroom Teacher
Helen Mooney - Classroom Teacher
Anne Noble – Classroom Teacher
David Wright - Classroom Teacher
Lisa Hecimnovic - Learning Assistance Support
Donna Marsh – P&C Treasurer

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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:


Farewell Felix