Inverell Public School
Annual School Report 2013
School context

The Annual School Report provides an opportunity for our school and its community to celebrate the achievements of our students.

At Inverell Public School we have a proud history of providing accessible, well-rounded educational opportunities to the children of the Inverell area over 151 years.

During this time the work of teaching has continued to move forward and we embrace the range of educational opportunities available to every student in the 21st century.

Academic programs are the main focus of the school’s work, with teachers consistently seeking ways to enhance students’ learning. Adjusted learning programs reflect a clear understanding that students learn in different ways and bring different experiences to the learning environment. Teachers are focused on supporting every student towards a positive future.

In 2013 the school has been working on significant major programs, including:

- Extensive professional learning and planning for the introduction of the National English Curriculum in 2014
- Further development of the ACTION Speech program that supports our younger students in developing verbal language skills
- Introduction of the Positive Behaviour for Learning program that focuses on the implementation of high quality, consistent student wellbeing strategies,
- Improved understanding of cross cultural awareness
- Introduction of Sentral, an electronic school administration program that facilitates consistent management and communication of day to day school events and processes
- Commencement of Personalised Learning Plans
- Continuation of the Reading Recovery Program
- Participation in junior Speechcraft with a local Toastmasters group
- Implementation of a daily Ready for School Program
- Continued development of the Early Birds Transition to School Program
- Development of the Kitchen Garden/Environmental Education program
- Further development of the Drumbeat programme
- Continuation of the annual Learn to Swim program
- Special events that provide very different learning opportunities such as the visit by the Zoomobile, the Hip Hop Workshop and the Natjul performance and
- Improved technology learning through the use of class sets of i-pads, the latest acquisition in the technology learning program.

Inverell Public School staff also support ongoing development of the educational community through:

- Hosting practice students from university and TAFE programs,
- Supporting smaller schools in professional learning of their introduction of the new English curriculum and
- Coordinating the Assistant Principals Network and the Sapphire Community of Schools Principals Network.

It is important to recognize the efforts energy and commitment of the teaching and non-teaching staff. Our school’s success would not be possible without this team of people who know our students well and are thoughtful and considered in their approach to the important work of readying children for a successful and positive learning future. The staff at Inverell Public School meet challenges and opportunities each day and remain focused on the core business of providing a high quality education for our students. Their teamwork and individual effort is exceptional.

At Inverell Public School the partnership that we enjoy with families is precious and essential to achieving successful educational and social outcomes as our children become the decision makers for our community in the future. I extend a huge thankyou to our community for its
ongoing support and care for our students and our school.

At Inverell Public School we believe that it “takes a village to raise a child” and Inverell Public School is that village within our town for our children.

Robyn Stewart - Principal

P & C message

At Inverell Public School being involved in P & C connects you to your school and helps you understand why things happen at school and the reasons behind actions and events.

Parents and community members have more opportunities to build an informed relationship with your child’s teacher and the school principal.

It is great to see parents and teachers involved in projects; working towards an even better school.

There is a sense of pride that the P & C does make a difference at Inverell Public School.

John Rosberg – President P & C

Student information

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

Student enrolment profile

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Workforce information

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

Workforce composition

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<th>Position</th>
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<td>Principal</td>
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<td>Assistant Principal(s)</td>
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<td>Classroom Teacher(s)</td>
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<td>Teacher of Reading Recovery</td>
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<td>Learning and Support Teacher(s)</td>
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<td>Teacher of ESL</td>
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<td>School Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The school employs one permanent Aboriginal Education Officer and has taken the initiative to employ two additional Aboriginal learning assistants.

Teacher qualifications

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

<table>
<thead>
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<th>Qualifications</th>
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<td>Degree or Diploma</td>
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<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

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A full copy of the school's 2013 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.
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)

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Progress in Numeracy

Average progress in Numeracy between Year 3 and 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.

NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
The top ten students in Years 3 - 6 are invited to participate in the UNSW ICAS English and mathematics test. The tests challenge students to apply key concepts within these subjects. In 2013, three students received Mathematics credit awards, two students received English credit awards and three students received English distinction awards.

**Other achievements**

The top ten students in Years 3 - 6 are invited to participate in the UNSW ICAS English and mathematics test. The tests challenge students to apply key concepts within these subjects. In 2013, three students received Mathematics credit awards, two students received English credit awards and three students received English distinction awards.

**Significant programs and initiatives**

**Aboriginal education**

As an Aboriginal and Torres Strait Islander Education Plan (ATSIEP) Focus School, Inverell Public School is committed to improvement in the educational outcomes for our Aboriginal students and all other students. An Aboriginal Education Committee consisting of executive staff, teachers and the Aboriginal Education Assistant is actively engaged in planning and implementing actions to enhance Aboriginal Education within the school.

To strengthen understanding of Aboriginal culture and the learning needs of Aboriginal students, committee members have undertaken professional training in partnership with Regional Aboriginal Education consultants and AECG teams. Supporting staff to gain appreciation of
local Aboriginal culture, people and history that is transferred into units of work in Human Society and its Environment and Science and Technology. Inclusive Aboriginal content is also taught in English through literacy texts and poems by Aboriginal authors and illustrators, and in Creative and Performing Arts. An Aboriginal Arts program, in partnership with Linking Together, has provided students an opportunity to explore Aboriginal artistic traditions and develop their interest in Visual Arts.

Inverell Public School acknowledges the importance for students to achieve success in their earliest school experiences. Our Early Birds Preschool to School Transition program in Term 3 & 4 ensures Aboriginal students get the best possible start to school. Vision and Hearing screening for Kindergarten and Aboriginal students assists to identify students needing support in these areas.

The school is developing its partnerships with the Aboriginal community and promotes Aboriginal culture with the school. School representatives attend local AECG meetings. NAIDOC week was celebrated with a special assembly and welcoming of special guest and poet, Ester Gardner, Aboriginal Elder. Esther returned to the school to help celebrate Education Week with storytelling to K-2 students.

**Drumbeat**

Inverell Public School introduced the Drumbeat Program to students from Year 4 to Year 6 in 2013. This program combines the benefits of the group drumming process with social engagement activities. Weekly lessons focus strongly on reducing social isolation and improving emotional regulation and self-esteem. In the program students also look at social issues such as peer pressure, bullying, dealing with emotions, tolerating diversity, identity and social responsibility.

Approximately 24 boys were involved in Drumbeat during Terms 1, 2 and 3.

**Early Birds**

Inverell Public School offers a Kindergarten Transition program called Early birds in Term 3 and Term 4, to children who are intending to enrol in Kindergarten at Inverell Public School the following year and for those who are uncertain about which school to enroll their child.

The program runs for three afternoons (Tuesday, Wednesday and Thursday) fortnightly over a ten week period in Term 3 and Term 4. A bus transports those attending from pre-schools and long day care centers and parents are welcome, to bring and collect children themselves.

The program aims to orientate children to the school and the Kindergarten setting and help them develop the literacy and numeracy skills necessary for a confident and smooth start to school life. Students become involved in a number of learning activities, social games and experiences at school before they start their formal schooling. The program allows staff to obtain knowledge and build relationships with each child ensuring careful placement in the following year. It also begins the important partnership where staff and parents begin working together in the education of children.
Early Learning Programs

Literacy and Maths Program (LAMP)

LAMP runs over a three term period at Inverell Public School in the Early Stage One and Stage One classes (Kindergarten to Year 2). School learning Support Officers (SLSO) are employed to assist teachers in the classroom setting allowing for smaller numbers in intensive literacy and numeracy groups. Each Stage One class is allocated four weekly sessions for LAMP. SLSO’s work in each of the three Kindergarten classes until lunch time each day for four days per week. Parent helpers are greatly valued and contribute significantly to the LAMP program by listening to students read aloud in one-to-one situation.

Best Start

The Best Start initiative occurs across all Early Stage One and Stage One classes in NSW. It was established to ensure that all students are on track with literacy and numeracy learning by Year 3. Best Start is an inclusive program where all children have the opportunity to participate. After an assessment process teachers build an individual profile about each student which informs quality teaching and learning programs for all students. Student learning is also supported by a range of interventions and additional programs.

Language, Learning and Literacy (L3)

L3 training has been undertaken by the Kindergarten teachers. This is a program that provides a rich literacy environment for all students where explicit instruction in reading and writing strategies takes place in small groups. The students in Kindergarten and their teachers are reaping the benefits of this programme.

Major Excursions

Year 4 Copeton Dam

In October 2013, forty one Year 4 students travelled to Copeton Waters State Park for an overnight excursion. The students were accompanied by four staff members. Students and staff slept in the bunkhouse and used both the bunkhouse facilities and the open air camp kitchen.

On arrival at the dam the students had lunch and set up their sleeping areas. In the afternoon the students participated in fishing, cooking, craft and walking activities. In the evening the students had a sausage sizzle and played indoor and outdoor games until bed time.

On Friday morning the children had breakfast and prepared their own lunch. After packing their bags and cleaning out the bunkhouse some students went fishing with Mr Gadd and other students walked to the splash area and participated in climbing, jumping, and waterplay activities. After lunch the students walked to the camp kitchen, boarded the bus and returned to school.

Years 5 / 6 excursion to Lake Ainsworth

Fifty six Year 5 and 6 students and three staff attended the biannual week long excursion to Lake Ainsworth Sport and Recreation Centre, located at Lennox Head, at the end of September. The students had the opportunity to participate in a range of day time activities that included canoeing, kayaking, rock climbing, sailing, bicycle riding, cook out and marine studies. The highlights for the students were sailing on the lake and marine studies which included snorkeling. Every night activities were held in the stadium. This included night games, stall activities and a disco.

The students greatly enjoyed fun and active learning programme offered at the camp.

Kitchen Garden

Inverell Public School Kitchen Garden was created at the start of 2013.

Students have been involved in:

- planting, cultivating and harvesting summer and winter crops
- Learning about composting and worm farming and
- Weeding and watering class plots.

Eco Warriors a lunchtime garden group was created to maintain the gardening, mulching and weeding.

In 2014 this scope of this program will continue to develop a focus on science learning in the Release from Face to Face Teaching Program.
Multicultural education

Inverell Public School continues to incorporate a successful multicultural program into all aspects of the curriculum. From Kindergarten to Year 6, support was provided to students from over 16 different cultural backgrounds. Harmony Day was celebrated with a variety of activities including an exhibition of students’ artwork, children dressing in traditional costumes, a variety of cultural foods being offered at the canteen and Harmony Day lessons taught across the school. Students from a range of cultural backgrounds shared their stories at assembly and the Filipino students performed a song in Tagalog.

Night of the Notables

Night of the Notables was introduced in 2013 as the culmination of the school’s public speaking program. Fourteen senior students were invited to research the life of a famous person, write a four minute speech about their subject and present their speech to an audience of family and friends. Famous subjects included such luminaries as Albert Einstein, Captain Jack Sparrow, Achilles, Micheal Jackson, Tutankhamun - King Tut and Elvis Presley.

Catering, technology, audience and stage support was also provided by members of the public speaking group, providing an opportunity for students to be involved in a significant school production on many levels.

Students demonstrated a high level of enthusiasm and commitment for the performance, accepting significant responsibility to ensure that the night was a great success.

Reading Recovery

Five students participated in the Reading Recovery Program each day. There were four carry over students at the beginning of 2013 from Year 2 and all carry over students successfully discontinued.

Nine Year 1 students accessed the program in 2013.

One of whom was referred from the program due to learning processing difficulties.

Two students were referred from the program due to absences. One of these students recommenced the program in Term 4 Week 3 and will be a carry over student in 2014.

One student moved to a new school.

Five Year 1 students successfully completed the program by the end of the year.

The Year 1 and Year 2 teachers of students who access Reading Recovery are very supportive of the Reading Recovery Programme. Teachers provide positive feedback regarding the children’s progress and many discussions take place about the development of the children as more independent readers and writers.

Science Report

During 2013 students were involved in a variety of engaging science activities and excursions including:

- Sapphire City Science & Engineering Challenge
- Science in the Bush at the University of New England
- Gwydir and Macintyre Resources Management Committee (GWYMAC) Environmental Day
- Save the Bilby Competition and
- Planet Ark Tree Day

Science is a highly engaging subject for both boys and girls, providing a wide range of areas for study that explain how the natural and manmade world operates.

In 2014 Science will be a focus area for development through the release from face to face teaching program.
Speech and Language Support Programme

During 2013 ongoing strategies have been put in place to provide class based support to children showing difficulties in speech and language.

These strategies include consultation with a Speech Pathologist to up-skill teachers in phonological awareness, its impact on literacy acquisition and to recommend adaptation of curriculum tasks and teaching practices to assist children with speech and language difficulties.

The school employed a Speech Pathologist to demonstrate ways to incorporate support strategies into everyday teaching. These included whole class activities such as increasing spoken language in the classroom through storytelling, vocabulary priming before starting units of work, using Blanks Levels of Language questioning techniques, adapting length and complexity of instructions and use of visual support and visual timetables to support activities. She also worked with School Learning Support Officers (SLSO) to enable them to provide small group and individualized tuition for students with speech difficulties and to facilitate acceleration of high needs children.

All students on the program have shown significant improvement in their areas of speech development. Four students achieved all articulation goals and three students achieved all language goals to exit the program.

All students on the program have improved in confidence and skills, leading to greater participation in activities and interaction with peers.

Class based strategies employed eg visual timetables, modified teachers instructions and Blank’s questioning techniques have benefitted class members directly involved with the program.

Teachers reported that the program prevented widening of the gap between participants and age matched peers.

There was direct correlation between amount of time spent with students and rapidity of improvement.

Progress in targeted areas e.g. articulation, receptive language and expressive language, by students on the program resulted in improved overall learning.

Research shows that speaking and language skills/difficulties impact on overall learning behavior, social skills and lifelong opportunities such as tertiary education, employment and career opportunities.

Twenty four students have been identified with high speech and language needs. Of these, 17 are on the program and will require continued support in 2014. A further 7 have been identified with significant need of one to one/small group tutoring in addition to class speech/language strategies.

Approximately 15 students in the 2014 Kindergarten intake have been identified as requiring speech and language support.

Inverell Public School will continue to provide Professional Learning to teachers in phonological awareness, its impact on literacy acquisition and increase focus on phonological awareness in the classroom. Staff will continue to train in identifying speech and language difficulties and implementing appropriate goals and strategies.

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 with every primary student participating
- Eight teams were entered in PSSA competitions
- Students represented in zone teams and regional teams.
Swimming School

The School Swimming Program is a learn to swim program developing water confidence and providing students with basic skills in water safety and survival. Students are eligible to attend until they are able to swim 25m in deep water, unaided, with confidence and style.

The program caters for children from Year 2 to Year 6. In 2013, two hundred and ten students participated. Over the ten days the students’ confidence and pride in their accomplishments was evident.

Technology Program

Inverell Public School made significant steps in updating technology infrastructure during 2013. The purchase of sixty one iPads and permanent location of the Desktop Computer Laboratory ensures students have access to up to date facilities to boost engagement in learning activities. Staff have embraced the use of Sentral as a means of incident recording, facility booking and streamlining administrative processes. This ensured staff are maximising learning time and students are seeing these benefits in their learning activities.

The school technology committee has been continuing to develop the schools Technology Policy, with a strong focus on developing teaching practice to build engagement of students through the use of technology. Teachers are becoming proficient at integrating iPads into literacy and mathematics learning. We look forward to continuing this journey with the incorporation of laptop computers to give students exposure to multiple learning platforms and assist them in becoming confident digital citizens.

Walkathon

The annual walkathon is held in Term 3. This event is one of the major fund-raisers for Inverell Public School P & C. All students from Kindergarten to Year 6 enjoyed an afternoon walking around the school’s sports field, raising over $4000 through sponsorship. The walk-a-thon was well support by families, many of whom came along to walk with their children. This event is a fun, active and productive afternoon, enjoyed by students, staff and families.

Transitional Equity Funding

In 2013 Transitional Equity Funding was used to support the following learning programs:

- The Early Birds Transition to School Program
- Reading Recovery professional learning
- The Literacy and Maths Program (LAMP) in Kindergarten, Year 1 and Year 2
- Teacher support for the ACTION Speech Program.

Equity funds enable the school to provide students with additional support to successfully access the curriculum and experience success in learning.

National partnerships and significant Commonwealth initiatives (participating schools only)

Low SES National Partnerships funding has made it possible for the school to introduce a variety of learning and student support programs that enhance the everyday school experience and make school more accessible for students.

In 2013 the following initiatives were made introduced or enhanced through National Partnerships funding:

- The Kitchen Garden Program
- Teaching and support staff Professional Learning
- The Drumbeat Student Engagement program
- School leadership team development
- The ACTION Speech Program
- Introduction of the National English Curriculum
- The Ready for School Program
- The Early Birds Transition to School Program
- Technology to support students’ learning
- Students’ leadership learning.

National Partnerships funding enabled the school to introduce these programs and plan for sustainability following the cessation of National Partnerships funding. All the programs noted above will be continued in 2014.
School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys
- Evaluation of current programs and
- Identification of priority areas
- Consultation with parent groups
- Review of current research
- Community and interagency consultation

School planning 2012—2014: progress in 2013

School priority 1
Development of the Executive Team Roles

Outcomes from 2012–2014
A complete review of Executive Team roles was conducted in 2012. This process identified a need to develop a devolved leadership model that emphasised a portfolio responsibility for each Assistant Principal.

Evidence of progress towards outcomes in 2013:

- The portfolio roles of Technology and Administration, Student Welfare and Curriculum Development and were identified as key areas of responsibility.
- Each AP accepted responsibility for a particular portfolio and began to develop their new role
- Communication with non-executive staff about the evolving roles and responsibilities of the Assistant Principals
- Role statements recognising the range of responsibilities that contribute to successful school operation were initiated, actioned and revised accordingly
- Professional learning relating to school leadership commenced
- Ongoing consideration of the type of graduate student the educational programs at Inverell Public School aim to produce

- A school leadership group commenced with 3 classroom teachers accepting responsibility for major school programs
- Leadership group meetings were introduced as part of the school’s executive structure
- The purpose of meetings was reviewed to ensure that professional learning became an essential part of the staff meeting structure and communication meetings were introduced to deal with day to day organizational issues.

Strategies to achieve these outcomes in 2014

- Review and further development of executive role statements
- Planning and implementation of a comprehensive 12 month school leadership development plan
- An intensive school leadership workshop will be conducted in Term 1 2014
- Continued involvement in the Assistant Principals Network and the Sapphire Community of Schools Principals Network

School priority 2
Evaluation of Aboriginal Education (Dare to Lead)

Outcomes from 2012–2014

- Greatly enhanced school planning that reflects the Priorities of The National Aboriginal and Torres Strait Islander Education Action Plan

Evidence of progress towards outcomes in 2013:

- Participation in the Focus Schools program and a Dare to Lead school evaluation that informed school planning for the effective, culturally respectful support for Indigenous students
- Continuing development of cultural awareness and recognition in curriculum planning across all Key Learning Areas
- Participation by all teaching and classroom support staff in Aboriginal Education professional learning focusing on language development and cultural awareness
- Improved connections with preschools and other community agencies
- Employment of additional Aboriginal staff members to provide additional support for students and build community connections
- Implementation of regular community morning teas and home visits designed providing improved and to seek families’ input and comments relating to school operation and their children’s education
- Inclusion of the Aboriginal Education Program Leader in the school’s Leadership group
- Implementation of Personalised Learning Plans for Indigenous students

**Strategies to achieve these outcomes in 2014:**
- Continuation and enhancement of all strategies listed above
- Improved school signage to indicate to community members that Inverell Public School is a culturally aware environment
- Implementation of recommendations contained in the 2013 Dare To Lead Report
- Creation of a Transition position as part of the school’s Leadership Group and further review of transition programs Preschool to Kindergarten, Year 2 to Year 3, Year 6 to Year 7 and for students new to Inverell Public School throughout the year and
- Further development of the Aboriginal Education Committee
- Consolidation of the school’s Attendance Plan, policies and procedures

**School priority 3**

**Positive Behaviour Learning (PBL)**

**Outcomes from 2012–2014**
- Implementation of consistent management of student behavior across Kindergarten to Year 6
- Identification of the school’s Core Values of CARE – Cooperate, Achieve, Respect, Excellence
- Development and delivery of lesson plans that support the school’s core values
- Continuation of an extremely proactive PBL Committee
- Implementation of the free and frequent playground reward system and implementation of the Swan in class reward system
- Development of the Inverell Public School PBL rap and the PBL film clip

**Evidence of progress towards outcomes in 2013:**
- Introduction of a PBL weekly assembly
- Staff are using the reward systems frequently and consistently
- Students demonstrate enthusiasm about the new reward systems
- Core values are becoming part of regular language and interaction language across the school
- Extensive professional learning has been provided to staff
- PBL is strongly evident in professional discussion and planning across the school
- Development and implementation of a new Student Well-Being Policy to inform across school practice

**Strategies to achieve these outcomes in 2014:**
- Survey students, staff and parents to identify future directions for the PBL program at Inverell Public School
- Review of data related to playground events as the playground is a major focus area for the PBL program in Semester 1 2014
- Further professional learning and staff planning meetings relating to PBL to ensure the continued growth of the program
- Continued regular meetings of the PBL committee throughout 2014
School priority 4  
Sport / PE, Health and PD  
Outcome for 2012-2014  
Improve students’ physical fitness, sports skills and confidence to participate in team sports through the implementation of a structured games skills program.

2013 Targets to achieve this outcome include:
- Daily PE sessions based on a comprehensive keep active program was implemented across Kindergarten – Yr 6
- All students participated in the daily PE program, unless exempt for appropriate reasons
- Daily PE sessions and major sports lessons included a game skills component
- PE, Health and PD was clearly outlined in teaching and learning programs

Strategies to achieve these targets include:
- The school entered sports teams in knockout competitions and local weekend sports competitions conducting training to ensure that students could participate with confidence

Implementation of a daily fitness and skills focused PE program commenced in Term 1 2013. Sportsmanship, is recognized and rewarded as an integral feature of participation in school activities.

Professional learning  
Throughout 2013, Inverell Public School teaching and support staff participated in over 150 different professional learning events in addition to after school whole staff professional learning activities that were conducted on a fortnightly basis. The staff participated in five school development days in 2013.

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.

In 2013 our school undertook a Parent Satisfaction Survey. This survey asked parents to provide feedback on the perceptions and understandings of programs operating at Inverell Public School. Feedback was also sought regarding their overall satisfaction with the school.

The results of the survey clearly indicate that parents are satisfied with the education provided at Inverell Public School. They feel staff members are approachable and willing to discuss the progress of their children.

In relation to their child’s Literacy (reading and writing) and Numeracy progress, parents once again clearly indicated they were satisfied. They felt the programs operating within the school were targeting the learning needs of their children.

Parents provided constructive feedback on how the school could enhance student learning and the reporting format in relation to Literacy and Numeracy progress. This has resulted in the school actively addressing the suggestions raised by parents. This ensures parents fell valued within our school community and parents and teachers are working towards shared goals of a valued and relevant education that will equip the adults of the future to be contributing members of their families and community.

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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Stephen Gadd – Assistant Principal
Melinda Partridge – Assistant Principal
Jenny Williams - Teacher
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Jordanna Coughlin – Teacher
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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: