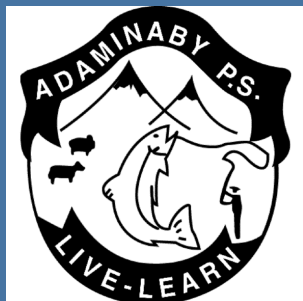


Adaminaby Public School Annual School Report 2013



School context

Adaminaby Public School is a one teacher school in the Snowy Mountains, situated 54 km from Cooma. It is a small school which provides a wide range of experiences in all key learning areas with an emphasis on developing Literacy and Numeracy skills. The school provides education for students drawn predominately from the rural areas of the northern Monaro.

Principal's message

At Adaminaby Public School we strive to provide a broad range of experiences and learning opportunities within a practical, innovative and flexible curriculum that will engage and motivate all students to learn, discover and apply their knowledge within their school day and in their daily lives.

Adaminaby Public School provides quality education programs for all its students through individual learning programs. In 2013 the school was assisted with Equity Funding and the National Partnership Program which assisted the school to improve the quality of educational programs and their delivery, through greater resourcing.

Each student is encouraged to strive for excellence and to achieve their full academic, physical and social potential through the development of skills necessary for lifelong learning. The individual learning and support needs for students were met with the assistance of a part-time Vision Support Teacher, and a Student Learning Support Teacher.

We are committed to promoting high expectations and positive values in a quality teaching and learning environment. The students are immersed in a wide variety of learning experiences and engage in a rich and varied curriculum.

Our school has a dedicated and caring staff with positive student welfare programs in place. All Stage 3 students act as leaders and the Adaminaby Achievers program continues to reward positive behaviours. All staff place a strong emphasis on the explicit teaching of Literacy and Numeracy skills.

The school receives positive community support, with the weekly Achievers Award system being sponsored by local businesses in the town. We have an active P&C and the school participates in many community events.

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.

Shannan Salvestro

Principal

Student information

Adaminaby Public School provides a happy and safe environment where children want to learn and where teachers enjoy teaching. It is a place where parents and the school work in a partnership to enhance learning. All students are encouraged to work to their optimum levels, to discover and develop all their talents, to develop a love of learning and to become worthwhile citizens of our community.

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

Student enrolment profile

Student Enrolment

| Gender | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|--------|------|------|------|------|------|------|------|
| Male | 15 | 18 | 17 | 19 | 14 | 12 | 11 |
| Female | 14 | 10 | 10 | 12 | 10 | 7 | 7 |

Student attendance profile

| Year | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|--------|------|------|------|------|------|-------|
| School | K | 96.8 | 95.8 | 97.5 | 94.2 | 95.1 |
| | 1 | 96.6 | 96.5 | 96.5 | 97.5 | 96.3 |
| | 2 | 94.4 | 97.9 | 97.1 | 95.9 | 96.3 |
| | 3 | 94.7 | 94.5 | 96.7 | 96.2 | 98.1 |
| | 4 | 95.8 | 97.9 | 92.9 | 98.9 | 99.4 |
| | 5 | 93.7 | 97.1 | 96.6 | 94.8 | 100.0 |
| | 6 | 88.8 | 89.7 | 93.2 | 96.7 | 96.3 |
| Total | 92.8 | 94.6 | 95.1 | 95.6 | 96.1 | 96.7 |

Workforce information

In 2013 Ms Shannan Salvestro continued as principal of the school. Mrs Sue Hain, the Support Teacher - Vision, continued to assist a student with vision impairment and students with learning support needs. Mr Dominic Bogatek was employed on a temporary basis as part of the Student Learning Support program and as a support teacher in Literacy and Numeracy.

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

Workforce composition

| Position | Number |
|--|--------------|
| Principal | 1 |
| Primary Part-Time Teacher | 0.564 |
| Primary Teacher RFF | 0.042 |
| Teacher Librarian | 0.084 |
| Itinerant Primary Teacher of Visual Disabilities | 0.4 |
| Learning Support | 0.2 |
| Total Teacher Entitlement | 2.272 |
| General Assistant | 0.18 |
| School Administrative Manager | 0.496 |
| Total Non Teacher Entitlement | 0.676 |

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Adaminaby Public school has no staff members who identify as Aboriginal.

Teacher qualifications

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

| Qualifications | % of staff |
|---|------------|
| Degree or Diploma | 100 |
| Postgraduate | 50 |
| NSW Institute of Teachers Accreditation | 50 |

Financial summary

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

| | |
|--------------------------------|------------------|
| Date of financial summary | 30/11/2013 |
| Income | \$ |
| Balance brought forward | 76863.29 |
| Global funds | 53395.76 |
| Tied funds | 40041.08 |
| School & community sources | 15173.95 |
| Interest | 1658.17 |
| Trust receipts | 9639.69 |
| Canteen | 0.00 |
| Total income | 196771.94 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 7377.06 |
| Excursions | 3402.13 |
| Extracurricular dissections | 20517.85 |
| Library | 2615.72 |
| Training & development | 1176.46 |
| Tied funds | 49545.87 |
| Casual relief teachers | 8769.43 |
| Administration & office | 17819.13 |
| School-operated canteen | 0.00 |
| Utilities | 10195.23 |
| Maintenance | 2268.78 |
| Trust accounts | 9639.69 |
| Capital programs | 21742.09 |
| Total expenditure | 155069.44 |
| Balance carried forward | 41702.50 |

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)

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> and enter the school name in the *Find a school* and select *GO* to access the school data.

Other achievements

Arts

Throughout 2013 Adaminaby Public School students have been engaged in a number of Creative and Performing Arts opportunities.

Students participated in weekly music lessons with a music teacher employed by the school.

In term 4 students had the opportunity to make and decorate ceramics, which were fired onsite, with the help of a local ceramicist who donated his time.

Sport

All students are encouraged to participate in Physical Education and Sport activities. All students participate in a whole school fitness program, with a focus on increasing the fitness levels of all students through the practice of Fundamental Movement skills.

A daily healthy snack is encouraged during the morning learning session.

Our school participates in the local PSSA swimming, athletics and cross-country

events. At a district and regional level our students are members of the Rivers PSSA team. In 2013 relay teams representing Adaminaby Public School competed in swimming and track at both the State Swimming Carnival and the State Athletics Carnival.

All students had the opportunity to participate in a skiing program at Selwyn Snowfields and Thredbo in term 3.

Students competed in the Southern NSW / ACT Regional Interschools competition at Perisher Blue, with one team qualifying for the State Interschools competition.

Throughout 2013 the Active After School Sports program was operational and students were involved with soccer, yoga, basketball, and dance.

In Terms 1 and 4 students from K-6 participated in weekly swimming lessons with a local swim school.



Significant programs and initiatives

Aboriginal education

The teaching of Aboriginal perspectives is imbedded in the teaching and learning activities in all units of work. The staff and students have worked to include an Aboriginal focus in as many aspects of school life as possible. In term 1 Aboriginal artist Arthur Conlon visited the school and conducted art workshops and facilitated the painting of murals on exterior walls in the C.O.L.A area of the school.

The acknowledgement of the Ngarigo people, the traditional owners of the land, is an integral part of all assemblies and special functions. The Aboriginal flag is flown each day.

Multicultural education

The children in all stages throughout the school develop understandings, attitudes, values and knowledge of multiculturalism through integrated units (English, HSIE, Personal Development and CAPA). These integrated units focus on the cultural diversity, acceptance and respect of personal differences and promote tolerance.



National partnerships

With National Partnership support we have been able to provide quality professional learning for teachers to support the teaching and learning for students. Programs such as Accelerated Literacy and MULTILIT have helped to make measureable improvements and teachers have been able to individualise learning to meet the needs of students. In 2013 we have also had all staff members trained in L3, which has seen the most exciting and impressive results in our kindergarten and stage 1 students. Through funding from Low SES National Partnerships we have been able to attend a Covey Leadership course, which has helped to clarify purpose, strengthen our processes and assist in strategic planning for the future.

With National Partnerships we have been able to structure our timetable to best use staff so that we can work in smaller ability based groups in Literacy and Numeracy, which is an advantage to a P6 school with a teaching principal. This has had a direct effect on student outcomes as evidenced in improved reading and numeracy results. In

2013 we took this one step further and structured our timetable so that we had one classroom teacher focusing on all aspects of the delivery of our literacy program to small groups across the whole school and another teacher focusing on mathematics to all students from K-6. This has been one of the biggest and most radical changes to the organisation of staffing that we have been able to offer during our time as a Low SES National Partnership school and the results that we have seen with this change have proved to be the most substantial so far. We have not only met all literacy and numeracy targets but have exceeded our expectations in all of them.

Stephanie Alexander Kitchen Garden Program

Students at Adaminaby Public School participated in the Stephanie Alexander Kitchen Garden Program in 2013. The program gave children the opportunity to change the way that they approached and thought about food by having them participate in hands-on gardening and cooking classes, giving them the skills and understanding they need to enjoy a lifelong, positive relationship with food that extends to the family and school community. In addition to this students enjoyed the far-reaching benefits of pleasurable food education. These benefits included engagement of reluctant learners, increased social skills, teamwork and self-esteem in our students. Taking part in the Program also reinforced their academic learning across all curriculum areas via the rich medium of the garden and kitchen spaces.

Woodwork

Students were involved in weekly woodwork classes, thanks to a local volunteer, who shares his skills with the students. Students made key holders and bird houses and were involved from the design process through to completion.

Monaro Small Schools Network

Adaminaby Public School is a member of the Monaro Small Schools Network (MSSN). The majority of member schools are also supported through the Country Areas Program.

The MSSN met at least once per term which has enabled the member schools to develop and share:

- Teaching and assessment resources
- Develop a shared Connected Outcome Groups scope and sequence,
- Develop shared strategic plans to facilitate the development of common targets
- Interactive White Board resources and ideas

As part of this network students from small schools participate in activities together, taking turns to visit other schools.



Play Group

In 2013 playgroup continued at the school and was assisted by Christine Cantrel. This proved to be a great success with regular attendance. The Playgroup's aim was to invite parents into the school and to become familiar with the school environment. It also helped to build routines for future kindergarten children and to offer a service that is difficult to access in a rural community. Playgroup consisted of a range of art/craft and fine motor skills activities, group time activities and music time. The response from the community was very positive.

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:

- surveys
- discussions
- observations

School planning 2012—2014: progress in 2013

School priority 1

Outcome from 2012—2014

Literacy – to continually raise the literacy standard of all students.

2013 Targets to achieve this outcome include:

- Maintain the number of K-6 students reading at or above grade level. (Baseline 83% - 2012)
- To increase the number of students achieving at or above grade level in writing from 67% to 75%.

Evidence of progress towards outcomes in 2013:

- 89% of students were benchmarked at or above the reading level expected for their grade level.
- 83% of students are achieving expected stage outcomes in writing. Evidenced through writing assessments and plotting progress on the Literacy Continuum.

Strategies to achieve these outcomes in 2014

- Used strategies from Literacy on Track and the Literacy Continuum to guide the learning and focus on individual students needs.
- Focused on leveled guided reading groups, implementing Reading Recovery and L3 strategies.
- Implemented Accelerated Literacy strategies
- Promoted home reading for all students by purchasing quality high

interest literature, monitored by reading logs and focused on Premier's Reading Challenge. Encouraged and rewarded through the school newsletter.

- Developed and implement interactive reading activities, using programs such as Reading Eggs and iPad applications.
- Utilised High Country Learning Model to teach planning tools and strategies.
- Explicit teaching of writing, through leveled writing groups.
- Implemented strategies from the course Writing in the middle years: teaching beyond the standard, to support the explicit teaching of a continuum of writing skills across the middle years of schooling.
- Continued an intensive reading program for students with needs using MULTILIT.

School priority 2

Outcome from 2012–2014

Numeracy - to continually raise the numeracy standard of all students.

2013 Targets to achieve this outcome include:

- Maintain the number of K-6 students achieving at or above year level (baseline 75%)

Evidence of progress towards outcomes in 2013:

- 78% of students are performing at or above their year level in numeracy, determined from tracking students on the Numeracy Continuum.

Strategies to achieve these outcomes in 2014:

- Used SENA to determine the needs and track the development of all students
- Employed a teacher 1 day per week to allow small intensive maths groups.
- Explicit teaching of Number each term through CMIT active activities.

- Focused on explicit teaching of all numeracy strands.
- Ensured that the language of maths is varied and understood through delivering questions in a variety of ways.
- Engaged with Monaro Small Schools' Network to build staff capacity in quality planning, teaching, assessing & reporting in numeracy.

Professional learning

Throughout 2013, the staff at Adaminaby Public School have been actively involved in an extensive range of professional learning opportunities.

Staff professional learning this year included:

- Language, Literacy and Learning (L3) Kindergarten
- Covey - Great Leaders, Great Teams, Great Results and 7 Habits of Highly Effective People
- First Aid, CPR, Emergency Response
- New NSW Syllabus training in English and Mathematics



Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Program evaluations

Mathematics

The curriculum area of mathematics was evaluated by:

- Analysis of school based data
- Observations
- Student's self assessments
- Group discussions

Background

The Key Learning Area of Mathematics has an important position within the curriculum at Adaminaby Public School. Students are exposed to a wide variety of experiences and activities designed to increase their knowledge and skills. Students develop knowledge, skills and understanding in Working Mathematically in an integrated way. Content is organised into three strands: Number and Algebra, Measurement and Geometry, Statistics and Probability. The Working Mathematically content is embedded in each substrand and relates to specific outcomes for Communicating, Problem Solving and Reasoning.

Findings and conclusions

- Evidence of student outcomes is used to refine Numeracy teaching practice.
- Individual needs are catered for.
- Teachers provide sufficient opportunities for students to acquire, practice and apply Numeracy knowledge and strategies.
- Adaminaby Public School has an established process for using assessment regularly during the year.
- Assessment data gathered throughout the year is used as a basis

for teaching

- Class and support teachers plan collaboratively to provide support for students with Literacy difficulties.

Future directions

- Future professional learning needs to be selected on the basis of students' Numeracy needs.
- Developing peer and self-assessment strategies into current assessment techniques
- 2014 will be the first year of implementation of the new NSW English syllabus – evaluation of this implementation will be ongoing over the year.

Teaching Practise

Background

As part of the school's cycle of evaluation the area of School Culture was investigated in 2012. Specific areas addressed were:

- teaching strategies
- classroom environment
- catering for students needs
- classroom management

The evaluations tools included:

- observations
- group discussions
- feedback from school community

Findings and conclusions

- Catering for the needs of individual students is evident in classroom practice and teacher planning.
- Student engagement during independent and group activities is evident.
- The classroom environments cater for a wide range of learning styles and a variety of teaching strategies are evident.
- Students are supported in pursuing self-directed learning. Changes to the classroom environment and organisation have further supported this.

Future directions

Adaminaby Public School needs to ensure the range of student success is recognised, shared, valued and built into further learning.

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.

Shannan Salvestro Principal
Dominic Bogatek Support Teacher
Sue Hain Teacher, Vision Support

School contact information

Adaminaby Public School
Cosgrove St
Adaminaby
Ph: 6454 2265
Fax: 64542265
Email: Adaminaby-p.school@det.nsw.edu.au
Web: www.adaminaby-p.schools.nsw.edu.au
School Code: 1007

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

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

