Adelong Public School
Annual School Report 2013
School context

Adelong Public School was established in 1860 and is situated in the historic gold mining town of Adelong, NSW. In 2013, there were four composite classes, K/1, 1/2, 3/4 and 5/6. The school has an active and supportive P&C.

Principal’s message

Adelong Public School's (APS) focus is on excellence and endeavour. 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 experienced and dedicated teaching staff continue to provide relevant and challenging educational programs. Students have once again been provided with many opportunities in 2013, which they have embraced, achieving many successes with the new challenges they have faced.

The 2013 Annual School Report highlights the school’s achievements during the year and provides information about future directions and goals for 2014.

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.

Ms Julie Webber

P & C message

I would like to thank the hard-working few that made this year’s fundraising very successful with the following achievements: the Delroit clearing sale made $1240.75; the Adelong Show made $1648; the athletics carnival, $298; the antique fair, $849; the raffle, $934 and the street stall, $561. This allowed the P&C to subsidise student expenses by contributing towards costumes, tennis club membership, buses for excursions and the footsteps dance program. This contributed and average of $89 per student.

Dave McMahon, P&C President

Student representative’s message

This year, we represented our school during ANZAC Day. We also participated in the year 6 leadership day, which was held in Wagga Wagga. We ran our school Student Representative Council (SRC) meetings and raised money for charities such the South Care Helicopter Service, Red Cross and CanAssist. We held an Easter hat parade and competitions and our whole school took part in the Clean Up Australia Day.

Clean-up Australia Day

We are very proud of being school captains and vice captains and we hope that we did a great job. We took part in the running of the annual presentation night and did our best to make a good impression in our role as school leaders.

We hope that we achieved our goals as effectively as last year’s leaders. Our achievements this year were quite challenging but in the end we got there and felt it was worth it. We think our greatest achievement was being able to help the younger students.

We personally think that Adelong Public School is a fantastic school that helps all students. We would like to acknowledge the marvelous teachers and students.

Hannah Beale and Jordyn Maher, Captains and Sophie Ryan and Sam D’Alessandro, Vice Captains

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**

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 a Class Size Audit conducted in March 2013.

<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/1</td>
<td>K</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>8</td>
<td>21</td>
</tr>
</tbody>
</table>

**Student attendance profile**

The 2013 school attendance rate is below that of the region and state. Term 3 illness rates were higher than usual.

**Management of non-attendance**

The management of poor attendance is monitored by the classroom teachers. The principal is notified of any students who have a concerning attendance record. Approaches are made to the parents, which are followed up by the Home School Liaison Officer. Items about attendance are included in the school newsletter outlining requirements and responsibilities.

**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>Classroom Teachers</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><strong>Total</strong></td>
<td>6.212</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013, requires schools to report on the 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>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>74839.27</td>
</tr>
<tr>
<td>Global funds</td>
<td>82031.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>49200.23</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>29852.20</td>
</tr>
<tr>
<td>Interest</td>
<td>2874.66</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7088.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>245885.79</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>9138.95</td>
</tr>
<tr>
<td>Excursions</td>
<td>19928.68</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>13384.52</td>
</tr>
<tr>
<td>Library</td>
<td>1204.67</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>37694.86</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7416.06</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>25575.79</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>18303.14</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5190.73</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6835.20</td>
</tr>
<tr>
<td>Capital programs</td>
<td>638.55</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>145311.15</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>100574.64</td>
</tr>
</tbody>
</table>

Training and development expenditure is included within tied funds. Payments outstanding till the end of the year of 2013 will see a reduced balance being carried forward to the beginning of 2014. The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year, including holding over some funds for the provision of asset replacement.

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Achievements

Art

Throughout 2013, students continued to be provided with opportunities to widen their experiences and enhance their skills in the creative and practical arts including:

- stage 2 and 3 students created and painted large panels about the heritage of the township of Adelong, which were installed at the Adelong Falls;
- several students participated in the Operation Art workshops at the Wagga Wagga Art Gallery. Upon their return, students were able to display their artworks and explain how they created them;
- stage 3 students joined with students from other schools to perform in a mass choir at the Montreal Theatre in Tumut;
- all students created some artworks based on famous Australian artists for the Adelong Show;
- stage 1 and 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, Keep On, at the same time, on the same day;
- the whole school participated in a five-week dance program, which aims to help students explore movement in response to a variety of music;
- each class developed, practised and performed items for a very successful whole school performance based on a circus theme;
- students performed at the official opening of the new Adelong Community Aquatic Centre, the combined schools’ Christmas church service and during the school’s presentation night and
- K-2 students travelled to Wagga Wagga to see the dramatization of the book Room on a Broom.
Ducks on a pond: a school display at Lanterns on the Lagoon in Tumut

Performing bears at the Great Adelong PS Circus Show and the ringmaster (below)

Sport

The 2013 sporting calendar was, once again, very full and busy with many students trying new sports and some achieving very good results. Adelong PS 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 2013 include:

- a number of students tried out for Riverina teams, such as basketball, cricket, Rugby League, hockey, touch and soccer;
- two students, Ethan Contessa and Taylah Wilson, represented the Riverina at the state carnivals for hockey;
- six stage 3 students participated in the Mortimer Shield and six stage 2 students participated in the Trent Barrett Shield;
- the whole school participated in the Premier’s Sporting Challenge with the school receiving a diamond certificate;
- a number of students participated in a one day skiing program at Mt Selwyn;
- four stage 3 students represented our school in Wagga, at the tennis knockout competition;
- the whole school participated in a six-week tennis program conducted at the Adelong Tennis Club, by Bernadette Ramsay, who is a professional coach;
- stage 2 and 3 students participated in a learn to play lawn bowls program conducted by community volunteers at the Adelong Bowling Club;
• a number of stage 2 and 3 students participated in the soccer gala day;
• in term 4 the whole school participated in a two-week intensive learn to swim program at the newly opened Adelong swimming pool;
• five students represented APS at the Tumbarumba Interschool Equestrian Event;
• the school’s soccer team travelled to Wolumla to play Candela Public School in the state soccer knockout competition;
• students participated in the Riverina cross country and athletics carnivals and
• stage 3 students participated in a week long camp at the Broken Bay Sport and Recreation Centre.

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

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.

Minimum Standards Data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>86.7</td>
</tr>
<tr>
<td>100.0</td>
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<tr>
<td>100.0</td>
</tr>
</tbody>
</table>
Other achievements

Brothers, Damon and Jamie O’Brien successfully competed in the regional final of the Premier’s Spelling Bee Challenge, with Damon winning and Jamie being the runner-up. Damon went on to compete in the state event in Sydney.

Significant programs and initiatives

The Positive Behaviour for Learning (PBL) program has continued to be a very successful system for the school to monitor, support, encourage and recognise positive behaviour for all students. As with every facet of school life, children are at different stages along the learning framework in having appropriate behaviour in various situations. The PBL program consistently provides recognition for positive behaviour for each child and has consistent consequences, including rewards for all positive behaviour. The children are taught how to demonstrate the four values in all areas of the school. The school’s four values are Be a Learner, Be Safe, Be Responsible and Be Respectful.

Teachers are constantly monitoring the PBL program and are always looking for ways to improve it. At each meeting, the staff take time to discuss the program and manage any problems or concerns that are raised.

The main event for PBL this year was the official launch of the program during the school’s Open Day in Education Week. It was perfect weather for the PBL celebration and there were many favourable comments about the special cake, which was large enough for the crowd on the day and to be offered to the students again the next day. After the morning tea, students took part in activities in which they demonstrated the school’s PBL values. It was a very successful day.

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 participated in Aboriginal cultural activities during an environmental art program at the Adelong Falls.

Five students were nominated and received Proud and Deadly awards.

### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

PBL celebration

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 participated in Aboriginal cultural activities during an environmental art program at the Adelong Falls.
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 are integrated across key learning areas where appropriate. Multicultural and anti-racism strategies are reflected in school practices.

In 2013, Harmony Day activities provided further opportunities for the students to:

- come together to do something for the community;
- focus on the development and demonstration of skills such as cooperation and participation and
- build an awareness of others and their cultures.

Student leadership

Four year 5 students participated in the Riverina Environmental Education Centre’s Envirochampions’ program. They were Damon O’Brien, Jamie O’Brien, Marcus D’Alessandro and William Hassett. Similar teams also took part from numerous schools within the Riverina area.

The purpose of the program was for the students to design, construct and present an environmental project for the school to implement. As part of the project, students held a sausage sizzle to raise money to purchase plants for planting in the playground. Families were invited to the school to assist with the planting.

During the year the student school leaders were encouraged to take an active role in the school’s Student Representative Council (SRC). A teacher met with the leaders and assisted them to develop a program of events and activities for each term. A meeting was then held with the classroom SRC representatives to finalise the details for the activities.

On 8 March the SRC had a Bad Hair/Mufti day to support two Tumut High School students, Darcy Hughes and Brook Jeffree, raise money for Can Assist. The students donated a gold coin and raised $128.00.

At the whole school Easter hat parade the SRC ran a raffle and organised an Easter egg hunt with a difference! Instead of using real eggs, small pictures of eggs and one rabbit were placed on the ground. The child who found the picture of the rabbit was the winner of the prize. Each class had a turn at this activity, including the preschool students who were invited to participate. Despite the rainy weather, the children had a great day.

Another successful event organised by the SRC was the fundraiser for the Snowy Hydro South Care Helicopter Service. An outline of a helicopter was drawn on the concrete and the children were encouraged to bring along coins of any value to place on the outline. The children really enjoyed this activity, and the helicopter outline was fully covered. $219.50 was raised and Mr Tim Oliver, the local representative for the helicopter service, was presented with the cheque by the SRC leaders at a school assembly. Mr Oliver spoke about the service and the benefit it had for the community.

The usual mothers’ and fathers’ day stalls were run by the SRC and the children had fun choosing their gifts.

On Monday 27 May, a leadership conference for year 6 was held in Wagga. All of the students enjoyed the day which was designed to help them build leadership qualities and skills.

Two other raffles were run by the SRC during the year. At the athletics carnival a tennis set and a soccer set were raffled to help our enviro-champions raise money to buy trees and a bird bath for the school gardens. At the PBL opening a bee pillow was raffled to help commemorate the day.

The SRC’s final event for the year was the talent quest. Gadara Special School come along and performed a few items. It was an entertaining time and everyone, both performers and spectators enjoyed it immensely.
The SRC leaders are to be congratulated on their hard work during the year organising and running these events. They can be very proud of their achievements.

Leaders and principal presenting a cheque to Mr Tim Oliver from the Snowy Mountains South Care Helicopter Service

School planning and evaluation
2012—2014

School evaluation processes

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

- surveying parents, staff and students and collating their responses and
- consulting with staff about the school plan.

School priority 1
Community Partnerships

Outcomes for 2012–2014

- Communication structures and procedures are strengthened.
- A positive school image is promoted within the wider community.
- Parent participation and ownership in school programs is strengthened.

Evidence of progress towards outcomes in 2013:

- the school community made greater use of the school website as evidenced by the website counter showing a weekly average of 40 hits in 2011, 68 hits in 2012 and 87 hits in 2013. It is noted that lower usage was made during the school holidays and there were times throughout the school year when the website was unable to be accessed.
- school events and achievements were actively promoted and recognised within the school and wider community using the school newsletter, roadside notice board, the local radio station and newspaper, and regional television;
- parents, grandparents and friends attended school events throughout the year, with particularly high attendance at whole school events such as sporting carnivals, tree planting, Education Week activities, the PBL celebration, the Great Adelong PS Circus Show and the annual presentation night;
- stage 3 students participated in a community run art project, conducted over a few weeks;
- parent attendance at the school information sessions about literacy, numeracy and technology was low with only from 3-6 families being represented and
- attendance at P&C meetings remained variable. However, numbers were boosted by attendance by staff members.

Strategies to achieve these outcomes in 2014

- regularly publicise P&C meetings and encourage participation;
- include a new section in the newsletter which has a focus on individual or small groups of students, e.g. student profile, student photography etc. and
- continue to offer parent information sessions about a variety of topics. Encourage greater participation by advertising an outline of the presentation prior to the event.
School priority 2
Student welfare
Outcomes for 2012–2014

- Students will demonstrate improved levels of commitment and responsibility for their learning and behaviour.
- The commitment to PBL is maintained through the implementation of its practices across all school settings.
- Increase the number of students achieving the top PBL award from 19% in 2011.
- Improve attendance levels of targeted students.
- The number of unexplained/unjustified absences reduces by 5% in 2012, 10% in 2013 and 15% in 2014.

Evidence of progress towards outcomes in 2013:

- Student survey responses indicate that students try to follow the school’s PBL values of respect, responsibility, safety and learning and look forward to receiving merit awards and PBL awards;
- A teacher was trained as the school coach for PBL and leads regular reviews of the program;
- In 2013, 56% of students achieved the top PBL award;
- The attendance level of some targeted students improved, but success was not achieved by all and
- The 2013 target for reducing the number of unexplained/unjustified absences was not met.

Strategies to achieve these outcomes in 2014:

- Teachers participate in the next phase of Professional Learning (PL) for PBL and implement new strategies school-wide;
- Regular information about attendance is continued via the school newsletter;
- School continues to make contact with the parents of students whose attendance is of concern and work with the Home School Liaison Officer to develop a plan for improvement.

School priority 3
Numeracy
Outcomes for 2012–2014

- Increase from 76% in 2011 to a minimum of 85% of students achieving stage based outcomes in the mathematics strand of working mathematically (i.e. satisfactory “C” or higher rating on student reports)

Evidence of progress towards outcomes in 2013:

- 66% of students achieved stage based outcomes in working mathematically (i.e. satisfactory “C” or higher rating on student reports) in 2013 and
- 87% of students achieved stage based outcomes in numeracy.

Strategies to achieve these outcomes in 2014:

- Teachers participate in focused PL about the new K-10 Mathematics Syllabus, due to be implemented in 2015 and
- Targeted students identified to participate in focused assistance.

School priority 4
Writing
Outcomes for 2012–2014

- Increase from 81% in 2011 to a minimum of 85% of students achieving stage based outcomes in writing (i.e. satisfactory “C” or higher rating on student reports)

Evidence of progress towards outcomes in 2013:

- Teachers participated in PL about the new K-10 English Syllabus and
- 83% of students achieved stage based outcomes in writing (i.e. satisfactory “C” or higher rating on student reports) in 2013.

Strategies to achieve these outcomes in 2014:

- Teachers participate in focused PL about writing with reference to the new K-10 English Syllabus;
- Writing is integrated, where appropriate, across all key learning areas and
- Targeted students identified to participate in focused assistance.
School priority 5

Assessment

Outcomes for 2012–2014

- The school assessment policy is reviewed and implemented.

Evidence of progress towards outcomes in 2013:

- the student tracking system developed in 2012 continued to be implemented in 2013;
- individual learning plans for identified students continued to be reviewed and
- learning adjustments made for identified students were evaluated.

Strategies to achieve these outcomes in 2014:

- teachers will participate in PL about the PLAN software (Planning for Literacy and Numeracy), using it to plan and assess.

Professional learning

In 2013, all staff continued their commitment to regularly update their professional knowledge and skills. Professional Learning (PL) opportunities for teaching staff and support staff were aligned with the needs of the school and occurred both during and after school hours. PL centered around the new K-10 English Syllabus, the new K-10 Mathematics Syllabus, consistent teacher judgment, planning for literacy and numeracy, Austswim, visual arts and PBL. It also included updates for resuscitation, anaphylaxis, child protection and emergency care. The average expenditure per teacher was $710.

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.

Parents

50% of families responded to a survey. Generally they believe:

- Adelong Public School (APS) is an attractive and well-resourced school;
- the school is connected to its community and welcomes parental involvement;
- parents are encouraged to contact the school to discuss concerns relating to their child;
- the school is a friendly school that is tolerant and accepting of all students;
- the school has a supportive welfare program;
- the school promotes a healthy lifestyle;
- the school has competent teachers who set high standards of achievement;
- the school maintains a focus on literacy and numeracy and
- the school teaches and promotes core values.

40% of responders were unsure if students have access to strong technology programs and resources.

Students

Students in year 1- year 6 were requested to respond with “yes”, “sometimes” or “no” to statements about school subjects and activities.

There were various responses to statements about subjects, for example, I like doing...... However, it was obvious that the majority of students liked doing mathematics, art, music, drama, dance, sport and listening to stories.

Students:

- like reading what their teacher writes about their work;
- ask for help when needed;
- try to follow the PBL values and school and class rules;
- look forward to receiving merit awards;
- like it when their parents visit the school for particular events;
- like hearing about what other students are doing;
- like to do activities like handball, soccer, skipping and playing running games at lunch time;
- like going on excursions and
- think most students are friendly.
Teachers

Teachers were asked to complete a survey. Their responses support those returned by parents. In addition, teachers also believe students are offered a wide range of extracurricular programs; the students are the school’s main concern and fair discipline exists within the school.

Program evaluations

Computer education

Parents, students (year 1-6) and teachers were surveyed for their responses to statements about computer education at school.

Parents

50% of families responded. Generally, responses indicate that parents believe:

- their child enjoys using computers;
- their child’s knowledge about computers is growing;
- their child uses the skills learnt at school, at home and
- their child finds using computers fun and interesting.

Students

Student responses indicate:

- they enjoy using computers;
- their teacher helps them to develop the computer skills they need;
- they use computers to help them to learn in different subject areas and
- they like working with others when using computers.

58% of responses indicated that they sometimes or rarely looked at samples of their own work to see how they were progressing and 53% indicated that their teacher sometimes or rarely talks to them about their learning and progress.

Teachers

Teacher responses indicate:

- students usually self-evaluate their computer skills by studying samples of their work;
- students develop appropriate skills in computer usage, including cyber safety, and students enjoy working with others when using computers.

Most teachers would like greater access to computers in their classrooms.

Future directions

Teachers will:

- explicitly plan for student review of their own and others’ work and
- give feedback to students about their learning, individually or as a group.

The school will purchase iPads for use by students and teachers within the classroom. Teachers will participate in PL activities to develop their skills and knowledge about best practice and effective strategies to integrate iPads in teaching and learning activities.

Homework

Parents, students (year 1-6) and teachers were surveyed for their responses to statements about homework.

Parents

50% of families responded. Generally, responses indicate that most responders believe:

- students should do homework;
- homework sometimes causes conflict in the household;
- parents should help with homework and check it;
- failure to do homework should be reported to parents and
- homework should be given weekly and due back at school on Fridays.

76% of responders believe that homework is of moderate to high importance to a child’s success at school.

63% of responders believe that students should not do homework at lunchtime if they don’t do it at home.
Responders had a variety of ideas as to how much time should be spent on homework each night.

Students
Student responses follow:
- 59% of responders say students should not have to do homework;
- 72% say parents should help with homework;
- 54% say parents should check homework;
- 39% say students should do homework at lunchtime if not done at home;
- 76% have to be told by their parents to do their homework and
- 50% say parents should be told if their child doesn’t do their homework.

Most of the responders indicated that homework should be given weekly and returned to school on Fridays.

Teachers
Teacher responses indicate:
- students should be given homework;
- they are aware that homework causes some conflict within some households;
- parental help with homework should depend upon the type of homework given, for example, listening to students read, helping with learning sight words and multiplication tables etc.;
- parents should be informed if there is a pattern developing of homework not being completed and
- the time spent on homework should gradually increase from kindergarten to year 6 to a maximum of 30 minutes a day in years 5 and 6.

Future directions
Students will continue to be given homework each week. All students will be encouraged to develop a consistent procedure to ensure homework is completed at home.

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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Julie Bedford  Teacher
Cath Beattie  Teacher
Sue Hall  Teacher
Deb Reakes  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: