Armidale City Public School
Annual School Report

2012
Messages

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 is its principal goal.

The school has a committed and dedicated team of teachers and support personnel who 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 our children.

This school offers a comprehensive education to all students. With 12% of our students identifying as Aboriginal and a further 9% of students coming from countries around the world, our children are enriched through exposure to a diverse range of cultural opportunities. Students are given the chance to develop skills in the arts, sport, and the use of technology as well as academically. Individual students and student groups have achieved outstanding results in academic, sporting and cultural pursuits.

In Semester 2 of 2012 Armidale City Public School was subject to a significant restructure involving specialist and support staff. These changes resulted in significant changes in school procedures and programs for supporting student learning needs across the school. Changes under Every Student Every School (ESES) saw the reallocation of staff from programs such as the Intensive Reading class (IR), Support Class Language (SCL), Support Teacher Significant Learning Difficulties and Support Teacher Behaviour. Students accessing support within these programs continued to be supported through in school structures and funding allocations. The enrichment class in Stage 3 continued to cater for high achieving students and build a foundation model for supporting gifted and talented students across the school.

Throughout the year, all members of the school community worked together to revise and update significant school policies including the Enrolment Policy, Anti-Bullying Policy, Mobile Phone Policy and Student Wellbeing and Discipline Policy.

The school continued to focus on the development and implementation of the K-6 social and emotional learning program You Can Do It (YCDI) which is the basis for the welfare programs across the school.

The success of our students 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.

Children at ACPS 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 / School Council 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 to Lisa Russell who has been a member of our school community for a long time. This is Lisa’s last year with ACPS and we are sad to see the Russell family finishing their role in the P&C. Lisa’s help in many different areas around the school has been invaluable. Thank you and we wish you all the best for the future.

The P&C have had another busy year and have supported the school in the many different areas. These include: the purchase of a set of school blazers for students who are representing our school ($1524), ongoing financial support for IT ($2500), reading and interactive resources to support L3 program and the implementation of the new English curriculum ($3650), Arts In Concert costumes ($555), Boys education Program ($505), Excursion fund for K-6 ($1267), Presentation Day Awards ($2500), pressure cleaner ($436), school budget support ($5000), Kinder orientation ($100) and general catering for school events ($65) A total contribution of $18102.

The P&C continues to fund the redevelopment of the K-2 playground.

The P&C ran another successful Mother’s Day Fete and this is due to a lot of hard work by a lot of the parents and friends of the ACPS community. I would also at this time like to thank the local businesses that, year in year out, support our Fete.

Special mention needs to be made about some wonderful parents that have, for the second year now, run a Christmas Stall. This has been a huge success and I’m sure a lot of hard work. Thank you so much to these parents and their helpers.
On behalf of the School Council I would like to thank Cherrie Paterson for her support of the School Council. We would like also to send our best wishes to Phill Roberts who is always in our thoughts.

The School Council has seen some changes this year with Donna McGushin, Brad Widders, Julia Werren and Margaret Bain finishing their term and we would like to thank them for all their support of the School. Incoming members to the School Council are Nathan Craven (elected President), Tina Rubie (elected Secretary), Renee Thomas and Alex Goudge.

The School Council has been busy this year with reviewing the following policies: Enrolment, Anti-Bullying Policy, Mobile Phone Policy and Student Wellbeing Policy.

The school council has been in close consultation with the DEC by way of letters written about the upcoming changes that are going to be implemented in our schools. (Local schools Local Decisions).

School Council has been working on a new banner statement which will be used to publicise and promote the school.

Thank you to the staff and parents who have supported and helped with the running of the meal deals; they have been a great success. The School Council has endorsed this and will look to continuing next year.

Thank you to all the members of the Armidale City Public School community.

Lea McMillan
P&C President/School Council Representative

Student representative’s message

We are Avril Lupton and Lachlan Jones and we have been privileged to be the School Captains for 2012. Often it is easy to take getting an education for granted but here in Armidale we have been lucky enough not to miss out. Year six agree with us that Armidale City Public is a great school. The school has provided the Year 6 students with wonderful opportunities to leap into their future journey.

In the seven years we have been here we have made lifelong friends. We have met great teachers we will remember always.

Our years at school haven’t just been about learning academic skills. We have spent time playing sport, learning how to make and keep friends and we have had many opportunities to represent our school on excursions to places such as Lake Keepit, Canberra, Katoomba and Bathurst.

At our school we do the program ‘You Can Do It.’ This program is based around five simple words – Confidence, Organisation, Persistence, Resilience and Getting Along. These are not just words. We see them every day at our school – in the classroom, the choir, the orchestra, the playground, in sport and at carnivals.

When you look at what makes a school successful, it would be hard to ignore the big people we see each day – the teachers. When we think about all they have done for us, thank you does not seem enough.

When we asked the students to describe Armidale City in one word, this is what they came up with – perfect, exciting, ancient, active, outgoing, supportive, encouraging, happy, awesome, epic, cool, interesting.

Thank you to the whole of Armidale City Public School community for making our time so memorable and we leave you with the famous Dr Seuss quote “Don’t cry because it’s over, smile because it happened.”

School context

Student information

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

Student enrolment profile

Armidale City has a diverse student population which has remained steady over the last few years. This year the school maintained its sixteen classes.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>201</td>
<td>189</td>
<td>206</td>
<td>209</td>
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<tr>
<td>Female</td>
<td>177</td>
<td>186</td>
<td>188</td>
<td>182</td>
<td>201</td>
<td>200</td>
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Student attendance profile

This year the school has continued to monitor and implement tracking procedures for student attendance. Attendance data is reviewed weekly at executive meetings and followed up at Student Wellbeing meetings. The data shows that the attendance rate of most year groupings has remained steady with only slight decreases in some year levels.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>K</td>
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<td>93.7</td>
<td>94.8</td>
<td>94.2</td>
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<tr>
<td>1</td>
<td>94.5</td>
<td>92.7</td>
<td>94.6</td>
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<tr>
<td>2</td>
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<td>93.1</td>
<td>94.6</td>
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<td>5</td>
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<tr>
<td>6</td>
<td>95.6</td>
<td>93.1</td>
<td>93.2</td>
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<td>93.0</td>
<td>94.6</td>
<td>93.2</td>
<td>94.4</td>
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Management of non-attendance

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

The official roll kept by the school is the OASIS attendance roll and all unexplained absences are followed up through the use of the OASIS Roll Marking procedures.

Student attendance is monitored at weekly Executive meetings and students with attendance concerns are referred to the Student Wellbeing Committee to instigate support from the Home School Liaison Officer (HSLO), the Aboriginal Education Officer (AEO) and the ESL teacher.

Non-attendance issues are managed according to NSW Department of Education and Communities policy.

To support the schools attendance procedures, all parents are supplied with absentee notices attached termly to the school newsletter. 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

Semester 1

<table>
<thead>
<tr>
<th>Position</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Intensive Reading Teacher</td>
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<tr>
<td>Teacher - Support Class Language</td>
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<td>Itinerant Teacher Learning Assistance</td>
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<tr>
<td>Teacher – Early School Support</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Itinerant Teacher Behaviour</td>
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<tr>
<td>Itinerant Teacher Hearing</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>Assistant Principal Learning Support</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.272</td>
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<td>Total</td>
<td>31.592</td>
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Semester 2

<table>
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<th>Position</th>
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<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
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<tr>
<td>Classroom Teachers</td>
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<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<td>Teacher Librarian</td>
<td>0.8</td>
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<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
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<tr>
<td>Itinerant Teacher Hearing</td>
<td>1.0</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>Assistant Principal Learning Support</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.272</td>
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<tr>
<td>Total</td>
<td>27.529</td>
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</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. The substantive AEO who was on extended leave for three terms was replaced by a temporary AEO. In Term Four the substantive AEO submitted his retirement and this position will be filled through normal staffing procedures in term one 2013. Armidale City has no teachers who identify as aboriginal.

Staff retention
During 2012 ACPS experienced some major changes in staffing levels. Due to ill health, the principal remained on leave for the 2012 school year. The Assistant Principal who relieved in the position in 2011 continued to relieve for 2012 and this created a relieving Assistant Principal position which was filled internally in the EST1 area of the school.

Due to increased numbers the school had an additional Assistant Principal appointed however the position was not taken up by the person appointed into the position through staffing and therefore the school was able to fill the position internally. The fourth Assistant Principal was appointed into the Stage 1 area of the school. The implementation of Every Student Every School (ESES) meant the reallocation of 5 staff from our school – the Intensive Reading Teacher who was also an Assistant Principal Special Education, the Early School Support Teacher, the Support Class Language Teacher, the Itinerant Teacher Behaviour and a 0.4 position for Significant Learning Difficulties.

All staff were relocated to schools in the area into newly created Learning and Support Teacher (LaST) positions. The school retained two current staff members on a 0.5 allocation each to fill the increased Learning and Support in the school.

A part-time teacher who taught RFF in the school took a transfer of duties to another school in the area after a period of leave and was replaced by a teacher transferring from another school. The part-time teacher subsequently submitted her retirement papers effective in Term 4 2012.

The school counsellor works two days a week. There are two Early Stage One teachers, one teacher in a composite K/1, six Stage One teachers (one class is a shared class), four Stage Two teachers and four Stage Three teachers. Other fulltime and part-time teachers are responsible for RFF, Reading Recovery and Library.

A fulltime classroom teacher took leave without pay in Semester Two and was replaced by a temporary teacher. A permanent teacher retired at the end of 2012.

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.

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 permanent full-time Learning Support Officer and four casual part-time Learning Support Officers. Casual teachers were also employed to assist staff to implement special programs as funding allowed. The school also supports one permanent part-time General Assistant.

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

### Qualifications % of staff

<table>
<thead>
<tr>
<th>Degree or Diploma</th>
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<tbody>
<tr>
<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
<td>616205.15</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Armidale City continued its commitment to the provision of learning experiences and opportunities in the arts. Throughout 2012 class teachers provided a balanced creative arts program throughout all classes K-6. Students were offered opportunities to experience many Arts activities at classroom and individual level. These programs were supported by specialist teachers who provided individual tuition in areas of music, and dance.

Students hired a total of 15 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 (volunteers from Years Five and Six) and an orchestra with members from Stage One to Stage Three. The school has a select choir of students who perform as part of New England Sings.

Professional practices:

- Teachers 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;
- Teachers timetable practices and rehearsals to ensure all students continue to access all curriculum areas;
- Music activities are embedded into the timetable – choirs and orchestra – along with scheduled classroom and stage music lessons and activities;
- Teachers come together to support school and regional initiatives such as ‘A Little Night of Music’ and ‘Arts In Concert’;
- The Armidale City choir continues to develop under the expertise of a professional music teacher.

Achievements during 2012 included:

- A group of Stage Three students learned the marimbas as part of the Stage Three musical program;
- The showcasing of our many talented musicians and dancers through ‘A little Night of Music’ concert;
- A whole school performance in an end of year concert which incorporated dance, drama and music;
- Participation in the ‘Arts In Concert’ by students from Early Stage One who performed a signing item and Stage 3 who performed a dance item choreographed by ACPS teachers;
- Participation by the Stage Three choir in the regional ‘Arts In Concert’ public school event and New England Sings – a production staged by the New England Conservatorium;
- A dance performance by students in Early Stage One and Stage One at the annual Mothers’ Day fete;
- A number of students had their artwork selected to be displayed at NERAM in the ‘Let’s Hang It’ exhibition which showcased student artwork from across most schools in the New England region;
- An Early Stage One student’s artwork was chosen as the winning piece in the ‘Arts in Concert’ exhibition at Lazenby hall and will now join the exhibition of student art work at Regional Office;
- Participation in art and craft activities as part of our NAIDOC celebrations resulting in several awards at the Fair Trading Art competition;
- Stage Three entered artworks in the form of sculptures in the Dumaresq Council’s ‘Recycle into Art’ – using recycled drink cans;
- Selected primary students performed as part of the ‘Festival of the Famous’ project. Two students were selected to perform at the district Education Week Awards.

Performances/Workshops

- 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;
- Manly Selective school of Music visited the school to perform and run workshops for all students – instrumental and vocal.
Sport

Armidale City Public School emphasises 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. 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 and community sports.

As 2012 was an Olympic year, all students participated in a Mini Olympic events day with a tabloid of Olympic games and an Olympic opening and closing ceremony.

During 2012:
- Years 3-6 participated in a Water Safety Swim and Survive program. A significant number of students gained awards;
- An intensive swimming program was conducted for students in Stage One and Two who were non-swimmers;
- Our school participated in the New England Orienteering Competition and the Armidale Triathlon Club's annual School Teams Challenge;
- The Term Three Leisure Sports program for Stage Three continued;
- Stage One students participated in the ten week sporting program called SMASH (Skills, Multi-Acquisition, Sports and Health) which develops fundamental movement skills;
- The ACPS Road Safety Policy was updated and a scope and sequence developed for teaching and learning activities;
- 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;
- The boys' softball team were the regional runners up for 2012 and girls' basketball team competed in the regional finals;
- Individual students participated in golf and horse sports;
- Several Year Five & Six students participated in NSW Premier's Sporting Learning to Lead Sports Leadership Program;
- A selection of sporting equipment was made 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, tennis, cricket and golf;
- Our school had strong representation in teams which gave our students many opportunities to represent their zone and region. 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 and softball;
- All students participated in the Jump Rope for Heart program, raising four and a half thousand dollars.

ACPS 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, hockey and rugby union at District and North West level. Some of these programs are undertaken after school hours.

Curriculum Extension Activities

Throughout 2012, Armidale City Public school students continued to enthusiastically participate in a range of extra-curricula and extension activities and programs. These included:

- Seven students achieved distinctions and 39 received credits in the University of NSW Australian Schools’ Competitions;
- Students participated in the Primary Schools’ Maths Olympiad with one student scoring 100%, 3 students in the top 10% and 10 students in the top 25%;
- Students achieved three high distinctions, 13 distinctions and 17 credits in the Hunter Region Primary Mathematics Competition;
- Students achieved five high distinctions, eight distinctions and six credits in the Primary Research Project with two students scoring 100%;
- Participation of students in the Armidale Community of School’s 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 2012, all 3-6 students participated in this festival with a wider variety of presentations
- All students in Year 3-6 participated in the Premier’s Spelling Bee;
- One student won the regional Premier’s Spelling Bee and participated in the State final in Sydney;
- Student involvement in Debating, Multicultural Public Speaking and the Tonya Mallinson Oracy Award for Year Five increased;
- Two students had work published in the Dorothea Mackellar Poetry anthology;
- Student involvement in school and inter-school chess competitions increased and the Team B were placed second in the district competition;
- 12 students participated in the Regional Tournament of the Minds and performed at a high level with one team winning the regional final and participating in the State Final in Sydney;
- The whole school participated in the Premier’s Reading Challenge;
- 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, UNE4Me, Lake Keepit, Katoomba and Bathurst;
- 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 school’s bi-annual Science expo;
- 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 Three, Five, Seven and Nine 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 Three: from Band 1 (lowest) to Band 6 (highest for Year Three)
Year Five: from Band 3 (lowest) to Band 8 (highest for Year Five)

All students in Years Three and Five 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 2012 ACPS had 50 children sit the NAPLAN assessment for Year Three. Overall results show that both our boys and girls performed above the regional means in all areas of Literacy but slightly below state means. Girls performed significantly higher than our boys as well as other Year Three girls at both state and regional levels. Boys performed better than other Year Three boys at a regional level.
Numeracy – NAPLAN Year 3

Forty eight students sat the numeracy section of the NAPLAN assessments in 2012. Student performance was below state means for Numeracy, Data and Measurement, Space and Geometry but above regional means. Girls performed significantly higher than boys in all areas at school level.

Student performance indicated that there was difficulty in identifying outcomes in converting digital and analog time, using expanded notation in whole numbers, subtraction of 2-digit numbers, calculating change in money situations, using subtraction and aspects of interpreting length.

Reading – NAPLAN Year 5

In 2012 67 students sat the NAPLAN assessments in Literacy. Overall analysis of data indicates that our students performed above regional means in all areas of literacy and above state mean for reading. The 2012 year Five cohort achieved a stronger result in reading compared to the 2011 cohort. Boys performed better than girls at a school, regional and state level. Aboriginal students outperformed other Year Five Aboriginal students at both state and regional levels.

Numeracy – NAPLAN Year 5

In 2012, 67 students sat the NAPLAN numeracy assessment. Overall analysis of Numeracy indicates that students again performed above the regional and state means and were significantly higher than state means in Data, Measurement and Space and Geometry. Results indicate that girls outperformed boys across all areas. Students displayed skills in estimating fractions, identifying chance and comparing lengths of objects but had difficulty with multi-step problems, number patterns, and aspects of volume.
Progress in reading

The growth achieved by the Year Five cohort since sitting the NAPLAN test in 2009 was well above the average growth achieved by year 5 students at both regional and state levels. As well, our growth achieved in reading was the highest in the SEG group of New England Central. The 2012 year 5 cohort improved eleven places in the New England SEG Group.

The strong 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.

Growth in Spelling and Grammar and Punctuation strands was also above both stage and regional average growth.

Progress in numeracy

The growth achieved by the Year 5 cohort in the past three years was well above the average growth achieved by year 5 students at both regional and state levels. As well, our growth achieved in numeracy was fifth highest in the SEG group of New England Central.

The 2012 year 5 cohort improved 18 places when compared to other schools in the New England SEG Group.

The strong growth reflects the high quality of teaching and learning and commitment to ongoing professional learning of staff in the area of numeracy.

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 2012, 38 Aboriginal students were enrolled from Kindergarten to Year 6. This is 9% 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 need support to equal the state and regional average for Aboriginal students while year 5 students are performing better than aboriginal students within the 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 school’s Learning and Support Program.

A continuing focus for teaching and learning programs in 2012 is to embed Aboriginal perspectives in all
classroom programs and this will continue to be a focus in 2013.

As the staff comprises a significant number of new and temporary teachers, a focus of staff professional learning in 2012 was to in-service all staff in the new Aboriginal Education and Training policy and build cultural awareness to help establish relationships with local Aboriginal Education Consultative Group (AECG) and community members. All staff attended several staff meetings coordinated by the Aboriginal Community Liaison Officer (ACLO) from Regional Office.

A group of Aboriginal Students from Years Two to Six as well as non-indigenous students sang as a choir at the Reconciliation Day ceremony in term 2, strengthening our links with the community. They performed the song “Walk On” and were accompanied by students playing traditional instruments.

Primary students attended the UNE4Me day to look at opportunities for further education and meet members of the local community. Students were encouraged to strive towards university and were shown the levels of support available to help them achieve their goals.

Senior aboriginal boys participated in a traditional dance workshop at Armidale High School to strengthen their understanding of different dances and how the dances relate to life and music today. NAIDOC week celebrations involved in class activities focused on dreamtime texts and a school community sports day and BBQ. Several students worked with staff to complete art works to enhance the school surrounds. These art works are stage 1 of a long term project to enhance school grounds and acknowledge Aboriginal culture through art.

It is important to recognise the immense contribution of our retiring AEO to the students of Armidale City and public Education. The commitment and work of the AEO over the past 20 years in our school has enhanced the lives of many staff students and parents.

**Multicultural education**

The student population at Armidale City Public school is representative of a number of cultural and ethnic backgrounds. The schools 7.5% English As A Second Language (ESL) multicultural population provides a culturally diverse student body, from fifteen different countries which greatly enriches all children’s learning experiences. At least 51 students across the school speak a language other than English. Our ESL population includes students who are refugees.

**Throughout 2012:**

- The school continued to implement a highly successful (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;
- Throughout the year students were able to access the New Arrivals Program (NAP) for an additional day each week;
- 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.
Technology and Connected Learning

Computers are tools that enhance learning experiences for students and staff. At Armidale City Public School, all students are taught to save and retrieve information from their own digital desktop and to make use of computer technology to prepare and present information for assessment purposes. Students have frequent access to computers. Our school boasts three computer labs and workstations for the library. We also have one newer model computer in every classroom and at least one interactive whiteboard (IWB) per stage.

In 2012 the technology committee developed and began the implementation of 4 year school plan and promoted professional learning opportunities for staff to ensure technology is available for staff to enhance their teaching practice and student learning. This included:

- A survey undertaken by all staff to target specific areas of Teacher Professional Learning necessary to equip all staff with skills to use basic technology in the classroom;
- The development of a scope and sequence for student skill development with explicit lessons specifically targeted to support teacher capability and student learning;
- An evaluation of the trial of short throw projectors as an alternative for smart boards and interactive whiteboards;
- Seeking the financial support of the schools P&C to improve technology access in the classroom through the purchase of additional computers;
- Complete a whole school audit of technology to develop a plan for replacement and upgrading of computers, projectors, trolleys, video cameras;
- Use of the new roll out to ensure all labs have computers which are in warranty and working on Windows 7;
- Develop an effective system of maintenance and monitoring of computer problems in each of the labs and classrooms;
- The investigation and purchase of additional and more cost effective interactive technology for classrooms to ensure all teachers have access to interactive technology for teaching.

As a result of evaluations, the school invested in three more interactive whiteboards, which has enabled having one in each stage. A professional learning session for staff was conducted on the Staff Development Day in Term 3 which addressed navigating the DEC portal, Word 10 and its applications, CLIC and TALE and Glogs and Blogs.

Student Representative Council (SRC)

- The 2012 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 attend the meetings.
- Regular meetings were held to discuss issues concerning the students of ACPS such as OH&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 mufti day. Our annual fundraiser (selling bouncy balls) was again held for Stewart House. We also made a generous donation to Child Fund Australia – Make a Difference Organisation.
- The Captains and Councillors 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 SRC played a very important role in the annual School Fete, Autumn Festival, ANZAC Day, Grandparents Day and Helpers’ Morning Tea.

You Can Do It

The YCDI program is in its third 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 2012 with 42% 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.

As a commitment to the program, the school has invested in garden sculptures designed to portray pencils in the colours of the YCDI keys. These sculptures, along with our YCDI flags feature as attractive visuals throughout the school.

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.

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Other programs

Learning & Support Program (Primary)

The Learning & Support Teacher (LaST) provides additional support for identified students who may experience learning difficulties, and consequently require an adjusted learning program to suit their needs. The LaST (primary) allocation for our school is currently for 1.0 which is filled by two 0.5 positions 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 via a system which commences with a teacher referral notice to 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. This intervention is 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.

The role of the support teacher also includes the provision of formal academic assessments and advice to classroom teachers and other specialists about the students’ abilities in numeracy and literacy, and to assist with the planning and delivery of individualised teaching programs.

Reading Recovery

The Reading Recovery Early Intervention Program is for Year One 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 17 years. The allocation for 2012 was for two teachers to teach four children each day, five days per week. One teacher was in her first year of training and the other was in her second year.

As a result of Reading Recovery 17 children (ten boys and seven girls) from the initial Year One cohort of 77 accessed the program during 2012. Twelve children successfully discontinued the program. One child transferred before completing the program and three children were referred to the School Learning Support Team for long term help due to processing difficulties. One carry-over child from 2011 completed her program during Term 1.

Four children who accessed the program were from Non-English Speaking Backgrounds (NESB). Three children were from an Aboriginal and Torres Strait Islander background (ATSI). The L3 program has been running for two years in ES1 and was implemented this year in Stage One. The impact of this program is yet to be fully evaluated. The
Stage One teachers have supported the RR children and commented favourably on the progress in reading, writing, and levels of confidence in these children.

Best Start
During 2012, 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 One 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 was introduced into Stage One in 2012. 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 Stage One Teachers were part of the L3 program in 2012. Regional trainers provided the teachers with intensive professional learning, aimed at refining their knowledge and beliefs about early language, learning and literacy acquisition and enhancing their classroom practice within the school. 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 2012 68% of year 1 students achieved the project goal set by state for reading texts. Year 1 students reached regional benchmarks in all other elements the Best Start continuum. These results were achieved through best practice, analysing data, challenging our students, setting high expectations and consistent teaching in Literacy. It has been a highly successful program that has had positive influences on overall Literacy growth.

Korean ConneXion
Throughout 2012, 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 video conference facilities in the schools staff common room. A select group of students also took part in the video conference meeting with the Prime Minister, Ms Julia Gillard, whilst she was visiting South Korea and had the opportunity to put questions to her about her experiences while travelling and discussed the opportunities provided by this technology. The class also had the opportunity to participate in the South Korean Good Schools Expo where they presented their lessons to a wider audience including the principals of South Korean schools. In February 2012 a group of 12 students and two teachers from Chorim Elementary came to Armidale to stay with their email partners and experience school life in Australia.

This program has provided invaluable educational experiences for participating students and staff from both countries and will continue in 2013.
Stage 3 Enrichment Class

Throughout 2012, a full time enrichment class was formed. 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 2013 will continue to be based on results from standardised tests as well as students completing 2 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 2012, Armidale City continued to offer French and Mandarin languages to students in Stage 3. French, which is in its 8th 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 6th 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.

Progress on 2012 targets

Outcome for 2012

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 band of the Reading aspect on NAPLAN at Year Five from 10% to 5%.

Our achievements include:

- The percentage of Year Five students in Band 1 of reading aspect of NAPLAN for 2013 was 7.5%. This result was a significant improvement but did not reach the target of 5%
- Teaching programs and planning incorporates explicit lessons to teach reading comprehension as a result of Focus on Reading and L3 consultants in class support;
- 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.

Target 2

Outcome for 2012

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

Target 2

Reduce the number of students in the minimum band of the Numeracy aspect on NAPLAN at year 5 from 8% to 4%

Our achievements include:

- The percentage of year 5 students in Band 1 of Reading aspect of NAPLAN for 2013 was 1.6% This result was a significant improvement and exceeded the target of 4%.
- The development of a whole school Numeracy Assessment plan based on the use of moderated assessment tasks conducted five weekly to inform planning and teaching;
- 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;
- The school has decided to continue using the current whole school scope and sequence in mathematics until the release of the new Curriculum;

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of the school’s student reporting format.
Educational and management practice

Background

Major changes in the schools leadership positions — including principal and leadership team (Assistant Principal positions) over the past five years has resulted in constant changes in procedures and formats for reporting student progress to parents. Report formats at ACPS have been reviewed and changed over time but inconsistencies in reporting formats against the Reporting to Parent Policy and guidelines require the development of a more compliant and consistent format for reporting. Similarly, the assessment practices required for reporting on an Outstanding to Limited scale meant a more consistent process was required in the way achievement was collectively assessed and reported.

An audit of the current report format was conducted by Mr Nigel Brito – School Development Officer for New England Central. This audit found

- The current report format which had slight variations for Semester One and Semester Two report does not contain all the mandatory elements for student reports;
- There was no provision to report using the ESL scales for ESL student and students with adjustments to learning in the classroom;
- The reports lacked consistency in language, grammar and reporting of student achievement across the school and within grades.

Staff were surveyed about their understanding of DEC mandatory reporting guidelines, their understanding of the benchmarks for reporting on an Outstanding to Limited scale and the use of a school based word document to generate student reports. Staff reported that

- All staff felt that the workload had increased significantly and the computer related issues and changing formats and expectations of new principals created confusion about reporting expectations;
- New scheme teachers and temporary teachers had limited understanding of how to write report comments, grammar and the style of writing reports;
- Staff had significant confusion about what was expected in the general comments section;
- Staff identified inconsistencies when reporting absences, homework and extra-curricular activities.

Future directions

- All staff will be in serviced on the mandatory requirements for reporting and provided support to understand the guidelines for grammar and vocabulary used in reports;
- To ensure consistency around the O to L reporting, teachers will be given the opportunity to organise Stage based assessment folders with rubrics and moderating plans to assist consistent teacher judgment are made about student achievements;
- Implement a consistent format School Based Student Reporting (SBSR) for reporting which will require little change in format for at least the next two years and has support for implementation by Assessment and Reporting Directorate;
- Through SBSR, staff will report using appropriate ESL scales and adjustments for learning for students with disabilities;
- Development of timeline for the implementation of SBSR and assign significant Professional Learning funds to the training of all staff in the use of SBSR reporting;
- Allocate time and funding to train a support person in each stage to assist the implementation of SBSR;
- A timeline will be developed for the completion of reports and the inclusion of absences and homework information;
- Assign Teacher Professional Learning funds to support exemplary practices around moderating and allocating grades to students for reporting.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent survey on Learning and teaching 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 and teachers are committed to continually upgrading their skills. Parents also believe that their child’s learning is balanced with a mix of independent and group learning activities and are provide opportunities to learn things that are new and different. An area for improvement is to promote in students a sense of pride in their learning and to ensure we give students 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. Parents believe teachers manage management of 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.

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 in the Focus on Reading Leadership modules. There was a whole school focus throughout the year on Literacy. Early stage 1 staff continued to participate in the Best Start and L3 Kindergarten training while Stage 1 began L3 training. Stages two and three participated in the professional learning involving Focus on Reading to support the implementation of the schools targets.

The administration and other SASS staff attended several professional learning opportunities in 2012. 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 school supported casual staff in attending the Casual Teacher network meetings.

The staff participated in five school development days throughout 2012. The focus of these was National Curriculum, Compliance training and technology.

Reading Recovery teachers attended regular training with the 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 teacher 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.

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 2013
To improve reading performance in the school so that student growth continues to be higher than the state growth for NAPLAN

2013 Targets to achieve this outcome include:
- Reduce the number of students in the bottom two bands of the Reading aspect on NAPLAN at Year Five from 24% (2012) to 15% (2013).

Strategies to achieve these targets include:
- Provision of professional learning through the Inclusion On-Line Learning Program – ‘Speech, Language and Communication Needs’ to build understanding of effective strategies to identify and support language difficulties with a focus on student comprehension and vocabulary development;
- Analysis, development and implementation of reading and vocabulary tasks that align with NAPLAN assessment;
- Staff to work with a trained Speech Pathologist in the classroom to develop specific targeted programs to support language and vocabulary development;
- Staff to continue to develop explicit teaching and learning strategies to support Super 6 reading comprehension strategies from Focus on Reading;
- The LaST to work in the classroom with targeted students and to provide teacher resources to build comprehension and vocabulary skills.

School priority 2

Outcome for 2013
Improve numeracy performance in the school so that student growth continues to be higher than state growth for NAPLAN.

2013 Targets to achieve this outcome include:
Increase the number of students in the top band of the Numeracy aspect on NAPLAN at Year Five from 4% (2012) to 15% (2013).

Strategies to achieve these targets include:
- 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.

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 – Staff Representative
Leonie MacGregor – Assistant Principal
Judith Docksey – Staff Representative
Sue Kelly, Felicity Jones – PD/H/PE Committee
Alison Cornall – Staff representative - ESL
Jane McMillan – SAO
Carol Campbell – SAM
Julie Cook & Amanda Falle – Reading Recovery teachers
Maria Russell – Staff Representative
Cherrie Paterson – Relieving Principal

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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: