Adelong Public School
Annual School Report 2014
School context statement

Adelong Public School was established in 1860 and is situated in the historic gold mining town of Adelong, NSW. In 2014, there were four composite classes, K/1, 1/2, 3/4 and 5/6. The school has an active and supportive community and P&C.

Principal’s message

This report gives information about the programs and performance of Adelong Public School (APS). It has been written for accountability purposes for both our community and the Department of Education and Communities (DEC). It is part of our process of self-evaluation, reporting and planning.

Adelong Public School operates under the banner “Knowledge is Gold”. The school aims to provide a curriculum and associated environment where all students are able to become positive, capable, self-motivated and responsible citizens. APS is committed to maintaining and developing a rich learning environment where all students are happy and safe and experience personal growth.

The staff of Adelong are experienced, talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child. All staff members are active in pursuing professional development.

The school provides a range of opportunities to explore and extend learning experiences so that children can achieve in a variety of academic, sporting, cultural and social activities.

Adelong Public School prides itself on the friendly, family atmosphere that has developed within our wonderfully supportive school community. I would like to thank our Parents and Citizens Association (P&C) and the wider community for their continued commitment to supporting school initiatives and the purchase of addition resources.

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.

Peter A. Pilgrim

P & C Message

2014 was a very enjoyable and busy year for the small Parents and Citizens Association (P&C) at Adelong Public School. Meetings are held twice a term. Through our fundraising efforts the P&C was able to subsidise all excursion buses for the various sporting and cultural events the school undertook. Our volunteers assisted in manning the school canteen one day per week which allowed us to raise $800.00 to assist the school in worthwhile events and activities. Thank you to both teaching and administrative staff for your continued support of our P&C.

Elizabeth Stanton

President

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>53</td>
<td>27</td>
</tr>
<tr>
<td>2009</td>
<td>64</td>
<td>31</td>
</tr>
<tr>
<td>2010</td>
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<td>53</td>
<td>29</td>
</tr>
<tr>
<td>2014</td>
<td>49</td>
<td>32</td>
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</table>

![Enrolments Graph](image)
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.6</td>
<td>94.5</td>
<td>93.9</td>
<td>93.5</td>
<td>92.3</td>
<td>94.9</td>
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<tr>
<td>1</td>
<td>93.9</td>
<td>93.2</td>
<td>95.1</td>
<td>94.8</td>
<td>91.9</td>
<td>91.9</td>
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<tr>
<td>2</td>
<td>94.7</td>
<td>94.3</td>
<td>91.7</td>
<td>93.5</td>
<td>95.4</td>
<td>94.0</td>
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<tr>
<td>3</td>
<td>92.4</td>
<td>93.8</td>
<td>94.3</td>
<td>93.2</td>
<td>93.4</td>
<td>95.8</td>
</tr>
<tr>
<td>4</td>
<td>96.0</td>
<td>92.0</td>
<td>96.8</td>
<td>94.7</td>
<td>93.2</td>
<td>93.0</td>
</tr>
<tr>
<td>5</td>
<td>92.4</td>
<td>95.5</td>
<td>90.4</td>
<td>95.8</td>
<td>92.7</td>
<td>92.6</td>
</tr>
<tr>
<td>6</td>
<td>94.3</td>
<td>95.2</td>
<td>93.3</td>
<td>93.8</td>
<td>96.3</td>
<td>92.9</td>
</tr>
<tr>
<td>Total</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
</tr>
</tbody>
</table>

Management of non-attendance

Regular attendance at school is essential to assist students to maximize their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility.

Class rolls are marked daily and monitored regularly by the class teachers for patterns of students’ partial or non-attendance. The Learning Support Team monitors the attendance of students. If a concern is identified, the team works with the student, parent and class teacher to improve attendance.

Parents are contacted by the school and informed of their responsibility to ensure children attend school regularly. The support of the Home School Liaison Officer is sought if required.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.476</td>
</tr>
<tr>
<td>Total</td>
<td>6.212</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Currently, no staff member identifies as being of Aboriginal or Torres Strait Islander heritage.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All staff were involved in school, local and regional professional learning in 2014.

The staff participated in the following courses:

- Emergency Care
- Asthma Training
- ASCIA – Anaphylaxis Training
- PLAN updates
- Autism Training and Information session
- Child Protection
- Classroom Management Strategies
- Australian Curriculum including:
  - English
  - Creative and Critical thinking
  - Speaking and Listening in English
- Mathematics
  - Understanding the New Curriculum
  - Embedding Learning Across the curriculum areas
- Science and Technology
  - Overview/Getting Started

Workforce information

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

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>100574.64</td>
</tr>
<tr>
<td>Global funds</td>
<td>84176.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>70480.47</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>24267.63</td>
</tr>
<tr>
<td>Interest</td>
<td>2816.17</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4579.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>286894.93</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 10718.83   |
| Excursions                 | 7845.09    |
| Extracurricular dissections| 16333.75   |
| Library                    | 726.85     |
| Training & development     | 3947.85    |
| Tied funds                 | 82935.59   |
| Casual relief teachers     | 20684.82   |
| Administration & office    | 32134.58   |
| School-operated canteen    | 0.00       |
| Utilities                  | 17586.13   |
| Maintenance                | 4071.87    |
| Trust accounts             | 4707.53    |
| Capital programs           | 0.00       |
| **Total expenditure**      | 201692.89  |
| **Balance carried forward**| 85202.04   |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

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)

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Art

Throughout 2014, students continued to be provided with opportunities to widen their experiences and enhance their skills in the creative and practical arts including:

- Stage 2 students participated in the culminating day for the Music: Count Us In program, where the students joined with thousands of others to perform the same song, *Let me paint you a Song*, at the same time, on the same day.

- Stage 2 students entertained the Adelong community by singing Christmas carols on the main street, at the 100th Year of Service Celebration.

- The whole school participated in a five-week dance program, which aimed to help
students explore movement in response to a variety of music

- K-2 students travelled to Wagga Wagga to see the dramatization of the book *Pete the Sheep*

**Grandparents Day 2014**

In 2014, Adelong Public School hosted their annual Grand Parents Day. This wonderful day is celebrated each year during Education week. A special lunch was provided and students were given the opportunity to thank their grandparents and show off their school achievements.

**Sport**

The 2014 sporting calendar was, once again, very full and busy with many students trying new sports and some achieving wonderful results.

Adelong Public School consistently promotes participation, enjoyment and fair play, while striving to develop the potential and confidence of each student to participate in regular physical activity. The highlights of 2014 include:

- A number of students tried out for Riverina teams, such as basketball, cricket, rugby league, hockey, touch, soccer and golf.
- Two students represented the Riverina at the State sporting carnival. Taylah Wilson for hockey and Ethan Contessa for hockey and basketball.
- Stage 3 students participated in the Mortimer Shield and 18 Stage 2 students participated in the Trent Barrett Shield. Our girls’ team qualified for the finals in Wagga.
- The whole school participated in a six-week tennis program conducted at the Adelong Tennis Club by Bernadette Ramsay.
- Stage 2 and 3 students participated in a learn to play lawn bowls program conducted by community volunteers at the Adelong Bowling Club.
- Cody Grady represented Adelong Public School at the Tumbarumba Interschool Equestrian event.

Adelong Public School were entered into the Small Schools Soccer Knockout and played games against Gundagai South, Annangrove and Rydalmere Public Schools. Our students were victorious in all these games. This set them up for a birth in the finals day in September held at Moorebank Sporting Complex in Sydney.

Barrington Public School were the first opponents at the finals and Adelong came out winners in a very close game.

The grand final followed, against Smithville, and after another tough encounter, Adelong won the match, crowning Adelong Public School *PSSA Small School Knockout State Champions*.

**Significant programs and initiatives – Policy and equity funding**

Adelong Public School has a diverse range of excellent programs that cater for a wide variety of interests and needs. These programs are embraced by the whole school community.
Aboriginal education

All staff are aware of the importance of Aboriginal education and continue to incorporate Aboriginal perspectives in their teaching and learning programs where appropriate. For example, stage 3 students studied Aboriginal dreamtime stories as part of a unit of study for Human Society and Its Environment (HSIE). Stage 2 students studied state and national parks and looked at how Aborigines used plants and animals in their day-to-day living. Students also looked at land use in the local area prior to European settlement.

Multicultural education

Multicultural education is an important perspective in the school curriculum. Students are encouraged to develop their understanding, acceptance and tolerance of people from other cultures. Multicultural issues and perspectives

Aboriginal background

The level of funding and rate per student for each school is determined by the number of Aboriginal students in the school. Schools have the flexibility to decide how these resources will be best used to support the learning needs of Aboriginal students.

Four students are identified as Indigenous background. Individual AEPs are written for each student. Additional resources are allocated as required. Students participate and are engaged in a variety of programs which improve the outcomes of all students. School based strategies monitor and support the regular attendance of students.

Socio-economic background

The RAM equity loading for socio-economic background is calculated using information on parental level of school education, highest non-school qualification and occupation category drawn from data collected on enrolment forms and recorded in the enrolment Registration Number (ERN) system.

Schools have the flexibility to decide how these resources will be best used to support students with additional learning needs associated with their socio-economic funding.

The Learning Support Team provides holistic planning and programs to address identified students. External support and outside agencies are involved in all levels of planning. Ongoing tracking and support ensures students attain expected outcomes.

School planning and evaluation

2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014, our school carried out an evaluation and progress towards the implementation of the new NSW syllabus for the Australian curriculum.

Curriculum – New Australian Curriculum, Mathematics

Background

In light of the introduction of the new national curriculum, the NSW Board of Studies has developed an up-to-date K-10 curriculum for English, Mathematics, Science and Technology and History. These new syllabus:

- Emphasise a continuum of learning
- Are consistent and current
- Incorporate cross-curriculum areas
- Encourage new approaches to learning; and
- Align NSW content with the Australian Curriculum
The Board advised all schools to continue to use the existing NSW K-12 syllabus for 2012 and 2013, and participate in facilitator’s courses to assist with all staff becoming familiar with the new document. The new Mathematics syllabus is due for implementation in 2015.

As part of the implementation of the new Mathematics syllabus, all schools are required to develop their own scope and sequence and units of work.

Findings and conclusions

- A member of staff participated in DEC provided facilitator training to familiarize themselves with the new Mathematics syllabus, with particular emphasis on number and algebra as well as creating real authentic learning links with the other sub-strands to build on and consolidate understanding in number and algebra.
- An action learning team was established to develop quality mathematics teaching and learning units with a strong emphasis on differentiation for student learning at the core of the learning sequences for the new Mathematics curriculum; and
- DEC funding for new Mathematics curriculum training and implementation was utilized in the formation of school-based learning action team to develop new Mathematics teaching and learning sequences and units of work for implementation in 2015.

Future directions

In light of the findings:

- The scope and sequence of work will continue to be presented at staff meeting for implementation and review to further develop understanding and fluency in mathematics and including of the following:
  - Inquiry
  - Exploring and connecting mathematical concepts
  - Choosing and applying problem-solving skills and mathematical techniques; and communication and reasoning

School planning 2012-2014:

School priority 1

Student Engagement

Increase student engagement in learning for boys and girls through differentiated teaching.

Outcomes from 2012–2014

Outcomes from 2012-2014 indicated improvements in providing for the diverse learning and social needs of boys and girls and increased engagement in student learning.

Evidence of achievement of outcomes in 2014:

- Provided teacher professional learning for staff on differentiating the curriculum and catering for student need through learning adjustments.
- Provided diverse opportunities for students to build their capacity in using digital technologies.

Strategies to achieve these outcomes in 2014:

- Provided teaching and learning programs that maximize student engagement and achieve equitable outcomes for boys and girls in all Key Learning Areas.
- Promoted opportunities for multi-modal 21st century learning through the use of iPads and new technologies particularly in cooperative learning sessions.

School priority 2

Numeracy

Outcomes from 2012–2014

The targets for 2012-2014 were to increase the overall numeracy achievement for every student in line with state and regional targets.
We completed the full implementation of the Australian curriculum numeracy syllabus.

**Evidence of achievement of outcomes in 2014:**
- Professional learning completed by staff on the National Curriculum
- Scope and Sequence implemented
- Professional Learning on SMART Data analysis and using ICT
- Collaborative planning and programming undertaken
- Grade assessment tasks developed

**Strategies to achieve these outcomes in 2014:**
- Continued to provide professional learning as it becomes available through DEC. Attend scheduled whole-school meeting times and through staff meeting times. Planned for access to online modules and local training opportunities. Ensured that all staff could access new curriculum documents online
- Evaluated, monitored and adjusted the effectiveness of the numeracy scope and sequence
- Purchased resources to support the implementation of syllabus
- Carried out an assessment of SMART Data results to identify specific areas for improvement for individual and groups of students. Modified professional learning plans with staff to ensure confidence in addressing these areas

**School priority 3**

**Improvements in English and Literacy**

**Outcomes from 2012–2014**

During 2014 the focus was maintained on the explicit teaching of current syllabus content within the structure provided by the Literacy Continuum K-6.

The targets for 2012-2014 were to increase the level of overall literacy achievements for every student, including Indigenous students, in line with syllabus, state and regional targets.

**Evidence of achievement of outcomes in 2014:**
- Professional Learning undertaken related to the National Curriculum
- English scope and sequence reviewed
- Explicit teaching of text types and programs such as spelling
- Professional Learning on SMART Data analysis and using ICT

**Strategies to achieve these outcomes in 2014:**
- Carry out forensic assessment of SMART Data results to identify specific areas for improvement for individual and groups of students. Modified professional learning plans with staff to ensure confidence in addressing these areas
- Purchased resources to supplement those already in use, including Home Readers
- Ensure resources are adequate and relevant to meet changing student needs

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school in the area of school culture.

Parents and staff were given a survey detailing statements and their descriptors reflecting the characteristics of the operation of a highly effective school or classroom. Four aspects of culture were examined; Cultural Context, Developing Ownership, Culture of learning and Culture of Improvement. 75% of survey responses were returned.

Their responses are presented below.

Over 80% of responses indicated that the school understands and responds to the context of its
community. The survey also indicated that our community agrees that the school leader’s influence on school culture promotes positive achievements. An overwhelming 90% of returned responses indicated that the school’s structures and strategies in place, recognise and celebrate achievements across the school community. Question 4 of the survey examined the school’s main priority in meeting the needs of students. Responses from our community were overwhelming positive, which demonstrates the school is placing the welfare of its students as a priority in all practices.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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.

Peter A. Pilgrim             Principal
Heidi Casey                 Teacher
Sue Hall                    Teacher
Rosann McCormick            SAM

School contact information

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School Code: 1009

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: