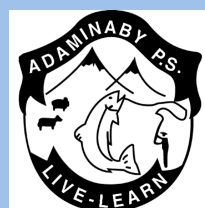


Adaminaby Public School Annual School Report 2014



School context statement

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.

Student information

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.

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

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014
Male	17	19	14	12	11	9
Female	10	12	10	7	7	9

Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	96.8	95.8	97.5	94.2	95.1	96.9
	1	96.6	96.5	96.5	97.5	96.3	94.5
	2	94.4	97.9	97.1	95.9	96.3	96.4
	3	94.7	94.5	96.7	96.2	98.1	98.9
	4	95.8	97.9	92.9	98.9	99.4	95.7
	5	93.7	97.1	96.6	94.8	100.0	96.7
	6	88.8	89.7	93.2	96.7	96.3	na
	Total	94.6	95.1	95.6	96.1	96.7	96.3
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Workforce information

In 2014 Ms Shannan Salvestro continued as principal of the school. 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.

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Workforce composition

Position	Number
Primary Teaching Principal	1
Primary Part-Time Teacher	.084
Primary Teacher RFF	.042
Primary Teacher Librarian	.084
Itinerant Primary Teacher	.4
Learning and Support Teacher	.2
School Administrative & Support Staff	.676
Total	2.486

The Australian Education Regulation, 2014 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
Degree or Diploma	100
Postgraduate	50



Professional learning and teacher accreditation

Professional learning opportunities were available to staff, and they participated in a range of learning including L3 kindergarten, L3 Stage 1, PLAN benchmarking, No Gap No Excuse, Growth Coaching and Stephanie Alexander Kitchen Garden workshops.

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	30/11/2014
Income	\$
Balance brought forward	41702.50
Global funds	54900.39
Tied funds	62304.19
School & community sources	24418.65
Interest	1502.64
Trust receipts	1450
Canteen	0.00
Total income	144575.87
Expenditure	
Teaching & learning	
Key learning areas	14944.43
Excursions	8352.48
Extracurricular dissections	16685.85
Library	2322.56
Training & development	867.27
Tied funds	62087.78
Casual relief teachers	1896.22
Administration & office	17803.07
School-operated canteen	0.00
Utilities	8210.06
Maintenance	3906.28
Trust accounts	1450
Capital programs	0.00
Total expenditure	138526
Balance carried forward	47752.37

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2014 Adaminaby Public School students have been engaged in a number of Creative and Performing Arts opportunities.

During Term 2 students put together an art exhibition for the community and called the exhibition 'Artaminaby'. This involved creating the artworks, preparing them for display and advertising the exhibition.

Students performed in a whole school production of Disney Kid's Little Mermaid for the Adaminaby community.



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 2014 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.

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

Significant programs and initiatives – policy

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.

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.

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 shared strategic plans to facilitate the development of common targets
- Shared 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 2014 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:

School priority 1

High expectations of student performance leading to improved learning outcomes

Outcomes from 2012–2014

To ensure all students will have access to relevant, engaging and challenging learning experiences to achieve goals and high expectations.

Evidence of achievement of outcomes in 2014:

- Increased the number of K-6 students reading at or above grade level in 2014 to 94% from 89% in 2013
- Increased the number of students at or above grade level in writing.
- Maintained the number of K-6 students achieving at or above year level in numeracy.

Strategies to achieve these outcomes in 2014:

- Implemented L3 in the classroom
- Utilised the continuum to track and guide the learning for individual students.
- Explicit teaching of writing using modeled writing and focus on all aspects of the writing process.
- Use of support teacher to allow for smaller groups during literacy and numeracy sessions.

School priority 2

Focus on school culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential.

Outcomes from 2012–2014

To promote a culture of excellence, by providing challenging, and stimulating learning experiences and opportunities so that students are motivated to reach their full potential.

Evidence of achievement of outcomes in 2014:

- Maintained student attendance rate above state average.
- Maintained the number of families accessing playgroup.

Strategies to achieve these outcomes in 2014:

- Provided families information through newsletter of importance of attendance
- Participation in Art Show and whole school performance at each level of the implementation process by all students.
- Stephanie Alexander Kitchen Garden (SAKG) program implemented throughout the year focusing on healthy eating and healthy lifestyle choices.
- Implementation of daily fitness and physical education program.

School priority 3

Build leadership capacity and consistent, high standard educational practices.

Outcomes from 2012–2014

To ensure learning for students is based on quality educational delivery and consistent, high standard and shared professional practices.

Evidence of achievement of outcomes in 2014:

- Increased parent involvement in whole school planning and evaluation.
- Improved teacher and school leader capacity to support sustainable school improvement and student learning, as measured through increased number of leadership opportunities.

Strategies to achieve these outcomes in 2014:

- Established systems and practices to promote authentic community involvement in school planning and evaluation

- Provided professional learning to support staff in leadership roles
- Provided opportunities for staff and students to take on leadership roles

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Program evaluations

English

The curriculum area of English was evaluated by:

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

Findings and conclusions

- Evidence of student outcomes is used to refine literacy teaching practice.
- Individual needs are catered for.
- Teachers provide sufficient opportunities for students to acquire, practice and apply Literacy knowledge and strategies.
- Aaminaby Public School has an established process for using assessment regularly during the year. Data is collected every 5 weeks as part of the L3 process.
- Assessment data gathered throughout the year is used as a basis for teaching, and guides the learning intentions of lessons.
- Class and support teachers plan collaboratively to provide support for students with Literacy difficulties.
- Parents are satisfied with the support students are being given in literacy.
- 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.

Communication

Communication processes between school, home and community was evaluated by:

- Observations
- Surveys
- Group discussions

Findings and conclusions

- Newsletter frequency was adequate
- Sometimes there were discrepancies between the newsletter and the attached calendar
- The facebook page was being utilised by 90% of families and was recognized as a source of up to date information.
- 100% of families surveyed thought that staff at the school were approachable and accessible.

Future Directions

2015-2017 School Plan

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

The three strategic directions for 2015-2017 are:

- **Excellence in Learning** - To ensure all students will have access to relevant, engaging and challenging learning experiences to achieve goals and high expectations, both now and in the future.
- **Quality Teaching** - To ensure that student learning is underpinned by high quality

teaching practices and is consistently implemented across the school through strong professional development and a shared responsibility for student improvement.

- **Strong Leadership** - To ensure learning for students is fostered from strong, strategic and effective leadership based on quality educational delivery and consistent, high standard and shared professional practices.

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 Teacher

School contact information

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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:

<http://www.schools.nsw.edu.au/learning/ems/ad/asr/index.php>

