Adaminaby Public School

Annual School Report

2011
Our school at a glance

Students
Adaminaby Public School provides a happy and safe environment where children want to learn and where teachers enjoy teaching. It is a place where parents and the school work in a partnership to enhance learning. All students are encouraged to work to their optimum levels, to discover and develop all their talents, to develop a love of learning and to become worthwhile citizens of our community.

Staff
In 2011 Adaminaby Public School had one teaching principal position and was supported by a second teacher three days per week to allow smaller groups for Literacy and Numeracy sessions. A part time position three days per week was allocated for Vision support. The school employed one School Administrative Manager for three days per week. Under the National Partnership Program the school also employed a support teacher, with a focus around Literacy and Numeracy, to team teach and provide intensive programs for the students.

Significant programs and initiatives
In 2011 Adaminaby Public School’s focus continued to be around Literacy and Numeracy. An intensive reading program, Multilit, was implemented for students experiencing difficulty with their reading. This program, with the help of a parent, resulted in some students jumping as much as 6 reading levels. Staff were also involved in Literacy on Track, and implemented these strategies across the stages as part of the daily Literacy program.

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

In 2011 Adaminaby Public School’s music program was continued. The program consisted of music appreciation, composition and performance.

A very successful woodwork program ran throughout the year for students in the 3-6 group. Students were given the opportunity to learn about the planning phase as well as the building component, with students completing a number of works such as small stools and pencil boxes. Students enjoyed these sessions and this was perhaps captured best by a comment from one particular student who stated that ‘the only reason I go to school is to do woodwork’.

A Cooking program was established with a local chef, who cooked with students in smaller groups, using produce from the school garden and educating students about ingredients and techniques. An important aspect of the program was the final presentation of the food and serving the food to a customer.

Student achievement in 2010

Literacy and Numeracy – NAPLAN Year 3 and Year 5
Due to the small number of students in Year 3 and 5 comments cannot be made on performance, as individual students may be identified.
Adaminaby Public School is a one teacher school in the Snowy Mountains, situated 54 km from Cooma. It provides quality education programs for all its students through individual learning programs. The school is funded by the Country Areas Program (CAP) and the National Partnership program which assists the school to improve the quality of educational programs and their delivery.

Each student is encouraged to strive for excellence and to achieve their full academic, physical and social potential through the development of skills necessary for lifelong learning. The individual learning and support needs for students are met with the assistance of a part-time Vision Support teacher, and in 2011, the trial Student Learning Support program.

We are committed to promoting high expectations and positive values in a quality teaching and learning environment. The students are immersed in a wide variety of learning experiences and engage in a rich and varied curriculum.

Our school has a dedicated and caring staff with positive student welfare programs in place. All Stage 3 students act as leaders and the Adaminaby Achievers continues to reward positive behaviours. All staff place a strong emphasis on the explicit teaching of Literacy and Numeracy skills.

The school receives positive community support, with the weekly Achievers Award system being sponsored by local businesses in the town. We have an active P&C and the school participates in many community events.

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

Shannan Salvestro
Principal

P&C Message

I would like to acknowledge that the efforts of the P&C have been very much a team effort. Acknowledgement must go to Vice Presidents – Heidi Brayshaw and Gill Kolve; to our Secretary – Linda Squire, and to Fiona McNiff –who once again took on the office of Treasurer and executed it with her usual professionalism.

Last year we had the reverse cycle air-conditioners in the classrooms to pay for, and had to organise thirteen fund-raisers to cover those additional costs. This year we (only) had to run ten! The Cake Stall on Election Day, the Wood Auction at Easter, the sale of the chocolates, two Discos for locals and visitors alike in the July School holidays – the first especially was a lot of fun – if a little unusual - and was conducted in the spirit of “the Show must go on”, thanks to generators supplied by Jo and Ashley Miners, and Tim and Heidi Brayshaw. So, while the rest of Adaminaby was enduring a black-out, we “Disco’ed on”. Lunch for approx 200 on the Science day at Adaminaby, a BBQ at the opening of the Snowy Scheme Museum, the Snowy Ride, Adaminaby Races and the Presentation Night raffle. We would like to acknowledge the help we received from non-P&C members at some of these functions. A big thank you to: Wendy Squire, Peter George, Bob Piper and Sue Piper.

With the help of these people we raised a total of $14673.25

We spent that money on: Swimming at Dapto and Homebush, the bus to the Young Leaders Conference in Sydney, the Skiing program, Interschool skiing at Perisher, the Stage 3 Camp at Cooba, the Swimming Program, the Year 6 Jumpers, a contribution to the production of the Year Book, vouchers and gifts for Presentation Night, totalling $6148.95

Which leaves us with a balance of $8691.72

We would also like to acknowledge our wonderful teachers Ms Salvestro, Ms Thompson, Mrs Hain, and also to Christine Cantrel for all their hard work through the year.

I will not stand for President in 2012 due to other commitments, but wish the in-coming Committee well and thank everyone for making 2011 another great year for the Adaminaby Public School and the P & C.

Maureen Bennetts
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
Enrolments have been dropping since 2006 due to families aging and only a few new families in the area.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>15</td>
<td>18</td>
<td>17</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>14</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

Student attendance profile

Structure of classes
Officially there was one roll class in 2011, however support teachers were utilised to run two multistage groups four days per week.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports 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 in 2011.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>K</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>4</td>
<td>24</td>
</tr>
</tbody>
</table>

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Itinerant Primary Teacher of Visual Disabilities</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Primary Small School Supplementation</td>
<td>0.42</td>
</tr>
<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td><strong>2.03</strong></td>
</tr>
<tr>
<td>Primary General Assistant District Scheme</td>
<td><strong>0.18</strong></td>
</tr>
<tr>
<td>Primary School Administrative Manager Level 1</td>
<td><strong>0.496</strong></td>
</tr>
<tr>
<td><strong>Total Non Teacher Entitlement</strong></td>
<td><strong>0.676</strong></td>
</tr>
</tbody>
</table>
Staff retention
In 2011 Ms Shannan Salvestro was appointed as principal to the school. Mrs Sue Hain, the Support Teacher Vision, continued to support students with vision impairment and students with learning support needs. Miss Malee Thomson was employed on a temporary basis as part of the Student Learning Support program and as a support teacher in Literacy and Numeracy.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33</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>Balance brought forward</th>
<th>116,298.45</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receipts from:</td>
<td></td>
</tr>
<tr>
<td>Global funds</td>
<td>49,058.33</td>
</tr>
<tr>
<td>Tied funds</td>
<td>34,043.38</td>
</tr>
<tr>
<td>School and community sources</td>
<td>15,473.71</td>
</tr>
<tr>
<td>Interest</td>
<td>5,574.37</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4,813.54</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total Receipts</td>
<td>108,963.33</td>
</tr>
<tr>
<td>Total Funds Available</td>
<td>225,261.78</td>
</tr>
<tr>
<td>Payments applied to:</td>
<td></td>
</tr>
<tr>
<td>Key Learning Areas</td>
<td>11,414.24</td>
</tr>
<tr>
<td>Excursions</td>
<td>508.50</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>17,792.48</td>
</tr>
<tr>
<td>Library</td>
<td>4,258.14</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>883.48</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>48,443.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1,312.08</td>
</tr>
<tr>
<td>Administration and office</td>
<td>18,789.71</td>
</tr>
<tr>
<td>Utilities</td>
<td>8,210.04</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5,551.97</td>
</tr>
<tr>
<td>Trust payments</td>
<td>5,515.24</td>
</tr>
<tr>
<td>Capital programs</td>
<td>11,072.92</td>
</tr>
<tr>
<td>Total Payments</td>
<td>133,751.80</td>
</tr>
<tr>
<td>Balance Carried forward</td>
<td>91,509.98</td>
</tr>
</tbody>
</table>

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts

Throughout 2011 Adaminaby Public School students have been engaged in a number of Creative and Performing Arts opportunities.

Students participated in weekly music lessons with a music teacher employed by the school.

Students performed in front of an audience as part of the Monaro Small Schools Arts Festival. They presented a dance based on the story ‘Where the forest meets the sea’. Students were able to perform this a second time for their local community at the annual Presentation Night.

Sport

All students are encouraged to participate in Physical Education and Sport activities. All students participate in a whole school fitness program, with a focus on increasing the fitness levels of all students through the practice of Fundamental Movement skills.

A daily healthy snack is encouraged in both classes during the morning learning session.

Our school participates in the local PSSA swimming, athletics and cross-country events. At a district and regional level our students are members of the Rivers PSSA team.

All students are involved in a skiing program at Selwyn Snowfields and Thredbo.

Students competed in the Southern NSW / ACT Regional Interschools competition at Perisher Blue, with one team being placed 5th overall and qualifying for the State Interschools competition.

Throughout 2011 the Active After School Sports program was operational and students were involved with cricket, athletics, fencing, golf and tennis.

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

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. A total of 3 Year 3 students and 3 Year 5 students sat the NAPLAN tests.

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

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

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students.

State average band distributions do not include students who were exempted from the tests.

Literacy – NAPLAN Year 3

![Graph showing literacy results for Year 3 Reading]

- Percentage of students in each band
- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5
Progress in literacy

Average progress in Reading between Year 3 and 5

Average progress in Spelling between Year 3 and 5

Average progress in Grammar & Punctuation between Year 3 and 5

Progress in Numeracy

Average progress in Numeracy between Year 3 and 5

Numeracy – NAPLAN Year 5

Percentage in bands: Year 5 Spelling

Percentage in bands: Year 5 Grammar & Punctuation

Percentage in bands: Year 5 Numeracy

Bands
- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011
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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009.**

<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>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009.**

<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

Country Areas Program (CAP) funding allowed the school to offer teachers, students and other small schools a range of opportunities.

Students participated in a Habits of Mind workshop facilitated by international presenter Karen Boyes, where students identified and explored the characteristics of ‘successful’ people. Staff also had the opportunity to attend a professional learning session with Karen.

A successful CAP Initiative in 2011 involved staff attending a four day Quality Learning Seminar with David Langford. The seminar incorporated brain research, current learning strategies, teaming concepts and techniques, as well as effective uses of technology to improve learning environments. These concepts and strategies were then introduced in the school.

CAP funding also benefited our students by assisting with transport costs to reduce rural isolation and giving students opportunities to take part in excursions and networking with neighbouring small schools.

**Aboriginal education**

The teaching of Aboriginal perspectives is embedded in the teaching and learning activities in all units of work. The staff and students have worked to include an Aboriginal focus in as many aspects of school life as possible. In term 1 Adaminaby PS went on an excursion to the National Museum and viewed exhibits which enhanced the school’s Aboriginal education.

The acknowledgement of the Ngarigo people, the traditional owners of the land, is an integral part of all assemblies and special functions. The Aboriginal flag is flown each day.
Respect and responsibility

The whole school takes part in an Achievement Award system, where students create their own goals to achieve. The students progress through three levels, then bronze, silver and gold awards.

The Achievement Awards system continues to be sponsored by the Adaminaby Post Office, The Bakehouse and The Adaminaby Bus Service.

Most students were involved in the community ANZAC and Remembrance Day services. Senior students played an active role in the community Remembrance Day service.

Adaminaby School students were invited guests to the official opening of the Snowy Mountains Museum, attended by the Governor General and played an active role in the ceremony by forming a choir to accompany a lead singer.

Other programs

Monaro Small Schools Network

Adaminaby Public School is a member of the Monaro Small Schools Network (MSSN). The majority of member schools are also supported through the Country Areas Program.

The MSSN met at least once per term which has enabled the member schools to develop and share:

- Teaching and assessment resources
- Develop a shared Connected Outcome Groups scope and sequence,
- Develop shared strategic plans to facilitate the development of common targets
- Interactive White Board resources and ideas

As part of this network students from small schools participate in activities together, taking turns to visit other schools. This year the networked schools participated in a combined Monaro Small Schools Network Arts Festival, and were involved in a science day at Adaminaby Public School, which included workshops by representatives from CSIRO, Fizzics Education and Monaro High School science students.

Play Group

In 2011 playgroup continued at the school and was assisted by Christine Cantrel. This proved to be a great success with regular attendance. The Playgroup’s aim is to invite parents into the school and to become familiar with the school environment. It also helps to build routines for future kindergarten children and to offer a service that is difficult to access in a rural community. Playgroup consists of a range of art/ craft and fine motor skills activities, group time activities and music time. The response from the community has been very positive.
Progress on 2011 targets

Target 1
To increase the number of students achieving at or above grade level in reading.

The number of students reading at or above grade level will increase from 75% to 80% or above.

Our achievements include:
• 83% of students are benchmarked at or above the reading level expected for their grade, using PM benchmarking.
• Carried out in school benchmarking using PM benchmarking, with expected levels as follows:
  Kindergarten – level 5
  Year 1 – level 14
  Year 2 – level 22
  Year 3 – level 24
  Year 4 – level 26
  Year 5 – level 28
  Year 6 – level 30
• Implemented an intensive reading program for students with needs using Multilit.
• Explicit teaching of a variety of comprehension strategies, including the use of Stars and Cars, and Reading Boxes
• Promoted home reading for all students by purchasing quality high interest literature

Target 2
To increase the number of students achieving at or above grade level in the number strand.

Increase the number of students achieving at or above grade level from 67% to 80%.

Our achievements include:
• 83% of students are at or above the level expected at their grade.
• CMIT training for new staff.
• Expanded maths resources to be used with IWB technology
• Explicit teaching of Number each term through CMIT activities
• Used SENA to determine the needs and track the development of all students.

All students in year 5 will demonstrate expected growth in numeracy as measured by NAPLAN, compared to 50% who grew as expected in 2010

Our achievements include:
• All Year 5 students demonstrated growth in Numeracy
• Used SMART package to analyse areas that needed developing.
• Employed the use of Newman’s analysis to develop Working Mathematically habits

All year 5 students will be in the top 2 bands for numeracy as measured by NAPLAN. When these same students were in year 3 they were in the top 2 bands for numeracy as measured by NAPLAN

Our achievements include:
• 2 out of the 3 year 5 students were in the top 2 bands for numeracy and all students demonstrated growth in Numeracy compared to their year 3 data.
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 School Management and the HSIE curriculum area.

Educational and management practice
School Management

Background
As part of the school’s cycle of evaluation the area of School Management was investigated in 2011. Staff and parents were surveyed using the Survey Monkey evaluation questionnaire.

Findings
90% of people strongly agreed that the calendar attached to the newsletter is helpful
90% of surveys returned said that they strongly agreed that it is easy to approach a staff member to talk to
100% agreed that they get enough information about school events and activities
100% agreed that they get enough feedback from the school about their child’s progress
90% disagreed that they check the website regularly.

Future directions
We will continue current practice with the way that we deliver information about the school to the community. We will put emphasis on keeping the website up to date and making sure that people are aware of it’s availability and it’s uses.

Curriculum
Human Society and It’s Environment

Background
The Key Learning Area of HSIE has an important position within the curriculum at Adaminaby Public School. Students are exposed to a wide variety of experiences and activities designed to increase their knowledge.

Findings
All teaching staff agreed that HSIE was being successfully covered during COGs units.
Staff felt that they were supported in their teaching of HSIE and had access to appropriate resources.
Teachers felt that the library should be used as a resource during HSIE to a greater extent than current practice.

Future Directions
The staff will continue to use COGs units to incorporate the teaching and learning of HSIE outcomes. The library and it’s resources will be used more regularly to support the teaching and learning of HSIE.

Professional learning
In 2011 the main aim of Teacher Professional Learning was building a greater capacity within the teaching staff to cater for a wide variety of need, while developing staff needs.
Throughout the year staff were given opportunities to attend Count Me In Too workshops, Literacy on Track, Habits of Mind, iPad Technology in the Classroom and a Quality Learning Seminar.
Throughout the year staff members attended Quality Teacher meetings after school to enhance their understanding of the Quality Teaching model and how this applies to their classroom practices.
School development 2012-2014
Adaminaby Public School has established target areas for 2012 with the aim that all students will reach their individual potential.

Targets for 2012

Target 1
Individual Year 5 students will achieve at or above expected growth in Spelling and Grammar and Punctuation as measured by 2012 NAPLAN data.

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

Measures of success:
• An improvement in spelling standards for every student as shown by internal and external data.
• Improved results in NAPLAN assessments, 1 skill band or greater in Spelling and Grammar and Punctuation.
• An improvement in grammar standards for every student as shown by in class assessments.
• Use of technology to improve literacy skills of students and improve efficacy of teaching with staff.

Target 2
Increased parent involvement in whole school planning and evaluation.

Strategies:
• Establish systems and practice to promote authentic community involvement in school planning and evaluation.
• Implement the Kids Matter Framework.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Shannan Salvestro  Principal
Malee Thomson  Support Teacher
Sue Hain  Teacher, Vision Support

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Fax: 64542265
Email: Adaminaby-p.school@det.nsw.edu.au
Web: www.adaminaby-p.schools.nsw.edu.au
School Code: 1007

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: