Armidale City Public School

Annual School Report

2013
School context

Armidale City Public School is situated in the centre of the Armidale township and is a school with a proud history of excellent education in Armidale. It is the oldest primary school in the town and has significant historical features. With a school population of 415 students, Armidale City enjoys a reputation as a school with inclusive values and excellent academic achievements.

As a member of the Armidale Community of Schools, our school works with schools across Armidale to provide the best education for all students by providing shared enrichment programs and cultural and sporting activities.

Armidale City is a spacious well planned school. The school buildings which were purpose built for Armidale’s cold weather are large, bright and well maintained. The school boasts a multi-purpose hall, two new art rooms, a student kitchen, a dance room and several large outdoor learning areas.

The school has three fully equipped computer labs, networked computers in all rooms and interactive technology in the form of Smart boards or interactive TV’s in all classrooms to support teaching and learning. A mobile VC unit supports the VC facilities in the school.

The teaching community is a mix of experienced teachers who have been at the school for a significant time, experienced staff who have had a range of experiences in other educational settings as well as several vibrant new scheme teachers. Teachers and parents work together to provide many opportunities for students to participate in a range of school, community and regional activities and excursions. Students wear their uniform with pride on a daily basis. The school is acknowledged in broader educational contexts for its debating, sporting and cultural achievements.

Principal’s message

Armidale City Public School is a vibrant learning community that continues to perform strongly achieving regional benchmarks in a wide range of areas. The primary focus of the school is to work hard to ensure that improvement in the learning outcomes for all children as its principal goal.

The school is very fortunate to have a committed and dedicated team of teachers and support personnel that ensure the individual learning, social and emotional needs of every student is met. We pride ourselves on the open and transparent relationship that has developed within the school community to ensure that parents and the school have an equal partnership in the education of their children.

This school offers a very special education to all students. Our children are exposed to a diverse range of cultural opportunities as a result of the multicultural nature of our school. Students are given the chance to reach their academic potential and develop skills in the arts, sport and in the use of technology. Individual students and student groups have achieved outstanding results in academic, sporting and cultural pursuits and I commend the commitment and enthusiasm they exhibit in varied areas of expertise and talent.

The enrichment class in Stage 3 is continuing to develop to cater for high achieving students and build a foundation model for supporting gifted and talented students across the school.

The success of our students and the recognition of our school as an educational institution with high expectations and a positive learning culture is a result of teachers and parents working together to coach local, regional and state sporting and debating teams, develop musical talents and support students to achieve personal best in many areas. Parent bodies are actively involved in the management and improvement of the school environment and practices.

Through working together the school community has enhanced the physical grounds and facilities within the school. 2013 saw the long awaited upgrade of two main toilet blocks and some internal painting to freshen up the look of the school. Grounds maintenance and enhancement continues to be a priority for our hard working General Assistant.

The school once again enjoyed a high level of community involvement with the highlights being the hosting of the Ronald McDonald Ride for Sick Children and the 25 international riders supporting the Sri Chinmoy Peace run on their run around Australia. The success of our annual Mothers’ Day fete in 2013 is testament to the wide community support enjoyed by our school.
It has been my privilege to have relieved as Principal for the past two and a half years and to have led such a dynamic and committed school community where children are nurtured in a caring and safe environment with all staff working with the school community to continue to enhance Armidale City’s excellent reputation.

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.

Cherrie Paterson
Relieving Principal

P & C message

I would like to thank all members of our P&C including those members that cannot make meetings but contribute to all fundraising efforts in other ways. Without support from you we could not make the contributions to the school.

I would also like to make a very special mention of Lindsay Brash, Pauline Sindel, Leanne Cooper and Tony Jones who are leaving us this year. Thank you for all your help over many years and we wish you all the best for the next steps in your children’s adventures. If there is anyone that I have forgotten, my apologies and thank you also.

The P&C have had another busy year and have supported the school in many different areas. These include:
- The excursion fund - $2600.00
- Softball team - $500.00
- Presentation Day - $2000.00
- Annual donation - $5000.00
- Basketball team - $500.00
- Smart boards - $6955.00
- Technology - $2500.00
- Carpet for a class room - $353.86
- Literacy - $3837.35

These are just some of the things that the P&C have funded this year.

We had a very successful Mother’s Day Fete and I would like to take this opportunity to thank everyone involved and the local business who so generously donate.

Thank you to the parents and staff who have supported and helped organise the meal deals this year, they have been a great success.

Thank you to the teaching and office staff of our wonderful school, without you our P&C would be lost.

Wishing you all a wonderful Christmas and enjoy the holidays, see you all again in 2014.

Lea McMillan
P&C President 2013

School Council message

ACPS School Council has discussed many issues concerning Armidale City Public and its community this year. Some of these matters have included:
- A revision of the announcement of Student Councillors from previous years, to alleviate the stress placed upon the students of a public announcement;
- School planning and budgetary priorities;
- ACPS Playground review, including the conduction of a survey seeking parental feedback;
- The review of Council’s constitution.

Council, upon reviewing their constitution, determined that the full complement of membership had not been met, and successfully sought nomination and therefore full representation from staff and parent bodies.

Council approached Armidale Dumaresq Council regarding concerns over the Mann St Crossing and several near misses that had occurred. This matter has had approval granted to carry out modifications to the existing pedestrian crossings to enhance pedestrian safety for the Mann and Faulkner Streets intersection.

The DEC have planned significant restructure for the next few years. As this process unfolds it will undoubtedly result in many changes to the operation of all schools. Council hopes that it may provide a stabilising influence in the midst of these changes and welcomes all ACPS community members’ suggestions and support in the future.

Nathan Craven
Chair 2013
**Student information**

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

In 2013, Armidale City had a student population of 410 with approximately 7% Aboriginal students and 10% non-English speaking background (NESB). Most NESB families were associated with the University of New England (UNE).

In 2013, the school formed 16 classes across K-6. In Years 1-6 the classes were staged with one of the classes in being an enrichment class for students identified in Stage 3 as Gifted and Talented. Kindergarten formed two straight classes.

**Student enrolment profile**

Armidale City has a diverse student population which has remained relatively steady with a student enrolment of around 410 over the last few years. The small variations in numbers is due to students moving in and out of the school associated with changes in occupation and job opportunities for parents.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>201</td>
<td>189</td>
<td>206</td>
<td>209</td>
<td>219</td>
<td>210</td>
<td>219</td>
</tr>
<tr>
<td>Female</td>
<td>177</td>
<td>186</td>
<td>188</td>
<td>182</td>
<td>201</td>
<td>200</td>
<td>191</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

The school is active in promoting positive student attendance through the use of a wide range of strategies.

During 2013 classroom teachers kept a manual roll which was marked in the first 15 minutes of school and sent to the office where data was entered onto the school Oasis system. Each classroom teacher monitors their student attendance on a daily basis and follows DEC and school policy regarding the following up of student absences.

The Executive and Student Wellbeing team monitor student attendance each week as part of their regular meeting agenda. Students whose absences fall below 85% or whose absences are continually unexplained are managed according to NSW Department of Education and Communities policy.

To support the school’s attendance procedures, all parents are supplied with absentee notices attached termly to the school newsletter and these are also available on the school’s home page through the internet. Regular reminders in the newsletter regarding the completion of Exemption forms to cover holidays and overseas trips and other legitimate absences from school has reduced the large number of leave takers and has also reduced the number of unexplained absences and overall absences.

**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>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
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<tr>
<td>Itinerant Teacher Hearing</td>
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<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Assistant Principal Learning Support</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.272</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Armidale City Public is fortunate to have the services of a full time Aboriginal Education Officer (AEO) who provides a valuable link to the community. Armidale City has no teachers who identify as Aboriginal.

Staff retention

In 2013 the school’s substantive Principal remained on leave for Semester 1 and retired from the teaching service in Semester 2. The Assistant Principal who relieved in the position in 2011 and 2012 continued to relieve for 2013 and this created a relieving Assistant Principal position which was filled internally in the Stage 1 area of the school.

Throughout 2013 the school employed several long term temporary teachers to fill vacancies due to staff leave. The 0.5 LaST was on Long Service Leave for the year and was replaced by a temporary teacher. The Assistant Principal in Stage 2 took leave without pay in Semester Two to take up employment outside the DEC. This executive position in Stage 2 was filled from within the school through expression of interest. A classroom teacher extended her leave without pay for the 2013 school year and was replaced by a temporary teacher in Stage 1.

In 2013 a School Counsellor was based at Armidale City. She worked two days a week at the school but worked at other schools for a further two days.

The classroom teaching staff is comprised of two Early Stage 1 teachers, five Stage 1 teachers (one class is a shared class), four Stage 2 teachers and five Stage 3 teachers. Other fulltime and part time teachers are responsible for RFF, Reading Recovery and Library.

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>
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<tr>
<td>Postgraduate</td>
<td>10%</td>
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</tbody>
</table>

SASS Staff

Armidale City Public School has one permanent, full time School Administration Manager, one permanent, full time School Administration Officer and one part-time Administration Officer which is filled through a temporary appointment.

In addition the school supports a permanent, full time Aboriginal Education Assistant and a casual Library Assistant one day a week. Students with high needs received support from one full time temporary Learning Support Officer and one casual part-time Learning Support Officer. Casual teachers and aides were also employed to assist staff to implement special programs as funding allowed. The school supports one part-time General Assistant.

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>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
<td>328452.71</td>
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<tr>
<td>Global funds</td>
<td>286394.94</td>
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<tr>
<td>Tied funds</td>
<td>167762.13</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>144727.50</td>
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<tr>
<td>Interest</td>
<td>11293.88</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>37699.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>976330.91</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
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</tr>
<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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</tr>
<tr>
<td>Library</td>
<td>10356.66</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
<td>165848.72</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>79901.64</td>
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<tr>
<td>Maintenance</td>
<td>14842.64</td>
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<tr>
<td>Trust accounts</td>
<td>41154.43</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>678431.25</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>297899.66</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School.
School performance 2013

Achievements

Arts

Armidale City continued its commitment to the provision of learning experiences and opportunities in the arts. Throughout 2013 class teachers provided a balanced creative arts program in all classes K-6. Students were offered opportunities to experience many Creative Arts activities at classroom and individual level. These programs were supported by specialist teachers who provided individual tuition in areas of music, and dance.

Teachers in the school mentor other teachers to develop organisational and performance standards. A team approach is encouraged with stage groups for performances at school assemblies and local events.

Students continued to hire instruments under the school’s own hire arrangements. Students at our school learnt music from 6 specialist teachers.

Armidale City Public School has a senior choir (all students from Years 5 and 6) led by an expert music teacher and an orchestra with members from Stage 1 to Stage 3. The choir in Stage 2 was taught by a professional music teacher until she went on leave in Term 2. Semester 2 Stage 2 teachers implemented a percussion music program.

Highlights for 2013:

- The showcasing of our many talented musicians and dancers through ‘A Little Night of Music’ concert;
- Participation by Stage 3 Choir in the Armidale Eisteddfod;
- The orchestra participated in the Community of Schools’ Primary orchestra. They performed at four different local schools after completing an intensive workshop run by specialist musicians;
- The Armidale City Stage 3 choir continues to develop under the expertise of a professional music teacher;
- Stage 3 entered an artwork in the Dumaresq Council’s Northern Inland Regional Waste Completion ‘Putting the Lid on Waste’. The art work was awarded first place in the primary Schools Section;
- The Armidale City Public School Art Extravaganza showcased artworks from all children from K-6. It highlighted the use of a variety of art forms including digital, multimedia and live art works and performance;
- ACPS were the regional champions of the Premiers Debating Challenge. The winning team competed in the State finals. One student was selected in the Regional debating team;
- A chamber music workshop was held in the school. It was coordinated and hosted by NECOM and allowed all students from the orchestra to participate in a range development activities and workshops;
- Selected primary students performed as part of the ‘Festival of the Famous’ project. One student was selected to perform at the Small Schools Conference held at Armidale City in Semester 2;
- All students participated in a circus skills workshop;
- The end of year concert which involved stage performances incorporated dance and music;
- Early Stage 1 and Stage 1 students performed a dance at the annual Mothers’ Day fete;
- Participation in art and craft activities as part of our NAIDOC celebrations resulting in four class awards at the fair trading Art competition including two first prizes;

Sport

Armidale City Public School emphasizes and encourages participation and sportsmanship. The school’s sporting program has continued to provide a focus on skills development and participation. The sporting program continues to be enhanced through the Live Life Well at School program. This program focuses on developing in children the skills, knowledge and understanding required to live a healthy lifestyle.

Throughout 2013 the PD/H/PE committee updated the teaching and learning scope and sequence for PD/H/PE.

Physical education including the development of fundamental movement skills and the provision of daily fitness activities are vital elements in the school’s sporting program. Students also participate in annual athletics, cross-country and swimming carnivals.

Expert teacher skills and high levels of parent participation ensured students had many opportunities to be involved in organised school, PSSA and community sports.

Highlights for 2013:

- The boys’ basketball team were state champions for 2013;
- The boys’ softball team were regional champions;
- One member of the school team represented NSW at the national Basketball Championships held in Perth;
- Selected Year 5 & 6 students participated in NSW Premier’s Sporting Learning to Lead Sports Leadership Program;
Six

- Seven teams were entered into the NSW Primary School Sports Association (PSSA) state knockout competitions for boys’ softball, basketball, football, hockey, touch football, cricket, tennis, gymnastics and softball;
- 24 students were named in North West teams;

Students represented the school at state level in cross country, swimming, athletics, cricket, basketball, football, gymnastics, hockey, softball and golf;
- Our school participated in the Armidale Triathlon Club’s annual School Teams Challenge;
- Individual students participated in golf and horse sports;
- Life Education Van visited the school delivering grade based programs on Drug Education across the school;
- Years 3-6 participated in a Water Safety Swim and Survive program;
- In partnership with the UNE and local sporting facilities, the Term 3 Leisure Sports program for Stage 3 continued;
- Stage 1 students participated in the ten week sporting program called SMASH which develops fundamental movement skills;
- The school continued to build on the range of sporting equipment available during lunch times, for student use, to encourage physical activity;
- Our school participated in coaching development programs extending over a number of weeks in: Rugby League, Football, 3-6 Netball, Cricket and Golf;
- Teams were entered in the NSW Primary School Sport’s Association (PSSA) state knockout competitions for boys’ and girls’ softball, basketball, football, hockey, touch, cricket and gymnastics;
- All students participated in the Jump Rope for Heart program, raising four thousand dollars.
- The school’s Sports house captains attended the initial workshop for the “Learning to Lead” 2013 program at Duval High School. “Learning to Lead” students will continue to take an active leadership role in the school.

Armidale City continues to develop strategies to identify talented students in various sports. The focus is on providing opportunities for students to develop skills, sporting etiquette and sportsmanship. School data indicates that sporting programs to support students have resulted in improved learning outcomes. Teachers at this school are providing quality representative coaching programs in boys’ and girls’ football, cricket, basketball, softball, hockey and rugby union at District and North West level. Some of these programs are undertaken after school hours.

Curriculum Extension Activities

Throughout 2013, Armidale City Public School students continued to enthusiastically participate in a range of extra-curricula and extension activities and programs within the school and wider community.

In 2013:
- A team of eight Year 6 students won the inaugural Northern New South wales Da Vinci Decathlon challenge;
One class won the environmental section of the MAD (Make A Difference) at Heart community film making challenge securing a prize of $2500 for the school;

Two students achieved high distinctions, 8 students achieved distinctions and 29 received credits in the University of NSW Australian Schools’ English, Mathematics, Science, Computer, Spelling and Writing Competitions;

Students participated in the Primary Schools’ Maths Olympiad with 6 students in the top 10% and 6 students in the top 25%;

One student achieved a high distinction, 15 achieved distinctions and 24 received credits in the Hunter Region Primary Mathematics Competition;

Four students achieved a high distinction, 7 achieved distinctions and 15 received credits in the Primary Research Project with 4 students scoring 100%;

Eight students were selected to be a part of the Armidale Community of Schools EGATs program for gifted and talented students;

Students researched a famous person and presented their work in diverse and interesting ways at an evening event, “The Festival of the Famous”. In 2013, all 3-6 students participated in this festival with a wider variety of presentations;

All students in Year 3-6 participated in the preliminary rounds of the Premier’s Spelling Bee;

Student involvement in Debating, Multicultural Public Speaking and the Tonya Mallinson Oracy Award for Year 5 increased;

Two students had work published in the Dorothea Mackellar Poetry anthology;

Student involvement in school and inter school chess competitions increased;

Twelve students participated in the Regional Tournament of the Minds and performed at a high level;

The whole school participated in the Premier’s Reading Challenge with 15 students achieving Gold certificates;

Participation in community events such as ANZAC Day, Harmony Day, Reconciliation Day, Autumn Festival Parade;

Participation in local and major excursions including Thalgarrah Field Study Centre, Lake Keepit, Canberra;

Students dressing with creativity and imagination in the annual Book Week Character Parade and Easter Hat Parade;

Participation by Year 6 students in Highlands Science Day;

Participation by all staff and students in the schools bi-annual Art Extravaganza;

Participation by students in the Clean Up Australia Day;

Students from all stages participated in monthly visits to Kent House to entertain members of the aged community

**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)

All students in Years 3 and 5 at Armidale City (including those with language disabilities, autism, English as a Second Language and identified learning difficulties) participate in the National testing program. Therefore the ‘mean’ result reflects the full range of student ability.

**Reading – NAPLAN Year 3**

In 2013 ACPS had 52 children sit the NAPLAN assessment for Year 3. Overall results show that both boys and girls performed above the regional and state means in all areas of Literacy. Girls performed significantly higher than our boys as well as other Year 3 girls at both state and regional levels. Boys performed better than other Year 3 boys at a regional and state level. Results show a noticeable shift in the percentage of students moving into Band 6 from Band 5. However, there was an increase of students in band 1.
Numeracy – NAPLAN Year 3

52 students sat the numeracy section of the NAPLAN assessments in 2013. Overall student performance in Numeracy was above regional means but slightly below state means. Our students performed better in Data and Measurement, Space and Geometry than in Number Patterns and Algebra. Boys performed significantly higher than our girls in all areas as well as achieving means higher than region and state.

In 2013, results show a noticeable shift in the percentage of students moving into Band 6 from Band 5. There was a corresponding shift from bands 1 and 2 upwards to cause a significant increase in bands 3 and 4. This is due to programs designed to move our lower achieving students up creating shift across the bands.

Reading – NAPLAN Year 5

In 2013, 59 students sat the NAPLAN assessments for Literacy. Overall analysis of data indicates that our students performed significantly above regional means in Reading but below state means. Boys performed slightly higher than the girls at a school level as well as higher than other boys at a regional and state level.

There was a significant shift in the number of students from the lower two bands and an increase in the number of students performing in the middle bands.
Numeracy – NAPLAN Year 5

In 2013, 59 students sat the NAPLAN numeracy assessment. Overall analysis of Numeracy show that Year 5 students performed above the regional means but were below state means. This was the trend for both boys and girls in Data, Measurement, Space and Geometry and Number patterns and Algebra. Overall, girls performed slightly higher than boys.

Data shows a shift in students in Band 3 upward towards Band 4 and a corresponding shift of students from Bands 5 to 6. However there is reduction in the percentage of students achieving in the highest band. A greater emphasis on extending our higher students will result in a better overall school performance.

Progress in reading

The growth achieved by the Year 5 cohort, although less than in previous period, continues to be above the average growth achieved by year 5 students at both regional and state levels.

The positive growth reflects the high quality of teaching and learning and commitment to ongoing professional learning of staff in the area of literacy. Literacy initiatives implemented in the school have had a positive impact on student learning

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>76.5</td>
<td>84.0</td>
<td>102.0</td>
<td>89.9</td>
</tr>
<tr>
<td>SSG</td>
<td>82.0</td>
<td>75.3</td>
<td>78.1</td>
<td>84.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
<td>85.7</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Armidale City Public School is very proud of the achievements of our students who identify as Aboriginal or Torres Strait Islander. In 2013, 48 Aboriginal students were enrolled from Kindergarten to Year 6. This is 7% of our total school enrolment. The school enjoys the support of a full time AEO who works very closely with the students and liaises very effectively with local community members.

The school is committed to improving literacy and numeracy outcomes for our Aboriginal students and educating all students and staff about the culture of Aboriginal Australians.

NAPLAN results for Aboriginal students indicate that students in Year 3 are performing below state means but are achieving significantly higher than other aboriginal students at a state and regional level in most
areas of Literacy and Numeracy. Data indicates Year 3 Aboriginal students continue to need support in all areas with an emphasis on Reading and spelling.

NAPLAN results for Year 5 students show that our Aboriginal students are performing better than Aboriginal students within region in most areas of Literacy and Numeracy but still require support to equal state means for Aboriginal students.

To support learning outcomes for Aboriginal students, the school used targeted NORTA NORTA funding to provide additional teacher support in both Literacy and Numeracy. Students also accessed additional support through the schools learning and Support Program.

A continuing focus for teaching and learning programs in 2013 is to embed Aboriginal perspectives in all classroom programs and this will continue to be a focus in 2014 with the implementation of the new English syllabus.

Throughout the year, indigenous students are encouraged to present the ‘Acknowledgment to Country’ at our fortnightly assembly.

This year the school nominated three students from across the school for the New England Region Giyanha Dirrabuu Murri Awards held in Tamworth. A Year 2 student was successful in achieving an award.

During NAIDOC week celebrations, all students took part in activities which recognized the richness and diversity of the Aboriginal culture. Students explored Aboriginal culture through art, literature, music and dance, with celebrations culminating in a special assembly and school community afternoon and BBQ. The highlight of the assembly was the performance by several students who played didgeridoo.

Throughout the year students have continued to work with staff to complete art works to enhance the school surrounds. These art works are part of a long term project to enhance school grounds and acknowledge Aboriginal culture through art.

Multicultural education

The student population at Armidale City Public school is representative of a number of cultural and ethnic backgrounds. The school’s 10% ESL multicultural population provides a culturally diverse student body, from fifteen different countries which greatly enriches all children’s learning experiences. At least twenty five students across the school speak a language other than English. Our ESL population includes students who are refugees.

Throughout 2013:

- The school continued to implement a highly successful English as a Second Language (ESL) program;
- Students who require support to develop their English skills are provided with support by a trained ESL teacher;
- The ESL program aims to promote equity by helping the students reach a level of English language proficiency, which will enable them to access the curriculum, and so fully participate in their schooling;
- The ESL Teacher has organised for interpreters to be present to support enrolment procedures and at meetings to facilitate the understanding of the school community and school procedures;
- Teaching programs reflected this diversity of background knowledge and continued to include a multicultural perspective in all teaching areas;
- Staff roles and responsibilities included an anti-racism officer (ARCO);
- Non-English speaking parents attended weekly social events and sewing and cooking workshops at our school supported by the DEC’s Community Information Officer;
- The school celebrated a very successful Harmony Day organised by the ESL teacher;

Harmony Day
Harmony day is a celebration that reflects the school’s aim to promote working together in peace and developing an understanding and appreciation of cultural, linguistic and religious differences. Teaching practices are inclusive. Harmony Day gives students, families and staff the opportunity to share cultural experiences, deepen their understanding and develop positive relationships with each other. Orange is the colour worn to symbolise harmony. Staff, students, friends and families of the school work together as a team, to plan and run activities such as games, art, musical performances and provide lunch. Parents of ESL students are encouraged to participate in Harmony Day and the life of the school generally. They are particularly invited to provide their knowledge and skills to activities which broaden the curriculum for our students.

The P&C provided six and a half thousand dollars in addition to its annual two thousand five hundred dollars to enhance technology across the school.

The technology committee has continued to work on the development of a scope and sequence for student skill development with explicit lessons specifically targeted to support teacher capability and student learning.

In Term 4 2013, the school enrolled to participate in eSmart which is a program designed to support staff, students and parents understand the importance of cybersafety and social networking. This program will be implemented across the school in 2014.

The school continues to implement the plan for replacement and upgrading of computers by using the annual T4L roll out to ensure all labs have computers which are in warranty and working on Windows 7.

The school wide system for the maintenance and monitoring of computer problems in each of the labs and classrooms has been refined and continues to ensure all technology in the school is working efficiently.

The school’s facilities continue to be accessed by regional training staff such as the reading recovery and AP Learning and Support.

Student Representative Council (SRC)

- The 2013 Student Representative Council included the School Captains and the six councillors, two student representatives from each class and the Arts and Culture Captains. In Semester One, Kindergarten classes did not have class representatives. In Semester Two, Kindergarten classes had representatives who attended the meetings.
- Regular meetings were held to discuss issues concerning the students of Armidale City such as WH&S and school improvement. The organisation of fundraising activities was also a large part of the SRC’s role. This year the school raised money for cancer by holding a mutti day. Our annual fundraiser was again held for Stewart House and a Crazy Sock day was held to raise money for Ronald McDonald Ride for Sick kids.
- The Captains, Councillors and Sports House Captains again attended the National Young Leaders’ Day held in Sydney. This opportunity provided our senior leaders with a chance to meet student leaders from all over New South Wales and hear some inspirational and interesting speakers. The decision to include House captains was to provide the opportunity for all our school student leaders the opportunity to develop their understanding of leadership.
You Can Do It

The YCDI program is in its fourth year of implementation across the whole school. The program provides a social skills framework for enhancing social and emotional competencies in staff, students and parents, both at home and at school, with an aim of improving academic achievement. The students learn how to become competent in the five keys of success, Organisation, Getting Along, Persistence, Confidence and Resilience. Students are explicitly taught these keys in their classrooms each fortnight, to ensure they understand what each key means and to develop strategies for using them in their learning and social development.

Students are encouraged to use the keys to help solve problems and make decisions in the playground, classroom and at home. The school’s reward system which is based on students receiving commendations for applying the 5 keys, has continued to be a success throughout 2013 with 25% of the student population achieving the level of Principal’s Medallion.

At the completion of each series of lessons on the focus key, students participated in vertical groups with an activity designed to use the key. The vertical groups, led by Year 6 student leaders, were a mix of students from across K-5. Student leaders were provided leadership training to assist them in developing skills to lead and manage the groups. They were presented with a Peer Leadership badge in recognition of their role in the school. At the conclusion of the school year, leaders who displayed outstanding leadership skills through the vertical groups were awarded the YCDI Leadership Award, at the annual Presentation Day.

The school and its broader community have continued to embrace the YCDI philosophy in all aspects of school life. This positive social and emotional learning culture at the school gives our students the tools needed for happiness and success.

Other programs

Learning & Support Program (Primary)

The Learning & Support Teachers (LaST) provide additional support for identified students who may experience learning difficulties, and consequently require an adjusted learning program to suit their needs. The LaST allocation for our school is currently 1.0 which is filled by two 0.5 positions (one in K-2 and one in Years 3-6) with each teacher working 2.5 days per week to provide students and teachers with assistance and individualised intervention programs designed to help students to access the curriculum more effectively.

Students are allocated to the program caseload through the school’s Learning Support Team (LST). The LST meets regularly to determine the priorities of students who have been identified as needing assistance and the form the support will take. The support teacher may support classroom teachers and students by providing programs and strategies, home reading programs, in-class learning assistance, and through intensive 1:1 and small group interactions with students in a combination of in class and withdrawn learning environment.

The Support Teacher’s role provides intervention opportunities for a set period of time through a program which tailors teaching experiences for students with learning difficulties that are specifically focused on the individual’s particular learning needs.

Learning and Support in K-2 is a support program run 2.5 days per week. The program involves small groups and individuals consisting of 28 children.

The role of the LaST (Learning and Support Teacher) is to provide additional support for children in K-6 who are experiencing learning difficulties in their classroom and require an adjusted personalised program to cater for their specific individual learning requirements. The LaST and class teachers work collaboratively together to accommodate for students learning adjustments and provide any special resources needed to support a student achieve learning outcomes in the classroom. The students are assessed at the beginning and end of term. SMART Goals can be monitored and updated, therefore allowing the LaST to assemble a program that will focus on the students current strengths and further learning adjustments.

In K-2, the LaST works with small groups on an intensive Phonemic Awareness program; building their confidence and ability in the targeted phonemic areas. The one on one students are involved in an intensive learning activities program, including literacy (reading, phonics, phonemic awareness, writing structures) and numeracy.
In 3-6, the LaST works with specific grades to complement other support programs in the school. Multilit is part of the program for targeted students. The LaST in 3-6 works with parents and teachers to monitor and develop individual learning plans for students on integration funding. The focus of the role in Years 3-6 is to work collaboratively with class teachers to accommodate students learning adjustments through the development of Smart goals and provide any special resources needed.

Speech pathologist
Throughout Terms 2 and 3, the school employed a qualified speech pathologist to work with classroom teachers to develop programs and practices to support students identified with specific speech and language difficulties. The speech pathologist was funded through a grant received as a result of an ESES submission.

The speech pathologist was able to assess identified students using appropriate tools and provide specific feedback to staff regarding identified areas of need. working with class teachers. The speech pathologist developed a class language kit which provided visual aids, classroom language ideas which addressed a range of speech and phonemic awareness issues.

This one off grant has provided support and professional learning for class teachers across K-6 and has supported staff participation in the online learning module ‘Speech, Language and Communication Needs’.

Reading Recovery
The Reading Recovery Early Intervention Program is for Year 1 children who are clearly at risk in Literacy Learning, after a year at school. The program has been operating at Armidale City Public School for 18 years.

The allocation for 2013 was for one teacher to teach six children each day, five days per week. The teacher, Julie Cook, was in her second year of training for Reading Recovery.

As a result of the program, 16 children from the initial Year 1 cohort of 59 accessed the program during 2013.

Eleven children successfully discontinued the program. One child transferred before completing his program, three children were referred to the School Learning Support Team for long term help due to processing difficulties and one child will continue his lessons as a carry-over student in 2014.

Five children who accessed the program were from ATSI backgrounds.

Twelve boys and four girls accessed the program.

The Stage 1 teachers have supported the RR children and commented favourably on the progress in reading, writing, and levels of confidence in these children. Two teachers observed their children in RR lessons, as did some student teachers. Stage meetings provided opportunity to discuss student learning with the RR teachers.

Best Start
During 2013, kindergarten teachers continued implementation of the Best Start program for Kindergarten. This program involved children being assessed for their prior knowledge as they entered kindergarten and then provided teachers with a framework of teaching and learning activities to move children along a continuum of learning. Assessments were conducted regularly to ensure that teaching was focusing on the individual students and that children were progressing. Regular reporting was undertaken each term. Stage 1 began implementation of Best Start reporting by tracking and recording assessment data on the continuum throughout the year.

L3 - Language, Learning and Literacy
Language, Learning and Literacy (L3) is a classroom based teaching and learning program that continued to operate in Early Stage 1 and Stage One in 2013. It was designed to increase opportunities for all students to maintain value added gains achieved from high quality Kindergarten programs in the previous year. L3 incorporates all aspects of the DEC documents related to Literacy learning in Stage One.

All Early Stage 1 and Stage One Teachers completed their second year of training in the L3 program in 2013. Regional trainers continued to provide the teachers with intensive professional learning each term, aimed at refining their knowledge and beliefs about early language, learning and literacy acquisition and enhancing their classroom practice within the school.

One staff member was in her first year of L3 and, therefore, received more frequent support. Teachers were required to follow explicit teaching and assessment procedures to track students’ progress along the Literacy Continuum.

As a result of meticulous instructional opportunities, Stage One students exceeded expected growth in both State and New England benchmarks for Reading Texts. In 2013, 66% of Year 1 students achieved the project goal set by state for reading texts. Year 1 students reached regional benchmarks in all other elements of the Best Start continuum. These results were achieved through best practice, analysing data, challenging our students, setting high expectations and consistent teaching in English. It has been a highly successful program that has had positive influences on overall Literacy growth.

Korean ConneXion
Throughout 2013, the Stage 3 Enrichment class were involved in weekly video conferencing lessons with a
school in South Korea – Chorim Elementary School. These video conferences were made available through the Australia-Korea Connexion Program coordinated by Dr Myung Sook Auh at the University of New England. These lessons involved the students in sharing cultural, geographical and historical lessons as well as establishing ongoing friendships through email.

Each student was responsible for preparing power point presentations based on a variety of topics and delivering these via the mobile video conference facilities in the school. This program has provided invaluable educational experiences for participating students and staff from both countries and will continue in 2014. This year the class and teacher have been working towards setting up another visit by 16 students and three teachers from Chorim Elementary school in February 2014.

Stage 3 Enrichment Class

Throughout 2013 the full time enrichment class continued to operate. This class was comprised of selected students from Years 5 and 6. Students were selected based on a combination of their academic ability across standardised tests, school and class assessments. These students had the opportunity to work with a compacted curriculum that allowed them to move through their work at a faster pace and then allow them to work on extension and enrichment activities. Students’ abilities could be targeted and the opportunity to be accelerated was also available. Selection for this class in 2014 will continue to be based on results from standardised tests as well as students completing two tests of divergent and creative thinking ability. A school policy was written based on the NSW Department of Education Gifted and Talented Policy outlining identification processes of G&T students throughout the school.

Languages

Throughout 2013, Armidale City continued to offer French and Mandarin languages to students in Stage 3. French, which is in its 9th year of teaching at the school is taught by a qualified teacher who volunteers her time and is also a member of the school community. The French program involves one lesson a week for two groups of students who learn the basics of the conversational French language and a range of cultural activities to enhance their understanding of the French culture and lifestyle. Participation is voluntary. Students present their learning at an end of year assembly for all other students and parents in the school.

Mandarin which is an initiative of the School Education Director, is a funded program which is in its 7th year at our school. It is taught by a qualified teacher for two hours a week with two groups of students – a beginners’ group and a continuing group each year. Student involvement is voluntary and requires students to purchase the language book. Students participate in both cultural and language activities. Mandarin will continue in 2014 but will be funded by the school.

Progress on 2013 targets

Outcome for 2013

To improve reading performance in the school so that student growth is equal to or higher than the state growth for NAPLAN.

Target 1

Reduce the number of students in the minimum bands of the Reading aspect on NAPLAN at Year 5 from 23.9% to 15%

Our achievements include:

- The school achieved its target of reducing the number of students in the minimum bands (bands 3 and 4) in reading from 23.9% in 2012 to 10.2% in 2013
- Professional learning by all staff in programs delivered by regional personnel. These included the Inclusion On Line Learning Program – Speech, Language and Communication needs’ resulted in a deeper understanding of how to identify and differentiate teaching programs to cater for students with specific language and comprehension difficulties. Vocabulary Development course delivered by regional personnel on the importance of teaching vocab to enhance language development and comprehension;
- Teaching and learning involves planned regular assessment and moderating of student learning against the literacy continuum in Best Start and Focus on Reading;
- Extensive resourcing of quality literature to support teaching and learning in L3 and reading comprehension including multimedia applications and resources;
- In class support by LaST to assist teachers in making adjustments to learning programs and creating Smart goals for targeted students.

Outcome for 2013

Improve numeracy performance in the school so that student growth is equal to or higher than state growth for NAPLAN.

As a result of a significant increase in the number of students in the middle bands the school did not reach the target of increasing the number of students in the top band to 15% (2013). However, there was a significant reduction in the number of students achieving in Band 3.
In 2014, greater emphasis will be placed on providing support and resources for staff to extend students in the upper bands.

Strategies to support improved outcomes in 2014:
- Regular assessment of student moderated tasks at stage meetings to identify aspects of numeracy underperformance for particular student cohorts and for individual students;
- Moderated assessment tasks align with NAPLAN assessment;
- Mathematics committee to investigate online and hands on resources to support quality teaching of mathematics;
- Teachers to be provided support to ensure programs include differentiation for the full spectrum of learners;
- Build into all learning the Working Mathematically strategies to allow for greater language development and demonstration of learning.

School evaluation

Each year as part of the schools improvement procedures, the schools self-evaluation team evaluates an aspect of school management and organisation in order to assist with school planning and policy development and the evaluation of our schools programs.

Educational and management practice

Background

Armidale City is a large school with two supervised playgrounds and three eating areas. The primary playground is a large area with many areas not visible to the supervising teacher and the K-1 play area is split into two areas – both of which are smaller and not supportive of active play. Both playgrounds contain fixed equipment, large sandpits and students have access to additional sporting equipment for free play. The primary playground has large areas for team games while the K-1 playground has little ground for more strenuous activities such as soccer.

In addition, several other factors have prompted a review. An anticipated reduction in 2014 in the number of support staff who assisted students with social and behavioural needs in the playground and an increase in the number of welfare referrals for aggressive play and non-compliance during second lunch has prompted a review of how breaks and the playgrounds are organized and managed.

In Term 4 the school evaluated the school’s playground policies, procedures and facilities using a survey for all members of the school community - staff, students and parents. The survey was developed in consultation with the School Council and P&C. The survey gave parents, staff and students and caregivers an opportunity to provide feedback about structures and facilities in our playgrounds Feedback from parents, students and staff is a valuable tool in ensuring we continue to improve management and learning practices in our school.

The challenge in looking at changes was to ensure the quality of adult supervision to ensure a safe playground was maintained and that the playground continued to promote social competence by giving students opportunities to practice new skills and negotiate problem solving.

Findings and Conclusions

Students completed the survey during class discussions where their responses were scribed by the teacher. Thirteen parent surveys were returned out of distributed.

Overall parents who completed the survey were happy with the schools play facilities and the different areas students have for play. Specific findings were:-

- Most parents appreciated the natural features in both playgrounds such as the large trees and shaded areas;
- Most parents reported that their children are happy to be in the playground and see play time as a time to be with friends;
- In discussions with their children, parents reported that children enjoy the variety of free play equipment but don’t like to restrictions regarding the fixed equipment;
- Some parents reported that their children have at times found the soccer games rough and have been ---;
- Parents who completed the survey believe that staff manage the playground well and follow up on issues that arise;
- Parents indicated that their children would like more opportunities to play as a K-6;
- Several parents would like to see more construction type opportunities for students for creative play to enhance fine motor development.
- Several parents expressed a concern about the large expanse of the playground and the need for teachers to provide support supervising more difficult students.

Staff responses were largely positive. They include:-

- Acknowledged the difficulty of supervising such a large play area and the need for more structured procedures to deal with students
who prove difficult in the playground or when a serious incident occurs. Staff identified the soccer games played in the main oval as the biggest issue and cause of student complaints;

- Our playgrounds provide a range of play opportunities and spaces for students but perhaps the spaces can be better utilized with more staff and a reorganisation of duty areas. Several staff feel the K-1 area is too small for the number of students and has insufficient space for active play and the active boys who like to play ball games.

- Two play areas limits children socially and opportunities for old students to demonstrate leadership skills. Staff identified a need to teach children how to play team and group games to support the cohort of students with poor cooperation and turn taking skills;

- Students eat more at recess and lunch but as it is a shorter time, students often waste unfinished food or don’t eat enough despite being hungry. As a result staff identified that many students were not eating at lunch or had nothing to eat. This resulted in a group of students who were difficult to manage and often agitated by the time play began;

- There is a need for alternative interactive social activities such as a veggie patch to develop student connection and responsibility within the school.

Student responses provided a mixed reaction to the organisation of break times and play facilities. Student’s responses indicated that:

- The playground and break times are an opportunity to socialize with friends and enjoy the freedom of the large areas;

- A huge range of games and activates are played by all students utilizing play facilities, equipment and imagination;

- They would like to see more sensory play equipment and be able to access areas such as the nature garden for explorative play;

- Sandpits were the greatest drawcards for both playgrounds;

- They would like to be able to play together in one area more often;

- The fast and hard soccer games played were intimidating and sometimes dangerous for smaller students;

- The K-1 playground is too small.

**Future directions**

- Investigate alternate models of organising breaks and trial staff suggestions of lunch inside and making the recess break longer to enable students to eat in a less rushed manner when they are hungrier;

- Provide more structured areas in each playground to cater for quiet areas, active play and adventurous play. Staffed area to provide opportunities for students to learn how to play games and interact positively;

- Provide greater staff student ration in the playground to provide more structured support for students experiencing difficulty;

- Review of referrals on RISC to determine patterns of referrals and behaviours;

- Instigate a ‘reflection room’ supported by the schools executive during second play for students requiring time out of the playground to work through social and behavioural issues;

- Enhance system of staff communication and follow through related play incidents;

- Provide more information to parents on the ‘rules in the playground’ and the reasons behind them;

- Improve second play area in the K-2 and investigate sensory opportunities in each playground;

- Investigate a greater range of games for quiet areas such as games painted on concrete;

- Provide more regular opportunities for a K-6 playground to develop peer leader skills in older students.

**Parent, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers on different areas of school life, specifically Teaching and Learning in the school. A parent survey was given to all families of Armidale City Public School.

Parents were asked to rate the various questions relating to the opportunities that their children have to learn in the classrooms.

The responses to the questions about student learning were mainly *Almost, Always and Usually*. Parents believe the school has high expectations for children’s learning, that students take pride in their learning and students are challenged to try new things in the classroom to support their learning. Parents also believe that their child’s learning is balanced with a mix of independent and group learning activities and provide opportunities to learn things that are new and different. A considerable number of parents did not have enough information about the level of professional learning or sharing that happens in schools. This response would suggest that the school
needs to provide more detailed information to parents on the kinds of professional learning teachers engage in and how this enhances teaching and learning in the classroom. Responses in the survey indicate that parents feel students should be given the opportunity to review past work to gauge for themselves how their learning has improved over time.

The response to the questions about teaching were mainly Almost, Always and Usually. Parents believe that teachers know their children and understand what they can do and what they need to learn and that what students are learning is important. Most parents believe teachers management of the class helps their child’s learning and teachers provide clear information about student achievement. Parents believe their needs to be greater opportunity for children to talk to their teachers about what they are learning and why. A further area for improvement is to ensure parents and students have a better understanding of how student’s learning is assessed.

**Professional learning**

Throughout 2013, teaching and support staff at Armidale City Public School participated in a range of professional learning activities to improve the quality of teaching within the school. The majority of professional learning undertaken was directly related to the achievement of school targets identified in the school plan and to prepare for the implementation of the National Curriculum and the new NSW English Syllabus.

To support the introduction of the new syllabus and school targets, staff were provided with professional learning to include support documents such as the Literacy and Numeracy Continuum as well as professional learning delivered by regional trainers. These included The Inclusion On Line Learning Program ‘Speech, Language and Communication Needs’ and a regional developed course ‘Vocabulary Development.’ The focus of several SDD’s was the modules ‘The Learner and the New Curriculum’ and ‘Teaching for the new Curriculum.’

Staff at ACPS participated in the trial of PLAST which involved in line training for all staff.

Early Stage 1 and Stage 1 staff continued to participate in the Best Start and L3 training.

Executive staff and beginning teachers attended programs to support new scheme teachers to meet the requirements of registration and accreditation with the NSW Institute of Teachers.

Executive attended network meetings to build collegial networks across the district and participated PL days to write units for the new English Syllabus.

The administration and other SASS staff attended several professional learning opportunities in 2013. These included:- Finance management workshop, Annual Financial Statement & OASIS Finance Rollover Training, management of absences, Corruption Prevention and Customer Service Training, Procedures for the Enrolment of Temporary Residents and “7 Habits of Highly Effective People”. The School Learning Support Officers and the Aboriginal Education Officer attended a Professional Development Day for Support Staff.

The staff participated in five school development days throughout 2013. The focus of these was National Curriculum, Compliance training and technology. 98% of staff attended the Small Schools Conference for two days which was held at this school. The conference provided staff with the opportunity to hear world class speakers in the area of Personal development and health related issues.

The Reading Recovery teacher attended regular training with a regional tutor.

Some staff participated in courses to improve and update their sporting accreditation in gymnastics and athletics and develop skills to promote specific programs within the school.

Specialist and support staff such as the school counsellor, STL, STB, ESL teachers attended a range of professional learning opportunities to promote their knowledge and skills.

The Principal attended regular conferences, Principal Association and SEG meetings as well as training opportunities to enhance leadership and change management skills.

Support staff attended regular training courses around changes through ESES to understand their new roles and responsibilities in schools.

All staff undertook mandatory DEC training which must be completed annually. This included National Disability Standards, Child Protection, Code of Conduct, Workplace, Health and Safety Procedures, Anaphylaxis training and CPR/Emergency care.

**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  Literacy
Outcome for 2012 -2014
To improve literacy performance in the school so that student growth is equal to or higher than the state growth for NAPLAN

Strategies to achieve these targets include:
- On-going provision of professional learning through with a focus on student comprehension and vocabulary development and writing;
- Analysis, development and implementation of tasks in all aspects of English that align with NAPLAN assessment;
- The LaST to work in the classroom with targeted students and to provide teacher resources to build comprehension and vocabulary skills;

School priority 2 Numeracy
Outcome for 2012-2014
Improve numeracy performance in the school so that student growth continues to be higher than state growth for NAPLAN.

Strategies to achieve these targets include:
- Staff attending professional learning workshops in preparation for the implementation of the new Maths syllabus;
- PI funds be used to provide staff with time to work together to develop a shared understanding of the new Maths syllabus;
- Staff in years 3-6 to participate in TOWNS (Targeting—);
- Staff to use the continuum and school tracking data to plan and report student progress and achievement;
- Teachers to use the new syllabus Maths Scope and sequence to ensure consistent teaching of Maths concepts and develop a whole school assessment plan to ensure consistent assessment practices;
- LaST to work with teachers to ensure all programs include differentiation for the full spectrum of learners;
- Build into all learning the Working Mathematically strategies to allow for greater language development and demonstration of learning.

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.

Leanne McMillan – President P&C
Nathan Craven– President School Council
Kim Smith – Relieving Assistant Principal
Leonie MacGregor – Assistant Principal
Judith Docksey – Staff Representative
Alison Cornall – Staff representative - ESL
Jane McMillan - SAO
Carol Campbell –SAM
Julie Cook– Reading Recovery teacher
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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: