Inverell Public School
Annual School Report
Principal’s message

It is my privilege to introduce the 2011 Annual School Report for Inverell Public School. This report will provide an overview of the range of programs and activities that were part of the school operation during 2011.

At Inverell Public School, students, staff and families are a cohesive team, working together to provide quality educational opportunities that meet the learning needs of every child.

Classrooms are busy places, providing a well-rounded program across all the key learning areas. The dedicated experienced staff is committed to preparing our students to be confident, curious, life-long learners.

The school is well-resourced and the strategic use of electronic whiteboards in conjunction with other technology ensures students’ access to online learning opportunities. This has extended the scope of the local classroom enabling teachers to implement dynamic learning programs that reflect the wide range of information that is a feature of life in the 21st century.

The school’s commitment to the core values of:

• Caring for others
• Mutual respect
• Reward for endeavor and
• Personal responsibility

is demonstrated through the students’ pride in their school.

In 2011 the school’s Principal, Mr Garry Simmon, took leave from the position following eight years of service at this school. Mrs Melinda Partridge assumed the role of Principal during Term 4. I would like to thank both Mr Simmon and Mrs Partridge. The school’s safe, caring and cooperative learning environment is testament to their work.

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.

Mrs Robyn Stewart, Principal (Relieving)

P & C message

Inverell Public School enjoys with the strong Parents and Citizens (P&C) Association. The group provides direct, hands-on support to the school through involvement in the organisation of events such as Grandparents’ Day, school photographs, Kindergarten transition programs, sport, cross country, swimming carnivals and canteen provision for special events.

The P&C continue to operate the clothing pool and the student banking program.

Throughout 2011 the P&C organised various fund raising initiatives including a walkathon, the horse sports day, Mothers’ Day and Fathers’ Day stalls and the Family Fun Day. Money raised at these events has funded special projects such as:

• the purchase of playground equipment and outdoor seating
• installation of electronic whiteboards in classrooms
• costuming for the dance groups and the 2011 school production of “Dragon Girl”
• reward days for students
• financial support for regional sporting representatives and the
• acquisition of sporting trophies.

Our P&C meetings are fun friendly and productive occasions conducted on the third Thursday of each month.

We look forward to welcoming new members to the team in 2012.

Judy Rosberg

KJ and the Assembly Bear
Student representatives’ message

During the year of 2011 we were able to participate in a number of extra curricula activities within the school and in the community.

We received our badges at the Induction Assembly in February. This was a very proud moment. We were now the student leaders of the school.

We were able to perform in the production of “Dragon Girl” in Term 3. What a fabulous experience this was. We had two night time shows and matinee performances. All students from Years 3-6 had the opportunity to be a part of this production.

A drumming group was formed and we were able to perform on a several occasions. This was a new and very worthwhile opportunity.

Infants and Primary students performed items in the Eisteddfod. There were a number of choir items, dance items and a drumming item.

We participated in community events such as ANZAC Day March, Remembrance Day and Sapphire City Festival Parade, proudly representing our school.

For our annual Year 5 and 6 excursion we went to Lake Ainsworth where we enjoyed some pretty good food and participated in sailing, kayaking, raft building, ropes activities, rock climbing, snorkeling, cook outs, night games, county fair events. This was a very memorable experience for us.

There were numerous opportunities to represent the school in sporting events such as athletics, swimming, touch football, rugby league, and soccer, and netball, softball, cross country, cricket and gymnastics.

The Family Fun Day was combined with the Grandparents Day concert for the infant’s students. The infants students performed really well for their special guests. At Family Fun Day there were many great activities that we could try such as: the obstacle course, jumping castle, crate stacking, face painting, sand art and games eating fairy floss and spider drinks. We enjoyed the cake stall and purchases made from the white elephant stall. The Year 6 students helped man a stall. This day was a very successful fundraiser.

Students were invited to Rewards Day activities at the end of each term. The primary students attended a pool day with the aqua challenge, a movie day at the cinema viewing “Cars 2”, a disco and a day at Green Valley Farm.

We have many fond memories of our time at Inverell Public School. These include making masks and puppets, the Year 5 and 6 Canberra and Lake Ainsworth excursions, performances in the Eisteddfods and participating in the drumming group. Years later we still remember our first day of Kindergarten.

We thank the teachers at Inverell Public School for such great primary school years and the opportunities they provided for us.

D’Arcy Walsh and Terri-Lee Ezzy
**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**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>208</td>
<td>199</td>
<td>201</td>
<td>208</td>
<td>227</td>
</tr>
<tr>
<td>Female</td>
<td>154</td>
<td>169</td>
<td>169</td>
<td>177</td>
<td>165</td>
</tr>
</tbody>
</table>

**Student attendance profile**

The 2011 attendance rate of 91% is consistent with results achieved in previous years.

**Management of non-attendance**

There was a small number of students who caused concern regarding their attendance. These students were referred to the Home School Liaison Officer.

**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 2011 Class Size Audit conducted on Monday 21 March 2011.

**Structure of classes**

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>65</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>KJ</td>
<td>K</td>
<td>65</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>KST</td>
<td>K</td>
<td>65</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>55</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>55</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>55</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>61</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>61</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>2T</td>
<td>2</td>
<td>61</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>3L</td>
<td>3</td>
<td>50</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>50</td>
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<td></td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
<td>52</td>
<td>26</td>
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<tr>
<td>4R</td>
<td>4</td>
<td>52</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>5B</td>
<td>5</td>
<td>54</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>5R</td>
<td>5</td>
<td>54</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>49</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>49</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

*Reading Buddies*
Staff information

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

Inverell Public School has a dedicated and supportive school staff that strives to meet the learning and welfare needs of the student population.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Part Time Teachers</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.5</td>
</tr>
<tr>
<td>Total</td>
<td>26.1</td>
</tr>
</tbody>
</table>

Additional staff were employed through the National Partnerships and Priority Schools Programs.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school employs one Aboriginal Education Office and has employed two learning assistants who claim Aboriginality.

Staff retention

Permanent staff members who were employed in the 2010 school year were retained in 2011.

Mrs Sue Brown, Assistant Principal, retired at the end of 2011. This position was advertised in Term 4 2011. Mr Stephen Gadd will enter in the Assistant Principal position at the beginning of the 2012 school year.

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>91</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>9</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>377423.41</td>
</tr>
<tr>
<td>Global funds</td>
<td>215050.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>246470.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>38660.57</td>
</tr>
<tr>
<td>Interest</td>
<td>15524.23</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16842.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>909971.84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>37972.81</td>
</tr>
<tr>
<td>Excursions</td>
<td>25191.48</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>14116.84</td>
</tr>
<tr>
<td>Library</td>
<td>5483.84</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>568.71</td>
</tr>
<tr>
<td>Tied funds</td>
<td>343860.84</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>56270.47</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>82400.42</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>44006.13</td>
</tr>
<tr>
<td>Maintenance</td>
<td>21950.75</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>16367.80</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16200.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>664390.09</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>245581.75</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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.

Christmas preparations
Achievements

Arts

Students had numerous opportunities for involvement in Creative and Performing Arts.

The major school production involved over 120 students from Years 3 to 6. Two evening performances and one matinee performance were held in the school hall with a full house in attendance on each occasion.

Our school choirs and drumming group performed with distinction at the Inverell Music Eisteddfod and a number of school functions. A smaller group from the senior choir also performed for the senior citizens at the Home and Community Care Christmas party.

Infants and Primary Dance Groups entered the Inverell Dance Eisteddfod. The Primary Dance Group was invited to perform at the Eisteddfod Concert at the close of the event.

Inverell Public School supported the ‘Taste of Macintyre’ at Macintyre High School with performances by the junior dance group and a senior dance and drumming group. The senior group also entertained principals at the Regional Principals Conference in March.

Our junior students performed dance and singing items at the Grandparents concert on Family Fun Day. The school’s arts program is very well supported by students, staff and families.

Other

In 2011 students participated in a variety of additional activities including the following highlights:

• participation in the ANZAC Day march. Remembrance Day celebrations and the Sapphire City Parade;
• participation in minor excursions in the local area;
• participation in testing specific subject knowledge in the University of new South Wales Maths, English and Science competitions;
• participation in the Premiers Spelling Bee. Four students earned places in the regional finals for this event;
• participation in Clean Up Australia Day;
• participation in the school’s Rosberg Public Speaking Competition;
• participation in the Years 5 and 6 excursion to Lake Ainsworth Sport and Recreation Camp;
• performance at McLean Fete and
• appropriate fund raising events.
Sport

Staff at Inverell Public School encourage participation and sportsmanship for all students across a wide variety of competitive and non-competitive sport programs.

As in all other areas of the school’s activities, opportunities are available for students to excel in their chosen area and perform to their individual best.

The following achievements were significant for the school in sport:

- successful swimming, cross country and athletics carnivals in which every primary student participated
- successful participation in horse sports.
- eight teams entered in PSSA competitions
- thirty two students gained selection in Inverell Zone teams and
- eight students represented the New England Region at state sporting carnivals.

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.

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

Following significant growth in 2009 and 2010, Year 3 results in literacy and numeracy in 2011 were not quite as strong.

Year 3 NAPLAN Reading Average Score:
School 386.2; SSG 374.1; State DEC 415.6
Year 3 NAPLAN Writing Average Score:
School 363.9; SSG 387.3; State DEC 422.4.

Year 3 NAPLAN Grammar & Punctuation Average Score: School 390.7; SSG 376.6; State DEC 422.9

Year 3 NAPLAN Spelling Average Score:
School 380.5; SSG 373.6; State DEC 415.5.

Numeracy – NAPLAN Year 3
Year 3 NAPLAN Numeracy Average Score:
School 365.5; SSG 367.4; State DEC 400.9
2011 Year 5 literacy and numeracy results were slightly lower than results achieved in 2010.

Year 5 NAPLAN Reading Average Score: School 460.7; SSG 453.2; State DEC 489.0.

Year 5 NAPLAN Writing Average Score: School 437.9; SSG 455.0; State DEC 486.6.

Year 5 NAPLAN Spelling Average Score: School 440.2; SSG 457.9; State DEC 493.7.

Year 5 NAPLAN Grammar & Punctuation Average Score: School 449.3; SSG 459.3; State DEC 500.7
Numeracy – NAPLAN Year 5

Year 5 NAPLAN Numeracy Average Score:
School 475.7; SSG 459.0; State DEC 495.9.

Average progress in Numeracy between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>86.4</td>
<td>129.7</td>
</tr>
<tr>
<td>SSG</td>
<td>84.4</td>
<td>93.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

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

The graphs above show the improved growth in our students’ achievement from Year 3 results to Year 5 results in reading and numeracy.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Inverell Public School has comprehensive education programs that are designed for the academic and social growth of all of our students, including Aboriginal students. An Aboriginal perspective is included in the units of work covered in Human Society and its Environment to assist all students to gain an appreciation of Aboriginal culture. The school celebrates NATSI Week. Aboriginal students accessed the Norta Norta Program, the MultiLit program, the QuickSmart Program and the Learning Assistance Program.

Multicultural education

A multicultural perspective is included in the units of work covered in Human Society and its Environment (HSIE) to assist students to gain an appreciation of other cultures.

National partnership programs

Since 2009 the school has participated in the National Partnership Literacy and Numeracy Program and the National Partnership for Low Socio Economic School Communities. These programs are dedicated to student achievement in Literacy and numeracy. Through these initiatives the school has been able to provide additional specialist programs such as MultiLit (literacy), QuickSmart (mathematics), additional staff support in K-2 classes during literacy and mathematics lessons, purchase teaching resources and provide teaching and non-teaching staff with professional learning opportunities related to best practice in literacy and numeracy teaching and learning.

Priority Schools Funding Program

Resources acquired through the Priority Schools Funding Program have been used to extend the scope of mathematics groupings in Years 3-6 and implement the Literacy and Mathematics Program (L.A.M.P.) in Years K-2.

2011 is the final year of the current four year Priority Schools Funding cycle.

Other programs

Speech Support Program

Inverell Public School Speech Support program has been developed to assist young students experiencing difficulties with verbal language. Individual Education Plans are developed for each student and specific resources are created to support specific learning goals. Students’ progress is carefully monitored and discussed with the class teacher. The program focuses on clarity of speech, correct articulation and the development of expressive and receptive language skills.

REV Literacy Program

REV (Revising Essential Values) in Literacy is an intensive program designed to boost the reading and writing skills of Stage 2 students who require additional support to access the English curriculum.

The program supports students whose comprehension and writing skills do not reflect their ability to achieve success in reading tasks.

In small group literacy sessions, students learn specific comprehension strategies designed for gaining meaning from text. Students also work on building writing skills that will enable them to feel confident when writing on a variety of topics. Higher order thinking skills are also developed as part of this program.
Early Birds Kindergarten Transition Program

The Early Birds Kindergarten transition program is conducted each year at Inverell Public School. The 2011 program commenced with a Pirates and Princesses Fun Day. This was followed by the annual Teddy Bear’s Picnic when over one hundred and fifty visitors attended. Later in the year, school readiness and orientation to school life activities were held for one and a half hours, three times per fortnight, over a ten week period. Children were brought to school by their parents/carers, or collected from local preschools and day care centres by a bus provided by the school. Families were encouraged to attend as many times as possible ensuring a smooth start to Kindergarten the following year. Activities that the children participated in included reading big books, drama, singing, numeracy games, using the interactive white board and peer tutoring with the senior students in the use of the computer lab in the library. The children became familiar with using the school facilities, K-2 equipment and the sandpit. The locations of the office, the hall, classrooms and the canteen were also a part of each visit. Relationships began to develop between the children, Kindergarten teachers, parents, the librarian, administration staff and the Principal before the children had started school. A graduation ceremony for the children and an information afternoon tea for the parents was the program finale. All parties involved in the Early Birds program agree that it has definitely benefitted the children, parents and teachers in preparing for Kindergarten the following year.

Progress on 2011 targets

Target 1

The academic success of our students in literacy and numeracy is commensurate with the state average and regional aspirational targets

Our achievements include:

- Implementation of graded Maths groupings for Years 3-6.
- Conducting the (L.A.M.P.) Literacy and Maths Program in years K-2 during Terms 2 and 3.
- Implementation of the MulitLit and QuickSmart programs to support students in Years 2-5.
- Purchase of resources literacy and numeracy.
- Provision of teacher professional learning about best practice literacy teaching. Courses attended included seminars about Prioritising Grammar, Quality Literacy and Accelerated Literacy.
- Across stage planning for the implementation of Quality Teaching strategies

Target 2

All students achieve to their potential in all areas with regular opportunities for student to excel in their area of strength including Creative Arts.

Our achievements include:

- Identifying opportunities for students to be involved in appropriate extension activities
- Increased public recognition of students’ achievements.
- Purchase of additional resources to support creative arts and music programs.
- Establishing a specialised music area to support music instruction.
- Conducting successful, entertaining dance and drumming performances
Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of the school’s financial operation and the mathematics program.

Educational and management practice
Financial Operation
Background
Detailed consideration of the school’s financial processes was conducted to assist the relieving Principal and new School Administrative Manager with resource planning for the 2012 school year.

Findings and conclusions
• Processes used for procurement of purchases were inconsistent.
• Annual cash-flow budget planning would support the school’s financial planning.

Future directions
• Implementation of DEC procurement processes to ensure consistency when purchasing significant items.
• Annual development of a cash flow budge that reflects all sources of income and anticipated expenditure.
• Implementation of a comprehensive annual stock-take of accountable resources.

Curriculum
Literacy and Numeracy Programs
Background
Over several years Inverell Public School has undertaken a variety of literacy and numeracy interventions to meet students’ learning needs. It was timely to gain an overview of community and staff opinions about the value of the programs being implemented. Consistency of delivery and program results were of particular interest.

Findings and conclusions
• The school has adopted a variety of intervention programs to address the specific learning needs of the student population.
• Some elements of these programs are very successful, while others are a little disjointed, requiring more consistency across the school.
• Parents and carers spoke very highly of the school and the learning opportunities being provided to the children.
• Parents and carers would like more advice from the school regarding the most effective ways to support their children in specific aspects of literacy and numeracy.

Future directions
• Collaborative planning between teachers working in Stage teams and across all Years K-6.
• Implementation of clearly outlined programming guidelines that can be used across all years.
• Provision of comprehensive feedback and support from the school executive as the school strives for continual improvement and consistency in planning for teaching and learning.
• Assessment practices need to be closely linked to the syllabus and also need to be adjusted to reflect the requirements of students who need additional assistance to access the curriculum.
Parent, student, and teacher satisfaction

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

Overall the school scored a satisfaction rating of 8.2 on a scale that identified a rating of 10 as a full score. While this is a pleasing result, it indicates scope for improvement.

The survey identified a number of areas of strength including the Early Birds Transition to School Program, the Family Fun Day and various community activities. Parents were satisfied with the overall operation of the school.

The school’s policy and practice in the areas of Student Welfare and Discipline and the development of stronger links with the parent body were identified as areas for development in 2012.

Professional learning

Professional learning funding for 2011 was used to support the development of all staff. Activities undertaken were linked to the School Plan and effectively met identified needs.

The major focus was the enhancement of teaching strategies and skills to support students’ learning in literacy. All teaching staff received extensive training about the effective implementation of the Accelerated Literacy Program. Professional Learning about Prioritising Grammar and the MultiLit and QuickSmart programs was conducted as part of the school’s ongoing literacy and numeracy priority.

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.

Improve reading proficiency and increase the number of students with growth at or above the state average in Years 3-5 NAPLAN.

2012 Targets to achieve this outcome include:

- Decrease the proportion of students achieving at or below minimum standards in reading from 22% to 18% (Year 5) and from 25% to 20% (Year 3) in 2012.

Strategies to achieve these targets include:

- Accelerated Literacy methodologies to be maintained and integrated into all classrooms and teaching programs to be utilised K-6. New staff to the school will be trained in the implementation of Accelerated Literacy
- NAPLAN analysis SMART 2 for majority of staff. School leaders engage in rigorous data analysis and develop subsequent action plans for improved student outcomes in Literacy
- Reading Recovery trained staff to provide extra support for Stage 2 students in relation to reading
- Extension of K-4 home reading program
- LAMP (Literacy and Mathematics Program) Aides employed and trained on the implementation of guided reading strategies in Infants classes by MultiLit co-ordinator
- Aides to work with individual classes to assist with guided reading
- Aides trained in MultiLit to continue the program and provide assistance for students in year 2, 3 and 5
- Assistant Principal to oversee the QuickSmart program and see that is running effectively. Release provided for the executive teacher
- Speech program to operated 5 days a week with a trained teacher overseeing the program (2 days a week) and a trained SLSO implementing the program 5 days a week targeting infants students who identify as needing assistance with speech.

School priority 1

Outcome for 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
School priority 2

Outcome for 2012–2014

*Improve numeracy proficiency and increase the number of students with growth at or above the state average in Years 3-5.*

2012 Targets to achieve this outcome include:

- Decrease the proportion of students achieving at or below minimum standards in numeracy in 2012.

Strategies to achieve these targets include:

- Students in primary classes will be assessed on ability level at the start of the year and placed in numeracy groups according to ability level.
- Mathematics groupings will be maintained.
- Assistant Principal to oversee the Quicksmart program.
- Links with the University of New England to be maintained (SiMERR)
- Staff will attend professional learning in the use of Newman’s Error Analysis and implement strategies in to teaching programs and when deconstructing questions.
- Detailed analysis of Naplan SMARTData will be used to inform planning for explicit targeted teaching practice.
- School leaders engage in rigorous data analysis and develop subsequent action plans for improved student outcomes in Numeracy.

*Flag Racing @ the Horse Sports Day*

*Learning Buddies*

*Creative Colour*

*Mr. Simmon and students presenting flood relief funds to Bonshaw PS*
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.

Robyn Stewart, Principal (relieving) 2012
Kim Pilcher, School Administrative Manager
Melinda Partridge, Assistant Principal
Tanya McKinlay, Assistant Principal
Jenny Williams, Classroom Teacher
Paula Robinson, Classroom Teacher
Trudy Weidemann, Classroom Teacher

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

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