



Adaminaby Public School Annual School Report



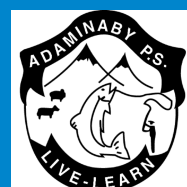
NSW
GOVERNMENT

Education &
Communities

Public Schools NSW

1007

2012



Our school at a glance

Students

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.

Staff

In 2012 Adaminaby Public School had one teaching principal position and was supported by a second teacher three days per week to allow smaller groups for Literacy and Numeracy sessions. A part time position three days per week was allocated for Vision support. The school employed one School Administrative Manager for three days per week. Under the National Partnership Program the school also employed a support teacher, with a focus around Literacy and Numeracy, to team teach and provide intensive programs for the students.

Significant programs and initiatives

In 2012 Adaminaby Public School's focus continued to be around Literacy and Numeracy. An intensive reading program, Multilit, was implemented for students experiencing difficulty with their reading. This program, with the help of a parent, resulted in some students jumping as much as 8 reading levels. Staff were also involved in Accelerated Literacy, and implemented these strategies across the stages as part of the daily Literacy program.

A mathematical program was also developed, where students were divided into smaller groups and worked on the Count Me In and Count Me In Too programs. The focus for senior students was around problem solving skills, using Langford's Quality Learning strategies.

In 2012 Adaminaby Public School's music program continued. The program consisted of

music appreciation, composition and performance. Students were also given the opportunity to learn guitar and a school song was established.

A very successful woodwork program ran throughout the year for students in the 3-6 group. Students were given the opportunity to learn about the planning phase as well as the building component, with students completing a number of works such as lagerphones and ukuleles.

The whole school was involved in a school performance of Disney Kid's Cinderella. The students were able to perform the play for the community, which was very well received and there were calls for encore performances.



Student achievement in 2012

Due to the small number of students in Year 3 and 5 comments cannot be made on performance, as individual students may be identified.

Messages

Principal's message

Adaminaby Public School is a one teacher school in the Snowy Mountains, situated 54 km from Cooma. It provides quality education programs for all its students through individual learning programs. The school is assisted with Equity Funding and the National Partnership Program which assists 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 are 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



P & C message

Our P&C is a small bunch of dedicated parents and community members, who give their own time (and lots of it) to fundraise to assist the school with extra financial support. In 2012 the people who held positions on the P&C were:

Linda Squire – Vice President

Kelly Horsfall – Secretary

Fiona McNiff – Treasurer

As well as a handful of active members.

This year our fundraising events included: running the canteen for the Small Schools and District Athletics Carnival, 2 discos at the Bowling Club, the Snowy Ride BBQ, BBQ at the Adaminaby Races, BBQ at the Adaminaby markets, Presentation Night raffle, wood auction at the Easter Fair and Cadbury fundraising chocolates.

We have made \$16 297 and once expenses were taken out, we were left with a profit of \$10 364. Not bad for a small P&C, with only a few members!

The P&C have assisted financially with the Dubbo excursion, the Kosciusko excursion, the year 6 Leadership trip, year 6 jumpers, school skiing at Selwyn Snowfields and Thredbo, State and District sporting events, presentation night awards and the school year book. The P&C has given a total of \$8 908 to the school.

We would like to thank the community, the local businesses and the parents who help, for your continued support and donations throughout the year and in some cases, who without their help some of our fundraising events would not take place.

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

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

Student attendance profile

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

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

Position	Number
Principal	1.0
Primary Part-Time Teacher	0.084
Primary Teacher RFF	0.042
Teacher Librarian	0.084
Itinerant Primary Teacher of Visual Disabilities	0.4
Total Teacher Entitlement	1.61
General Assistant	0.18
School Administrative Manager	0.496
Total Non Teacher Entitlement	0.676

Staff retention

In 2012 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. Miss Malee Thomson was employed on a temporary basis as part of the Student Learning Support program and as a support teacher in Literacy and Numeracy.

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

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	33



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	30/11/2012
Income	\$
Balance brought forward	91509.98
Global funds	49476.87
Tied funds	40936.88
School & community sources	20829.08
Interest	4091.97
Trust receipts	7910.97
Canteen	0.00
Total income	<u>123245.77</u>
Expenditure	
Teaching & learning	
Key learning areas	6471.59
Excursions	5693.60
Extracurricular dissections	18046.83
Library	2085.89
Training & development	1686.56
Tied funds	40872.12
Casual relief teachers	2612.11
Administration & office	20447.51
School-operated canteen	0.00
Utilities	10378.54
Maintenance	4764.86
Trust accounts	8089.07
Capital programs	16743.78
Total expenditure	<u>137892.46</u>
Balance carried forward	<u><u>76863.29</u></u>

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Throughout 2012 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.

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 Cinderella 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.

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 2012 the Active After School Sports program was operational and students were involved with karate, cricket, yoga and lawn bowls.

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



Academic

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.

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

Yr 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*.



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 3 Adaminaby PS went on an excursion to the Raglan Gallery and viewed exhibits by local Aboriginal artists which enhanced the school's Aboriginal education.

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.

National partnership programs

In 2012 Adaminaby School used funds from the Low SES School Communities National Partnerships to improve the educational outcomes and life opportunities of students from low SES backgrounds.

This funding was used to assist learning for students by being able to structure our timetable to best use staff so that we could work in smaller ability based groups in Literacy and Numeracy, which is an advantage to a P6 one teacher school. This has had a direct effect on student outcomes as evidenced in improved reading and numeracy results.

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

There has been a positive change in the involvement with other schools in our area. Our school now regularly meets with staff from other small schools who are implementing similar strategies such as Accelerated Literacy. This has had a positive influence on collaborative planning and sharing of assessments to maintain consistent teacher judgement across schools. Students in schools have also benefited from this partnership by regular connected

classroom activities and interschool visits, which has enhanced the transition process for students in small schools when moving on to high school.

We have seen a change in the use of new technologies such as connected classrooms and iPads. While video conferencing we have been able to utilise the expertise of staff in other schools leading to improvements in student engagement. iPad technology has improved teaching and learning opportunities for students as well as having positive benefits in student engagement.



Other programs

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 2012 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 is to invite parents into the school and to become familiar with the school environment. It also helps to build routines for future kindergarten children and to offer a service that is difficult to access in a rural community. Playgroup consists of a range of art/ craft and fine motor skills activities, group time activities and music time. The response from the community has been very positive.

Progress on 2012 targets

Target 1

Individual Year 5 students will achieve at or above expected growth in Spelling and Grammar and Punctuation as measured by 2012 NAPLAN data.

Our achievements include:

- Continued to implement a whole school spelling program using THRASS and Soundwave resources.
- Focused on explicit teaching of Grammar and Punctuation across K-6.
- Interactive Spelling activities developed for all grades. Resources available through school server, internet and iPads



School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Science and Technology and School Culture.

Science and Technology

Background

The Key Learning Area of Science and Technology 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.

Findings and conclusions

- 100% of parents who returned surveys stated that they were not sure what the students were doing during science lessons
- 65% of parents thought that students were using iPads too much during class time
- All teaching staff agreed that Science and Technology was being successfully covered during COGs units
- Teachers felt that they needed more support with using new technologies (such as iPads) in the classroom
- 82% of students reported that they had fun during science activities

Future directions

The school will build better communication links with parents to advise them on the topics and themes being covered during science activities at school. Parent / Teacher Information sessions will be investigated in order to better inform and educate parents as to the use of technology in the classroom.

School Culture

Background

As part of the school's cycle of evaluation the area of School Culture was investigated in 2012. Staff and parents were surveyed using a questionnaire.

Findings and conclusions

- 30% of parents and staff returning surveys thought that problems and decisions at the school were not dealt with a team approach
- 65% of parents and staff would like to see a change in the school's culture
- 30% of parents and staff see discipline and behavior as a key issue at our school
- 95% of parents and staff are happy with the activities and opportunities offered to our students.

Future Directions

Meetings will be set up to discuss the shared beliefs and priorities driving the thinking and actions of our school community.

Professional learning

In 2012 the main aim of Teacher Professional Learning was building a greater capacity within the teaching staff to cater for a wide variety of needs.

Throughout the year staff were given opportunities to attend Accelerated Literacy workshops, Writing in the Middle Years, iPad Technology in the Classroom, MULTILIT training and Kids Matter workshops.

Throughout the year staff members attended Quality Teacher meetings after school to enhance their understanding of the Quality Teaching model and how this applies to their classroom practices.

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

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%.
- Individual Year 5 students will achieve at or above expected growth in Spelling and Grammar and Punctuation as measured by 2012 NAPLAN data.

Strategies to achieve these targets include:

- Plot students on the Literacy Continuum as they achieve outcomes
- School scope and sequence for literacy used as a guide to ensure comprehensive teaching of all syllabus outcomes.
- Develop and implement interactive reading activities, using programs such as Reading Eggs and iPad applications.
- Implement Accelerated Literacy strategies.
- Explicit teaching of writing, through levelled writing groups.
- Utilise High Country Learning Model to teach planning tools and strategies.
- Continue to implement a whole school spelling program using THRASS and Soundwave resources.
- Focus on explicit teaching of Grammar and Punctuation across K-6.

School priority 2

Outcome for 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%)
- Individual Year 5 students will achieve at or above expected growth in overall

Numeracy as measured by 2012 NAPLAN data

Strategies to achieve these targets include:

- Use SMART package to analyse areas that need developing.
- Use SENA to determine the needs and track the development of all students.
- Employ a teacher 2 days per week to allow small intensive maths groups.
- Continue to support professional learning in Count Me In Too and Counting On programs.
- Explicit teaching of Number each term through CMIT activities.
- Focus on explicit teaching of all numeracy strands.

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

Malee Thomson Support Teacher

Sue Hain Teacher, Vision Support

School contact information

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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:

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