Inverell Public School
Annual School Report

THIS PLAQUE WAS UNVEILED
AS PART OF CELEBRATIONS TO MARK
150 YEARS OF EDUCATION (1862-2012)
AT INVERELL PUBLIC SCHOOL.
15TH SEPTEMBER 2012
Messages

Principal’s message

It is my privilege to introduce the 2012 Annual School Report for Inverell Public School (Inverell PS). This report will provide an overview of the range of programs and activities that were part of the school operation during 2012.

At Inverell PS 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 very well-resourced and the strategic use of electronic whiteboards in conjunction with other technology ensures students’ access to on-line, worldwide 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.

I certify that the information in this report is the result of a rigorous school evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Robyn Stewart, Principal

Student representative’s message

In 2012 we were very proud to be the elected captains and vice captains for Inverell PS.

As leaders we took part in many community events throughout the year. These included participating in the town wide march marking 150 years of the NSW Police Force, the ANZAC Day March, Remembrance Day Service, Legacy Luncheon and the Sapphire City Festival Parade, where our school won the float decorating competition with our huge sesquicentenary cake.

We were very proud to be the leaders in the year that Inverell Public celebrated its Sesquicentenary. We enjoyed talking with past students and staff of the school, especially those who had been student leaders. We appreciated the memorabilia displays and learned how things have changed over the school’s 150 year history. We also assisted with the catering over the weekend, which was a massive task, and this was like a mini work experience opportunity.

At our first major assembly we received our leader’s badges. This was a proud moment for us all.

As leaders we had a number of important duties to fulfil. We led the ANZAC assembly, and this was our chance to wear our school blazers for the first time. We attended local primary school and high school leader induction assemblies, conducted the Remembrance Day assembly and led the Education Week Assembly and Presentation Night at the end of the year. We assisted with Family Fun Day and the catering for Grandparents Day.

In March we attended the National Young Leaders Day Conference at the Brisbane Convention Centre. The key messages we learnt from this day were; ‘don’t be afraid to try something new’, ‘don’t give up’ and ‘lead by example’.

During our time at Inverell PS. we were provided with numerous opportunities in a variety of areas
such as sporting teams, sport selection trials, choir, drumming and dance. It was a privilege to be invited to perform at the eisteddfod concert. Special opportunities in art and science were also provided at our school.

The major excursion to Canberra was fun and interesting. We travelled to Dubbo and visited the Western Plains Zoo on the first day. We then travelled to Canberra. Highlights of the three days in Canberra were Questacon, Telstra Tower, the War Memorial and ten pin bowling. We also gained a better understanding of government and democracy during our visit to Parliament House and the Election Office.

At the end of the year we participated in many high school orientation days. The Year 6 Farewell was an enjoyable night where our time as primary school students at Inverell PS. was acknowledged while we celebrated our upcoming move to high school in 2013.

School Captains: Matthew Hunt and Brook Fenton

Vice Captains: Andrew Morris and Georgie Dettman

In 2012 the P&C organized several fundraising opportunities including Walkathon, Mother’s Day and Father’s Day stalls (to make sure we don’t miss out), Family Fun Day, Easter Raffle, Commemorative Pavers and this year the 150 year celebrations. Money raised at these events this year has gone towards Rewards days for students at the end of each term, support for regional sporting representatives and our major project the refurbishment of the K-2 quadrangle.

Our P&C meetings are fun and friendly occasions held in the school Staff Room on the third Thursday of each month. We look forward to seeing some new faces in 2013.

Mr John Rosberg, P&C President

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

The enrolment trend for Inverell PS. continues to gradually increase due to changes in town demographics.

P & C Message

Inverell Public School Parents and Citizens Association (P&C) has a strong connection to the school, with a willing band of volunteers ready to help out at one of the many events held at the school, such as school photos, sports day BBQ’s, Kindergarten transition programs (Early Birds), Sports events and Grandparents Day.

The P&C continue to operate the canteen, clothing pool and student banking.
Student attendance profile

The 2012 student attendance rate was 91.4% showing a 0.4% increase on the 2011 figure.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>K</td>
<td>87.8</td>
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<td>1</td>
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<td>92.1</td>
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<td>4</td>
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<tr>
<td>6</td>
<td>92.5</td>
<td>90.4</td>
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<tr>
<td>Total</td>
<td>90.5</td>
<td>90.4</td>
<td>91.0</td>
<td>91.0</td>
<td>91.4</td>
</tr>
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</table>

Management of non-attendance

In 2012 the school undertook a review of attendance and associated procedures.

The school has highlighted issues relating to attendance and has implemented strategies that emphasise attendance as a high priority for students, parents and staff.

In Term 4 the following strategies relating to school processes and documentation were initiated:

- The role of Attendance Coordinator was established to ensure that the school implemented a comprehensive coordinated approach to managing student attendance.
- Letters to parents and carers were re-formatted and colour coded for improved process and easy identification i.e., Letter 1 - green, Letter 2 - beige, Letter 3 - formal white on coloured school letterhead.
- Classroom teachers send Letter 1 to students’ parents and carers when no explanation for student absences has been received by the school.
- DEC Newsletter attendance articles featured in the school newsletter, providing useful information and tips for parents and caregivers about the importance of regular attendance at school.
- Teachers participated in professional learning about correct class roll maintenance and marking procedures.
- An attendance meeting was conducted at the Linking Together Centre to facilitate discussion with families and friends of Aboriginal students about student attendance and concerns relating to school.
- Class teachers make initial phone calls to parents/carers when Letters 1 and 2 have been sent home with students, but further information explaining student absences has not yet been received by the school.
- Teachers maintain a register of calls and discussions with parents.
- Attendance Folders have been developed and provided to all classroom teachers to ensure that all information and records relating to attendance are easily accessible.
- The school has consulted closely with the Home School Liaison Officer to ensure that best practice strategies are implemented in a consistent and comprehensive manner.

Attendance will continue to be a major focus in 2013 as the school implements the processes and practices recommended by the Home School Liaison Officer and the 2012 Attendance Review.

Staff information

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

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

Teacher qualifications

All teaching staff meets 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>
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<tr>
<td>Postgraduate</td>
<td>9</td>
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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 2012 Class Size Audit conducted on March 2012.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total Per Year</th>
<th>Total in Class</th>
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</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
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<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>22</td>
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</tr>
<tr>
<td>1L</td>
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</tr>
<tr>
<td>2C</td>
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</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>3T</td>
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<td>26</td>
</tr>
<tr>
<td>3L</td>
<td>3</td>
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</tr>
<tr>
<td>4C</td>
<td>4</td>
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<td>28</td>
</tr>
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<td>4R</td>
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<td>28</td>
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</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>28</td>
<td>28</td>
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</tbody>
</table>

Staff retention
Permanent staff members who were employed in the 2011 school year were retained in 2012.

Mr Stephen Gadd commenced in the Assistant Principal position at the beginning of the 2012 school year.

Mrs Eleanor Johnson retired in early 2012, following many years of outstanding educational service to students at Inverell PS. She continues to be part of the school’s teaching team on a casual basis.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
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<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>
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<tr>
<td>Teacher RFF</td>
<td>0.672</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>Primary Priority School Funding Scheme</td>
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<tr>
<td>Itinerant Primary Teacher of Hearing</td>
<td>3.0</td>
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<tr>
<td>Pre-school Teacher of Young Children</td>
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<tr>
<td>Itinerant Teacher Early Intervention</td>
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<tr>
<td>Learning and Support - Primary</td>
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Primary Teacher Reading Recovery 0.815
School Administrative & Support Staff 4.772
Total 32.159

Additional staff members 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.

Professional Learning
Throughout 2012, Inverell PS teaching and support staff participated in over 50 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 2012.

Quality teaching, special education, student welfare and technology were major professional learning themes throughout the year.

The majority of professional learning activities undertaken were directly related to the school improvement plan and some were mandatory DET activities.

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>
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<td>Income</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>590867.472</td>
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</table>

Expenditure
Teaching & learning
Key learning areas 18846.26
Excursions 27961.03
A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the P & C parent body. Further details concerning the statement can be obtained by contacting the school.

Achievements

Inverell Public School Sesquicentenary

2012 was Inverell Public School’s Sesquicentenary year, celebrating 150 years of providing public education to children within the local district – a major milestone. The celebratory weekend, held in September, was the culmination of months of planning by an enthusiastic committee. The committee included teaching staff past and present, former students and community members.

The weekend of celebration was attended by former staff, students and principals, current staff and students. The weekend highlighted the evolution of Public Education and Inverell Public School over the past 150 years. This also included a change of school site since the school’s opening in 1862. Over the Sesquicentenary weekend there were approximately 400 visitors to the school who enjoyed the walk down memory lane. The memorabilia display, ‘Remember When’ Forum and student performances all proved to be extremely popular, showcasing the talents of our current students.

The celebratory dinner, held at the Inverell Town Hall, was attended by 260 past and present staff and students. This event provided a fantastic way for friends to meet again and relive memories of their time at Inverell Public School.

The committee’s tireless effort to ensure the weekend’s success and the outstanding support of the Inverell community were significant highlights of this special event.

Arts

Creative and Performing Arts continues to be a strength at Inverell Public School.

Infants and primary students successfully performed at Macintyre High School’s ‘Taste of Macintyre’ evening, entertaining a large crowd of students, parents and community members.

Approximately 27 students travelled to Tamworth to perform at the New England Dance Festival. This group also performed at the local dance eisteddfod.

Inverell PS was well represented at the Music Eisteddfod in September. Students from Kindergarten and Year 1 performed in choral, percussion and recorder sections while Primary students competed in choir and instrumental group sections. Both the Primary Choir and Senior Drumming Group won their respective sections.

One highlight for 2012 was a performance by the Sousaphonics through Musica Viva’s ‘Music in Schools Program’.

Two staff members attended a staff development session in Armidale and presented related activities to all students with the assistance of class teachers. The Sousaphonics concert and the related music program were well received by staff, students and visiting parents.

Sport

Staff at Inverell PS 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.
- Successful participation in horse sports.
- Eight teams were entered in PSSA competitions.
• Thirty students gained selection in Inverell Zone teams, with eight students representing the New England Region at state sporting carnivals.

• Three students represented the North West Region at state sporting carnivals.

Other

In 2012 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 and English 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 Canberra and

• various fund raising events.

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)

Progress in reading

![Average progress in Reading between Year 3 and 5]

The average growth in reading achieved by Year 5 students since sitting the Year 3 test in 2010 is as follows: School 96.7% SSG 76.6 State 79.2%

Progress in numeracy

![Average progress in Numeracy between Year 3 and 5]

The average growth in numeracy achieved by Year 5 students since sitting the Year 3 test in 2010 is as follows: School 79.7% SSG 89.9 State 98.2
Reading – NAPLAN Year 3
Average Year 3 reading achievement over the past four years demonstrates steady improvement.
Year 3 mean: School 359.8, SSG 381.4, State DEC 419.6

Numeracy – NAPLAN Year 3
Year 3 mean: School 340.6, SSG 366.6, State DEC 400.2

Reading – NAPLAN Year 5
Average Year 5 reading achievement over the past four years demonstrates steady improvement.
Year 5 mean: School 464.8, SSG 456.8, State DEC 493.6

Numeracy – NAPLAN Year 5
Year 5 mean: School 466.1, SSG 456.8, State DEC 493.6

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

As an ATSIEP (Aboriginal and Torres Strait Islander Education Plan) Focus School, Inverell PS is committed to improvement in the educational outcomes for our Aboriginal students, and all other students. Aboriginal Education was an important area for consideration in 2012. An Aboriginal Education Committee, consisting of executive staff, teachers and the school’s 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. *Connecting to Country* was a significant program lead by local AECG members, giving school staff the opportunity to connect with Aboriginal Elders and Community through sharing of stories and visiting significant local Aboriginal sites. *Connecting to Country* allowed participants 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.

All staff participated in professional training in *Aboriginal Cultural Understanding*. This was presented by Regional Aboriginal Education consultants, to improve awareness of the needs of Aboriginal students and families. Community members were also invited to this event to help foster school and community relationships. Further professional development at the end of the year ensured the staff was actively engaged in the Aboriginal Education Plan and development of Personalised Learning Plans. Staff also examined and reviewed Aboriginal content taught and considered additional teaching units and resources that would enhance in the future. Inclusive Aboriginal content is 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 Stage 2 and 3 Aboriginal students an opportunity to explore and develop their talents in Visual Art.

Inverell PS acknowledges the importance for students to achieve success in their earliest school experiences. The Early Birds Preschool to School Transition program in Term 3 and 4 ensures Aboriginal students get the best possible start to school. Intervention and Learning Assistance programs, including the QuickSmart maths program, are in place to support students identified as requiring extra assistance to access the curriculum at or above grade level. Vision and Hearing screening for Kindergarten and Aboriginal students assists to identify students needing support in these areas.

School representatives attend local AECG meetings and support the Aboriginal Homework Centre at Linking Together.

NAIDOC week was celebrated with a special assembly and welcoming of special guest and poet, Esther Gardner, Aboriginal Elder. Esther returned to the school to help celebrate Education Week with storytelling to K-2 students.

The school is developing its partnerships with the Aboriginal community and promotes Aboriginal culture within the school.

In 2013 Inverell PS will participate in a Dare To Lead Snapshot when an external team will review the school’s provision of Aboriginal education and make recommendations for future development.

Multicultural education

At Inverell PS we continue to enjoy the benefits associated with our growing multicultural student population. Students from all backgrounds are seamlessly integrated into our school and are fully included in all aspects of school life.
During 2012

- the school continued to implement a highly successful English as a Second Language program to support newly arrived students to support their learning of English and to facilitate their access to the curriculum
- all teachers continued to include a multicultural perspective across the curriculum
- staff roles and responsibilities included an anti-racism officer (ARCO)
- teachers participated in professional learning programs which assisted them in making adjustments for students requiring additional assistance to access the curriculum;
- the school held a successful Harmony Day celebration.

National partnership programs

Since 2010 the school has participated in 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.

Equity Funds

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.

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 identified 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. The speech program was conducted 5 days a week. A teacher oversaw the program and provided direct support to some students (2 days a week) while a trained SLSO implemented the program 5 days a week working with K-2 students identified as requiring additional support with receptive and expressive verbal language.

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 in acquiring comprehension strategies.

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

‘Reaching for understanding’ is the underlying goal of teaching. In small group literacy sessions, students learn specific comprehension strategies designed for gaining meaning from text. Students also build writing skills in response to understanding gained through the sequential learning tasks provided in the program. This enables students to feel confident when writing on a variety of topics.

Early Birds Kindergarten Transition Program

The Early Birds Kindergarten Transition Program is conducted each year at Inverell PS. The 2012 program commenced with a Pirates and Princesses Fun Day. This was followed by the annual Teddy Bear’s Picnic. Later in the year, school readiness and orientation to school life activities were held for one and a half hours, three times per fortnight in Terms 3 & 4. 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 in 2013. Activities that the children participated in included reading big
books, drama, singing, numeracy games, using the interactive white board and peer tutoring with 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. Positive relationships developed between the children, Kindergarten teachers, parents, the school 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 completed the program. All parties involved agree that the Early Birds Program has a positive place in preparing the children for Kindergarten.

**Progress on 2012 targets**

**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 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.

Our achievements include:

- Accelerated literacy strategies maintained and further developed across the school
- All teaching staff participated in professional learning relating to Accelerated Literacy during 2012
- Positive results from the school’s speech program have resulted in improved engagement with the curriculum by targeted students in Kindergarten-Year 2
- Average progress in reading in 2010-2012 for students moving from Year 3 to Year 5 demonstrates significant improvement

**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.

Our achievements include:

- Professional learning about Newman’s Error Analysis and analysis of SMARTData conducted for all teaching staff
- Effective mathematics group structure operating across Years 3-6
- MultiLit and QuickSmart programs were conducted to provide specific support for students in Years 2-5
- An audit of maths resources was conducted to ensure that the school has adequate resources to support the delivery of high quality mathematics learning programs

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the school’s financial operation.

**Educational and management practice**

**Financial Operation**

**Background**

Detailed consideration of school’s financial processes was conducted to assist the relieving Principal and the 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 budget that reflects all sources of income and anticipated expenditure.
• Implementation of a comprehensive annual stock-take of accountable resources

Curriculum

PE, Health, PD

Background

Teachers had expressed concerns relating to students’ lack of physical fitness and limited confidence when required to participate in sports teams. Teachers felt that this situation was impacting on students’ health, social interactions and ability to concentrate in the class situation.

Lack of participation in sporting activities had been raised at P&C meetings.

Findings and conclusions

• Boys and girls were reluctant to participate in major games as they lacked confidence in their ability to perform the basic skills required in the games
• Costs associated with sporting activities beyond the school setting can be prohibitive for some families.
• Recent research indicates that physical fitness has a significant effect on students’ ability to engage in learning situations throughout the school day
• Very few students in Years 3-6 indicated that they were participating in weekend or after school sporting activities
• P&C members indicated that they were supportive of an enhanced school PE program
• Teaching staff were keen to implement a structured daily and weekly PE and sports skills program

• Consideration of the PE, Health, PD program will compliment the school’s participation in the Live Life Well Program.

Future directions

• Investigation of the potential for school teams to be entered in Saturday sporting activities, with a view to participation in 2013 competitions
• Further development of the school’s overall PE, Health and PD Key Learning Area through the Live Life Well Program.
• The Learning Support Team and the Sports Coordinator will oversee the development of complimentary Live Life Well and Fitness Programs.
• Necessary resources will be organized and distributed to facilitate effective program implementation.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

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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.
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

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.

2013 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 2013.

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 MultLlit to continue the program and provide assistance for students in Years 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 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.

2013 Targets to achieve this outcome include:

Increase the proportion of students achieving in or below minimum standards in numeracy from 28% to 25% in Year 3. Increase the proportion of students in the proficient bands in Year 5.

Strategies to achieve these targets include:

- Students in Years 3-6 will be assessed at the start of the year and placed in numeracy groups according to ability level
- Additional teaching staff employed to enable the implementation of smaller mathematics groups to facilitate effective curriculum differentiation
- School Learning support officers will work with the Stage 2 and Stage 3 groups which demonstrate the greatest difficulty with mathematics to support “hands-on” learning experiences
- Strategic placement of teachers with mathematics groups.
School priority 3
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 activities program will be implemented across Kindergarten- Year 6
- All students will participate in the daily PE program, unless exempt for appropriate reasons
- Daily PE sessions and major sports lessons will include a game skills component
- PE, Health and PD will be clearly outlined in teaching and learning programs

Strategies to achieve these targets include:
- The school will enter sports teams in knockout competitions and local weekend sports and conduct necessary training to ensure that students can participate with confidence
- Implementation of a daily fitness and skills focused PE program, commencing in Term 1 2013
- Sportsmanship will be recognized and rewarded as an integral feature of participation in school activities

School Priority 4
Outcome for 2012-2014
Review of the school’s Student Welfare Policy and processes.

2013 Targets to achieve this outcome include:
- Introduction of the Positive Behaviour for Learning Program (PBL)
- Development of a draft Student Welfare policy for trial
- Participation of all staff in PBL information and activity sessions

Strategies to achieve these targets include:
- Implementation of the PBL practices and processes to facilitate genuine review of the school’s current Student Welfare eg. identification of school core values, development of a school PBL committee
- Consultation with all stakeholders
- Review of current student welfare practices
- Review of Student Welfare data
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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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: