Our school at a glance

Students

The students at Alstonville Public School engage in productive and positive learning experiences and are encouraged to work hard and achieve their personal best. The students are a credit to their school, their teachers, their families and themselves.

Staff

The school is proud to have an innovative, dedicated and experienced staff. The staff provide a diverse range of programs that cater for all levels of ability and interest. They are committed to creating a warm and nurturing learning environment for all students.

There is a strong commitment to continued professional growth and development. The staff work collaboratively in planning for continued strategic improvement.

Significant programs and initiatives

The significant programs and initiatives for 2012 are listed below:

- Aboriginal Education
- Choir
- Dance
- 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
- Whole School Art Show and Auction

Student achievement in 2012

In 2012, 71 Year 3 students and 98 Year 5 students completed the National Assessment Program in Literacy and Numeracy. In Year 3, 97% achieved above the minimum national standards in Reading and 94% in Numeracy. In Year 5, 91% achieved above the minimum national standards in Reading and 96% in Numeracy.

Messages

Principal’s message

In March 2012, Alstonville Public School was selected as one of 229 schools in the state to implement the Local Schools, Local Decisions Framework and joined fellow schools across Australia to implement the Empowering Local Schools federally funded program. The target areas that the school has been working within are: Leading teaching and learning, developing self and others, leading improvement, innovation and change, leading the management of the school and engaging and working with community. As a result of the work undertaken in these areas the focus that guides all decision making relates to whole school improvement and maximising student learning and results.

Once again this year the students have featured in local and state media celebrating the success of many students in the arts, sport and academic excellence. This was further evidenced through individual improvement in student results within the National NAPLAN tests and the results of the many state and national competitions that the students entered throughout the year. Assessment and reporting data shows value added trends across all stages.

I congratulate all of the staff and students for their dedication to quality learning and commitment to ensuring that all children achieve their personal best as learners.

I certify that 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.
P & C message

The P&C continued to support the school in 2012 and donated assets which have enhanced the school environment. Some of these items have included fridges, freezers and pie ovens for the canteen.

“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.
• Assist in providing facilities and equipment for the school and promoting the recreation and welfare of the students at the school.
• Encourage parent and community participation in curriculum and other education issues in schools.
• Report, when requested by the Minister, on the material requirements of the school and advise on the subject of maintenance of the school, alterations and additions to school facilities and the selection of new sites.
• Assist and co-operate with teaching staff at public functions associated with the school.”

Many thanks to the P&C members who have contributed their time, ideas and expertise to the school during 2012.

Student Parliament message

2012 was a brilliant year for the community of Alstonville Public School and, as school Prime Minister for 2012, I watched our school’s progress with great interest.

2012 was a really exciting year with the introduction of a Student Parliament for the first time. The Parliament consisted of the 8 elected Senior Ministers, all the various sport captains and vice captains and two representatives from all classes in Stages 1, 2 and 3 as student leaders.

The Parliament presented motions which were either passed or declined. These motions, if passed, were then later presented to the Senate that either passed the motions again, or declined them. If these motions were approved by the Senate they were presented to the Governor General of the School, Mrs Moore, our school Principal. Mrs Moore then decided if the decision would benefit the school or not. Many motions were defeated, but many were also passed, even by Mrs Moore.

Some of these motions were fund raisers, mufti-days, discos and our most recent motion was the Guard of Honour, which took place on the last day of school. All the students of Alstonville Public School formed a tunnel to say goodbye to the whole of the Year 6.

The Parliament was a very successful outcome for 2012.

I wish the 2013 Parliament members and all students of Alstonville Public School the best for the upcoming year.

2012 Parliament Representatives are elected into a Ministerial Portfolio such as, Health, Creative Arts or Finance.
School context

Student information

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

Student enrolment profile

The school’s enrolment of 548 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>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>276</td>
<td>260</td>
<td>270</td>
<td>287</td>
<td>298</td>
<td>276</td>
</tr>
<tr>
<td>Female</td>
<td>270</td>
<td>276</td>
<td>286</td>
<td>291</td>
<td>272</td>
<td>272</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.2</td>
<td>93.7</td>
<td>93.5</td>
<td>95.1</td>
</tr>
<tr>
<td>1</td>
<td>93.3</td>
<td>93.3</td>
<td>94.1</td>
<td>94.6</td>
</tr>
<tr>
<td>2</td>
<td>93.7</td>
<td>94.8</td>
<td>91.9</td>
<td>93.9</td>
</tr>
<tr>
<td>3</td>
<td>94.5</td>
<td>93.5</td>
<td>93.7</td>
<td>94.3</td>
</tr>
<tr>
<td>4</td>
<td>93.0</td>
<td>94.1</td>
<td>93.5</td>
<td>93.2</td>
</tr>
<tr>
<td>5</td>
<td>94.6</td>
<td>94.0</td>
<td>93.9</td>
<td>93.0</td>
</tr>
<tr>
<td>6</td>
<td>93.8</td>
<td>94.0</td>
<td>92.7</td>
<td>91.9</td>
</tr>
<tr>
<td>Total</td>
<td>93.7</td>
<td>93.9</td>
<td>93.3</td>
<td>93.6</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student non-attendance is managed by communication between school staff and parents. If attendance does not improve, the NSW Department of Education and Communities guidelines are adhered to and the support of the Home School Liaison Officer is sought.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2012 Class Size Audit conducted in March 2012.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KF</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1/2D</td>
<td>K</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1F</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K/1/2D</td>
<td>1</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>2A</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>K/1/2D</td>
<td>2</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4R</td>
<td>3</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>4JT</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4T</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>3/4R</td>
<td>4</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>5B</td>
<td>5</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>23</td>
<td>31</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>6F</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>17</td>
<td>32</td>
</tr>
</tbody>
</table>

Structure of classes

The school had twenty-one classes in 2012:

- Seventeen year based classes
- One triple composite class formed across two stage levels
- Three multi-age stage based classes, including the Opportunity Class (OC) for high achievers.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Classroom Teacher OC</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Special Needs</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.25</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.71</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Itinerant Support Teacher Behaviour</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.962</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Staff retention

Through merit selection, an Assistant Principal was appointed in Term 3 to replace a retiring Assistant Principal. A permanent General Assistant was appointed through local transfer to replace two retiring part time General Assistants.

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>
</tr>
<tr>
<td>Postgraduate</td>
<td>21%</td>
</tr>
</tbody>
</table>

Financial summary

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

The school’s 2012 financial statement is tabled at the annual general meeting of the P&C.

The canteen was P&C operated in Terms 1 and 2. In Terms 3 and 4 it was school operated. Added expenses were incurred in the purchase of stock and uniforms.

Date of financial summary 30/11/2012

Income

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>295,885.13</td>
</tr>
<tr>
<td>Global funds</td>
<td>294,745.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>223,591.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>210,548.29</td>
</tr>
<tr>
<td>Interest</td>
<td>13,651.27</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20,108.74</td>
</tr>
<tr>
<td>Canteen</td>
<td>49,655.77</td>
</tr>
<tr>
<td>Total income</td>
<td>1,108,186.09</td>
</tr>
</tbody>
</table>

Expenditure

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13,096.66</td>
</tr>
<tr>
<td>Excursions</td>
<td>80,301.95</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>74,851.41</td>
</tr>
<tr>
<td>Library</td>
<td>1,914.12</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>11,613.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>229,327.34</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>119,340.72</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>71,442.92</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>59,921.23</td>
</tr>
<tr>
<td>Utilities</td>
<td>56,802.67</td>
</tr>
<tr>
<td>Maintenance</td>
<td>77,473.10</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>19,387.29</td>
</tr>
<tr>
<td>Capital programs</td>
<td>13,980.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>829,452.95</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>278,733.14</td>
</tr>
</tbody>
</table>

School performance 2012

Achievements

Arts

Creative Arts is highly valued by staff and parents and a variety of opportunities are offered to students to improve learning outcomes.

- The Concert and Stage Band programs offered students in Years 3-6 tuition and numerous opportunities to perform including the Gold Coast Eisteddfod, school assemblies and the Coastal Kids Concert. The students play brass, woodwind, keyboard and percussion.
- As part of Musica Viva, the Irish group, Fada, performed for all students in K-6. Lorin Nicholson, a blind musician and motivational speaker, provided a free presentation.
- Three students attended the North Coast Creative Arts Camp and performed at the highly entertaining concert held at the culmination of the program.
• During 2012 a Primary choir of seventy students performed at the Coastal Kids Concert, at a Red Cross conference and at Presentation Day and ANZAC ceremonies.

• All students participated in the school’s Education Week World of Art Show by providing individual and class entries into the Art Show. All community members, staff and students participated in an evening where they could view the works, listen to performers, eat home cooked food and observe the auction of class art works.

• Selected students attended the Art Smart Workshop and had artwork displayed at the Lennox Head Community Centre.

• The Zumba Dance Program continued for Stage 1 students and the Dance Fever Program was introduced for Stage 2 and Stage 3, with the dances the student had learnt being showcased at the Year 6 Farewell and the Year 3, 4 and 5 Dance Concert for parents.

• Our Stage 1 dance troupe performed at the Far North Coast Dance Festival.

• Seventy-three dancers participated in the Junior Rock Eisteddfod Challenge placing 4th overall. Two senior students were part of the Rock Eisteddfod/J Rock Student Committee. These students advised the Rock Eisteddfod Challenge Foundation and voted on decisions related to the event.

• All Kindergarten students performed in the end of year Nativity Play for parents.

• One staff member was appointed to the Regional Arts Committee panel in an advisory capacity for the next three years.

• In Term 2 the school entered a school display in the Alstonville Show and won 1st place.
Sport

The Alstonville PS community values the broad range of sporting opportunities provided for the students at both competitive and non-competitive levels.

- 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 and the Coles Sports promotion resulted in the purchase of additional sporting equipment.

- Early Stage 1 and Stage 1 continued to focus on the development of fundamental movement skills as part of their whole sports program. The K-2 sports program included an Infants Athletics Carnival with a 100% participation rate in all activities.

- The Swimming, Athletics and Cross Country Carnivals were well attended.

- 67 students participated in the district level in all sports and carnivals, 18 represented the school and district at the regional level and 12 students represented the school, district and region at the state level.

- Stage 3 students were involved in a three week Physical Education mentoring program with Year 10 students from Alstonville High School.

- The school entered the PSSA Knock-out Competitions in the following sports: Rugby Union, Rugby League, Touch Football, Softball, Basketball, Netball and Tennis. Teams enjoyed their participation, displayed good sportsmanship and achieved various levels of success. One student was a State Representative in football.

- Many students participated in the Years 2 – 6 Intensive Swimming School. This enabled students to develop confidence, style and endurance in the water. In addition, students from Year 3-6 were offered a course leading to the attainment of Royal Life Saving Swim and Survive awards as an elective in the school’s sport program.

- Sports sessions were conducted for Stage 2 students on a different day to Stage 3 students in 2012. This provided activities for students that were skill and developmental based.

Academic

In the National Assessment Program in Literacy and Numeracy (NAPLAN), 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)
**Reading – NAPLAN Year 3**

Seventy-one Year 3 students completed the Reading assessment. 54% of students achieved at the proficiency level, 13% achieved the national minimum standard and 3% of students achieved below the minimum national standards.

**Numeracy – NAPLAN Year 3**

Seventy-one Year 3 students completed the Numeracy assessment. 34% of students achieved at the proficiency level, 11% achieved the national minimum standard and 6% of students achieved below the minimum national standards.

**Reading – NAPLAN Year 5**

Ninety-eight Year 5 students completed the Reading assessment. 31% of students achieved at the proficiency level, 21% achieved the national minimum standard and 9% of students achieved below the minimum national standards.

**Numeracy – NAPLAN Year 5**

Ninety-eight Year 5 students completed the Numeracy assessment. 24% of students achieved at the proficiency level, 18% achieved the national minimum standard and 4% of students achieved below the minimum national standards.
Progress in reading

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>2008-2010</td>
</tr>
<tr>
<td>81.6</td>
</tr>
<tr>
<td>2009-2011</td>
</tr>
<tr>
<td>78.9</td>
</tr>
<tr>
<td>2010-2012</td>
</tr>
<tr>
<td>83.9</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>2008-2010</td>
</tr>
<tr>
<td>81.9</td>
</tr>
<tr>
<td>2009-2011</td>
</tr>
<tr>
<td>77.2</td>
</tr>
<tr>
<td>2010-2012</td>
</tr>
<tr>
<td>82.9</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
<tr>
<td>2008-2010</td>
</tr>
<tr>
<td>83.7</td>
</tr>
<tr>
<td>2009-2011</td>
</tr>
<tr>
<td>74.0</td>
</tr>
<tr>
<td>2010-2012</td>
</tr>
<tr>
<td>79.2</td>
</tr>
</tbody>
</table>

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), enter our school name in Find a school and select GO.

Competitions

In the Australian Schools’ Competitions students achieved the following number of high distinctions, distinctions, credits and achievements/merits/proficiencies:

<table>
<thead>
<tr>
<th>Competition</th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>A/M/P</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNSW English</td>
<td>1</td>
<td>8</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>UNSW Writing</td>
<td>6</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Maths</td>
<td>1</td>
<td>7</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>UNSW Mathematics</td>
<td>4</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNSW Science</td>
<td>1</td>
<td>6</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>UNSW Computer</td>
<td>2</td>
<td>7</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>UNSW Spelling</td>
<td>7</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Research</td>
<td>15</td>
<td>10</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Challenge</td>
<td>21</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science Challenge</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Newcastle Permanent Maths</td>
<td>4</td>
<td>32</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>World Maths Day</td>
<td>16</td>
<td>14</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Maths Olympiad</td>
<td>4</td>
<td>14</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

In addition:

- Four students participated in the Regional Final of the Premier’s Spelling Bee. One student represented the region in the Senior Division of the State Finals in Sydney.
- In the World Spelling Day Competition, one student was placed 103rd in the world. This student was presented with his medals by the Governor of NSW in a special ceremony in Sydney.
• One student came second in the Norman Lindsay Short Story Competition.

• One student was awarded two Highly Commendeds in the Dorothea Mackellar Poetry Writing Competition.

• Three students won awards in the ANZAC Poetry Writing Competition and one read her work at the local ANZAC Day Service.

• In the World Maths Day Competition, one class was placed 1st in Australia in all ages and 55th in the world in the Primary Section.

• The school finished equal 1st in Australia in the Maths Challenge.

• One student finished equal 1st in the Newcastle Permanent Primary Maths Year Five Competition for the Northern Region.

• The school finished 8th in Australia in Maths Olympiad out of over 1000 schools competing, with 4 students gaining perfect scores.

• In the World Science Day Competition, one student was placed 71st in the world out of over 1.5 million students.

• One student won the CWA Country competition for the North Coast. One student’s artwork was also selected for the Lions’ Club World Peace Poster Competition.

Significant programs and initiatives

Aboriginal education

Background
The school is committed to celebrating the success of Aboriginal students and to providing appropriate and relevant activities to build on positive Aboriginal perspectives across the curriculum.

Findings and conclusions

• Our Aboriginal Education Committee met during the year to plan the school’s NAIDOC week celebrations and to support Aboriginal Education in the school. This year the committee included five Aboriginal students.

• The school’s Aboriginal Education Coordinator, teachers and support staff worked in consultation with parents and carers of Indigenous students to construct and evaluate Personalised Learning Plans.

• The NAIDOC assembly was led by senior Indigenous students who identified themselves as representatives of their Nations. Local Elders spoke, KH and the J Rock team performed Indigenous dances and a local community also performed. Awards, recognising the spirit of NAIDOC 2012 Perseverance were given to students along with the Aboriginal Student of the Year Award.

• Students participated in 2012 NAIDOC Week School Initiative Competitions. The students learnt the words to the song ‘Bundjalung’ and gave a stirring rendition at the assembly.

• An Acknowledgement of Country was introduced into the K-2 assemblies and the Aboriginal, Torres Strait Islander and Australian flags now fly daily on the flagpole.

• Seventy-three students from K-6 participated in the Junior Rock Eisteddfod Challenge with the theme, Rainmaker, which contained an Indigenous dance scene.

• Many students learnt the Generation One dance and all students learnt the song, Hands Across Australia. At an assembly the school filmed the students singing and edited it together, with dance clips, for entry in the Generation One competition.
Future directions
Our committee will attend 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.

The school will increase the involvement of community members and aspects of culture into daily school life across all the Key Learning Areas.

Environmental education
Background
The school has established a school environment management committee comprising of staff and parents.

Findings and conclusions
• The committee continued to develop and monitor the school grounds’ action plan in collaboration with the school management.
• The focus has been to replace exotic plants with temperate plant species suitable for the native environment and wildlife.
• The school’s vegie patch was established in the winter of 2012 with support from Bunnings (Ballina) who helped with bed construction and initial planting.
• The Gardening Club was established at school to maintain, harvest and sell the produce and utilise it in the school canteen and Masterchef program in Stage 3.
• A Green Day was held to collect money and donations of seeds, tools and gardening supplies to assist in the maintenance of the vegie garden. The day was successful and approximately $350 was received.
• On World Environment Day the Green Team hosted a ‘Green Morning’ and distributed fruit from local trees to students. Their entry into the dirtgirl competition won 3 corrugated garden pods for the school to extend the vegetable garden.
• Two classes took part in the Scarecrow Competition held by the Summerland House Farm formerly known as the House With No Steps.
• The Green Team used photos from the 2011 Photo Competition to create a 2013 fundraising calendar.
• Two worm farms are in operation and being fed and monitored by 6M, KE and KH.
• A paper recycling system was established and now 6 blue bins are going out per fortnight.
• During the year seeds were donated by the school community and returned to the community as an end of year gift. Vegetable plants and herbs were propagated and wrapped. Individual plants were given to every student to take home and plant during the summer holidays.

Future directions
A School Environmental Management Plan (SEMP) will be developed in 2013 providing clear goals and direction for the team. It will focus on:
• The continued improvement of the physical environment and using the grounds as a learning environment.
• Improving the school’s recycling system.
Multicultural education

Background

Through classroom programs, particularly in Human Society and Its Environment and national days of celebration such as Harmony Day, students have come to understand the culturally diverse nature of Australian Society.

Findings and conclusions

- Students have studied units of work covering social and global issues such as *Global Connections, China and Celebrations Around the World* which have provided a greater awareness to multicultural perspectives.
- Year 3 to 6 classes participated in the Multicultural Perspectives Public Speaking Competition. Through shared speeches and class discussion, a greater understanding of cultural diversity was experienced.
- Three new *English as a Second Language* students from Italy enrolled. Lessons were provided for our International students. These lessons were daily, concentrating on language, speech, reading, social skills and adjustment to classroom practices. A positive interaction between international and local students has resulted in stronger relationships and greater understanding of cultural diversity.
- In Term Two the school had a visiting teacher from Cambodia who spent some time in all the classrooms. The school community also got together at the end of his stay to collect donations of assorted school equipment for him to take back to Cambodian schools.
- A visiting speaker from Papua New Guinea visited individual classrooms and, using a Powerpoint Presentation, artefacts and discussion, talked about life in Papua New Guinea.
- An Anti-Racism Officer (ARCO) is accessible each day to our school community.

Future directions

The school will continue to provide quality multicultural opportunities for students across all stages, further developing the students’ understanding of Australia’s global connections and multicultural background.

Public speaking and debating

Background

Oral presentation skills remain an important focus area in the opportunities presented to students at Alstonville Public School. In past years the students have participated in the Multicultural Perspectives Public Speaking Competition and the Premier’s Debating Challenge and have achieved excellent results.

Findings and conclusions

- All students in Years 3 to 6 participated at the school level in the Multicultural Perspectives Public Speaking Competition. Four students were selected to represent our school at the inter-school level. One student in the 3/4 division received a highly commended (second place) award and went on to compete in the Regional Finals.
- Two teams entered the Premier’s Debating Challenge for Years 5 and 6. The senior team won the zone and regional competitions and represented the school in the state finals. The team finished 4th in the state competition after reaching the finals.
- A member of our debating team was selected for the North Coast Team competing in the Primary Schools State Debating Championships. This team competed against all regions in the state and was runner up with a teacher from our school coaching the team.
Progress on 2012 targets

Target 1
Implementation of the Positive Behaviour for Learning (PBL) program

Our achievements include:

- Developing and teaching explicit PBL lesson plans.
- Delivering PBL lessons weekly and reinforcing the skills taught to ensure compliance.
- Reviewing the current award system and aligning the new award system with the PBL system.
- Creating visuals to support the expected behaviours across all school settings.
- Collating PBL survey results and using the results to provide direction for the PBL team.

Target 2
Improvement in consistent teacher judgement (CTJ) and assessment practices.

Our achievements include:

- Training staff in the technology based support available for rubrics.
- Commencing the development of a K–6 CTJ scope and sequence which includes shared assessment tasks, devised rubrics and a timeline.
- Commencing the development of a K-6 assessment schedule and standardised programming templates.
- Some staff attending a training session on CTJ.
- Each stage beginning to determine a shared overview for assessment, standard tasks set and a shared process of assessment.
- Starting to develop and implement rubrics which reflect the syllabus outcomes.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the Key Learning Area, English.

Educational and management practice

Background

The Australian Curriculum, Assessment and Reporting Authority (ACARA), in collaboration with states and territories, has developed agreed Australian Curriculum for English, Mathematics, Science and History. In NSW, the Board of Studies has developed syllabuses that include the content from the Australian Curriculum.

Findings and conclusions

- The National Curriculum in English was released to DEC staff in November 2012 for staff training and professional learning in 2013 and full implementation in 2014. The syllabus has been distributed to Alstonville Public School Staff. Staff were trained in the timeline of professional learning and implementation and were given a brief introduction to the document.
- K-2 students were assessed according to Best Start and plotted on the Literacy Continuum.
- L3, North Coast Spelling, Sound Waves, Spelling Matrix and Sentence a Day were implemented into class practice. There was also explicit teaching of persuasive texts.

Future directions

- To provide professional learning in the implementation of the NSW English K-6 Syllabus for the Australian Curriculum in staff meetings and staff development days. This will occur through the DEC provided e-learning modules.
- To implement the new English Curriculum using selected teachers to trial teaching units and share their experiences with peers.
- To establish opportunities for collaborative programming using the new English syllabus and the Board of Studies programming tool.
To develop K-6 scope and sequences in Spelling and Writing.

To develop a sequenced plan for full implementation of the new syllabus in 2014.

To train all staff in plotting student achievement on the Literacy Continuum.

To analyse Best Start data to inform teaching.

To implement the K-6 Literacy Continuum with sequential skill development lessons.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school’s Positive Behaviour for Learning (PBL), Discipline and Welfare Policy.

**Background**

The PBL Committee led the school community in developing a new PBL logo, encompassing the PBL motto: Be Safe, Be Fair, Be a Learner. A student’s design was selected.

A School Matrix of expected behaviours was developed, along with a teaching scope and sequence. Weekly explicit PBL lessons in outside playground settings were then commenced by all school staff on Mondays at 2:30pm. The PBL focus for the week was put into the weekly Parent Newsletter to keep parents fully informed and offer suggestions for follow up at home.

A review of the school’s reward system was also completed with uniform and Be Safe, Be Fair, Be a Learner Tokens created.

One of the responsibilities of the PBL Committee was to survey students, staff and parents on the school’s Positive Behaviour for Learning, Discipline and Welfare Policy. The committee did this through the use of interviews, external evaluation and a written survey.

**Findings and conclusions**

The majority of parents, students and teachers agreed that PBL is:

- Providing a positive approach to the explicit teaching of discipline.
- Promoting the use of positive language by both teachers and students.
- Succeeding in meeting the needs of students experiencing difficulties.
- Informing parents of PBL’s progress and expectations through the parent newsletter.
- Involving all stakeholders in the process of establishing PBL at the school through the use of clear communications with the staff and community.
- Encouraging a collaborative approach between staff and utilising their expertise.
- Using data to analyse the needs of the school and to inform future teaching direction.
- Rewarding students through the introduction of PBL tokens and Rewards Books.

**Future directions**

- To have all staff complete Non Crisis Intervention training.
- To continue to work towards consistency of PBL language, processes and procedures by staff and students. Expand to home settings through the continued use of the newsletter.
- To continue the use of positive rewards for following PBL rules during playground duty and informing executives of positive behaviour so it can be reinforced at assemblies.
- To continue to revise PBL rules until they are consistently displayed.
- To expand PBL rules to the classroom settings.
• To transfer the use of posters in the playground to the classroom and other school settings to support lessons.
• To provide a Display Book of all the PBL posters, lessons and rules in each class for easy access by staff, students and parents.
• To revise the buddy slip and track room process with students.
• To paint the playground with learning activities, and clearly defined play areas. Provide playground games.
• To invite all parents to have input.
• To extend the Peer Support buddy system utilised with Kindergarten and new students. Increase student leadership in this area.

Professional learning
In 2012 all staff had the opportunity to participate in a broad range of professional learning linked to the School Targets and outlined in the School Management Plan. Professional learning was provided outside the school by consultants and professional bodies and in-school on Staff Development Days and at staff meetings from visiting consultants and appropriately skilled staff members.

• The NSW Department of Education and Training provided the school with a Teacher Professional Learning (TPL) tied grant of $20,804.
• From the school’s annual budget additional funds of $11,614 were allocated to support staff professional development.
• The administrative, ground and support staff also received professional development.
• All staff attended the mandatory workshops on CPR, Asthma, Diabetes, Anaphylaxis, Child Protection, Code of Conduct, Duty of Care, Freedom of Information and Incident Reports, Safe Conduct of Sport, Aboriginal Education Policy training, NAPLAN and SMART Data analysis, Benchmarking and an on-line Work, Health and Safety module.
• All staff also attended workshops on Positive Behaviour for Learning (PBL) to assist with the continued implementation of this program into the school. Four PBL committee members attended additional training on how to lead the implementation of PBL into the classroom.
• All teaching staff attended an in-service on the Spelling Matrix, the implementation of which was one of the school’s strategies to improve student performance in spelling.
• 18 staff members attended the Empowering Local Schools Update.
• 30 staff members attended the Policy and the Application of Professional Judgement in-service.
• 3 Kindergarten staff members took part in the year-long L3 training course. (L3 - the Literacy, Language and Learning program used in Kindergarten).
• To continue the process of updating the staff’s Information Technology (IT) skills, 3 staff members attended a Basic Interactive Whiteboard workshop and Support Staff were trained in computer applications.
• 1 staff member took part in the Reading Recovery Teacher Training program and 1 staff member attended on-going Professional Learning in Reading Recovery.
• 1 staff member who was accredited as a Graduate (Beginning) Teacher with the NSW Institute of Teachers in 2012, began working towards the Professional Competence stage.
• 4 staff members who already attained Proficiency began working towards being accredited as Highly Accomplished teachers.

The school also recognises the importance of leadership training for those staff members preparing to take up leadership roles in the future and those already undertaking leadership roles, hence:

• 3 staff members attended a Future Leaders – Preparing for Promotion workshop.
• 1 staff member attended workshops on professional mentoring and the leadership and management of people.
• 3 executive staff attended a David Langford seminar on Leadership.
• 2 Assistant Principals attended the Assistant Principals Collegial Leadership Network’s leadership training workshop.
• The school's Principal received training in Local Schools Local Decisions and Learning Management Business Reform and also attended a David Langford Leadership Conference and the North Coast Principal Collegiate meetings.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

• Full implementation of a Year 1 to 6 Spelling Program and a K-6 Spelling scope and sequence.

• Continued explicit teaching of spelling skills based on analysis of NAPLAN data.

Strategies to achieve these targets include:

• Continuing the implementation of the Year 1 to 6 Spelling Matrix.

• Continuing to explicitly teach spelling skills through the Sound Waves Program in Years 1 to 6.

• Analysing 2012 NAPLAN data in order to target specific deficit areas for explicit teaching.

• Developing a school K-6 scope and sequence in spelling.

School priority 2

Outcome for 2012–2014

Improve student outcomes in the area of writing

2013 Targets to achieve this outcome include:

• Development and implementation of a K-6 Writing scope and sequence and assessment schedule.

• Daily writing in the 2 hour uninterrupted morning literacy session.

• Introduction of standard K-6 Editing Procedures.

• Continued explicit teaching of writing skills based on analysis of NAPLAN data.

• Completion of standardised stage assessment and the marking of writing tasks using rubrics.

Strategies to achieve these targets include:

• Developing and implementing a K-6 Writing scope and sequence and assessment schedule.

• Introduction of daily writing in all classrooms.

• Developing a standard K-6 Editing Procedure.

• Analysis of NAPLAN data to target specific deficit areas for explicit teaching K-6 in writing with regards to sentence structure, punctuation, paragraphing, cohesion, character and setting, vocabulary, audience, ideas, grammar, text structure and spelling.

• Staff trained in NAPLAN writing assessment.

• Continued implementation of standardised stage assessment and the marking of writing tasks using rubrics.

School priority 3

To raise the Numeracy standards for all students

2013 Targets to achieve this outcome include:

• Development and implementation of a K-6 Numeracy scope and sequence and assessment schedule.

• Continued explicit teaching of numeracy skills based on analysis of NAPLAN data.

• Completion of standardised stage assessment and the marking of writing tasks using rubrics.

Strategies to achieve these targets include:

• Development and implementation of a K-6 Numeracy scope and sequence and assessment schedule.

• Analysis of 2012 NAPLAN data to target specific deficit areas for explicit teaching K-6.

• Plotting of all student data using the Numeracy Continuum.

• Regular tracking of student recall of Times Tables in Years 2-6 using a matrix and parent volunteers.
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.

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Rhonda Thomson - Deputy Principal
Melissa Abeleven - Assistant Principal
Kirstin Beck - Assistant Principal
John Freebody - Assistant Principal
Juanita Thomson - Assistant Principal
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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: