School context statement

Armidale City Public School is situated in the centre of Armidale and is a school with a proud history of education in Armidale. It is the oldest primary school in the town and has significant historical features. With a school population of 420 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

I would like to congratulate our students and staff on another very successful year of teaching and learning at ACPS. I am very proud of the fact that all our students, regardless of their ability, have been given every possible opportunity to be challenged, achieve success and feel valued in our school.

During the year, a number of our students accepted new challenges – academic, sporting and cultural. Some entered external national competitions; some absorbed themselves in extra-curricular activities such as the Mad at Heart short film challenge and visits to Kent House. Others represented our school at zone, regional and state level in sport, and many students learnt instruments, dance and drama skills and had the courage and opportunity to perform in front of audiences for the first time. A highlight of the year was our school performance – ‘The Case of the Missing School’ – which demonstrated the outstanding talent of our staff and students, highly supported by parents and family.

All our students have been educated by highly dedicated teachers. Our teachers are incredibly committed to the well-being of all our students. They not only have exceptional talent in the art of teaching, they have enormous energy and determination. Each of them takes pride in their profession and responsibility for ensuring that our school is a wonderful example of a complete education, one which our school and community should promote widely in the Armidale community. I am very grateful to them for their extraordinary work this year, and so proud to be the principal of a school that has that kind of expertise. Our teachers could not do their job without the support of professional administration staff and school learning support staff and I thank every member of this group for your efforts throughout 2014. I would also like to acknowledge the staff of NECOM – Mrs Tammy Kilpatrick, Mr Warwick Dunham and Mr Ben Tracy for their outstanding work with our school choirs and orchestra.

I would like to acknowledge the following people for their outstanding contributions to ACPS this year and over many years. Mrs Maria Allen has been a school counsellor for a long period of time. Highly experienced, offering her wisdom, guidance and support for students, families and staff at ACPS, Sandon and Uralla CS in many years of dedicated service, Mrs Allen is retiring at the end of the school year and we thank her for her ongoing professionalism and passion to see students achieve to their potential.

Mrs Judy Docksey has had a long career with NSW DEC and her passion and inspiration to
provide opportunities for students is second to none. Her love of sport, public speaking, Tournament of the Minds, Festival of the Famous, debating and library are a few of the things we will miss the most. Judy will be going on leave for 2015 and retiring at the end of next year. We will miss everything she does for the staff and students of ACPS but know she will only be a phone call away if we need help with coaching a sporting team.

Mrs Lea McMillan has been a highly active member of our school P and C for many years. In recent times Lea has been the President of our P and C and has been integral in the social and financial success of our school fete and other fundraisers and activities. We thank Lea for her ongoing commitment to our school and her ongoing support of our staff and students.

I would also like to acknowledge Mrs Anne-Maree Goodwin who will retire at the end of this year from her role as Assistant Principal – Learning and Support which has been based at ACPS over the years. Anne-Maree had a wealth of knowledge in the learning support area and readily shared this knowledge with staff across a wide network of schools. Can you please join with me in thanking these amazing people who have for many years supported, inspired and promoted public education. Enjoy your retirements, changes and new adventures.

Thank you to all the parents and community members who have supported our school throughout the year, as volunteers in classrooms, in the playground, as drivers for excursions, and of course those in various roles in the P and C who have worked tirelessly to raise funds for our children and supported us in so many other ways. I would also like to thank the P and C for doing all they do. We are indeed fortunate to have such a dedicated bunch of parents and community members working in the best interests of our school.

At this point last year Mrs Paterson was relieving Principal and I would like to publicly acknowledge the fine work done by Cherrie and school team in her role as relieving principal over 2½ years. I would also like to publicly acknowledge the tremendous work done by Mrs MacGregor, Mrs Ridley and Mrs Paterson as Assistant Principals in the school. I am proud to say I am the Principal of our wonderful public school and look forward to working with all students, families and staff over the coming years ahead.

Our 64 year 6 students will be moving on to high school in 2015 and many families will say goodbye to ACPS. It is up to you what you make of your future but I know you will look back on your time at Armidale City PS and take many fond memories with you. I thank those families for your support of the school over the years and I wish all of year 6, success at high school. I would also like to congratulate all students on their fine efforts throughout 2014 and know you will all continue to apply yourselves in 2015. We also look forward to welcoming new families and students to our school in 2015, including our new Kindergarten students and we know your time at ACPS will be very rewarding.

In 2014 we have focused on the positives that our students demonstrate on a daily basis – Our You Can Do It commendations recognise students for their efforts in using the 5 keys of emotional resilience, confidence, organisation, getting along and persistence. 343 students achieved their bronze level, 308 students achieved silver level, 135 students achieved gold level and 69 students achieved their Principals Medallion – all wonderful achievements. I encourage all parents to ask when their children come home to say ‘tell me about the positive things you did at school today’. In 2015 we will continue with our YCDI program with a whole school focus and we seek ongoing parent support with this program.

NSW DEC is going through significant reforms at the moment and I can assure you that the staff at Armidale City are working positively together to provide outstanding experiences for your children and will continue to do so for 2015 and beyond. This year we continued the implementation of the new maths and English syllabus curriculum and in 2015 we will be implementing the new science curriculum. Under Local Schools Local Decisions schools are now having more control on decisions regarding what they want to achieve and the New School Planning Process will provide strategic directions to assist us in future decision making that benefits all students. Building capacity of and capabilities of staff to meet the challenges associated with an ever changing world is a key component in future planning. As is working with
parents on what they can do to assist their child’s education. We look forward to working with our community on developing a plan that is integral to our school processes and that community feels they are part of.

Thank you to all members of the ACPS community for their ongoing support in 2014, we look forward to working with you all again in 2015.

Matt Hobbs
Principal

P & C Message
Wow, 2014 has just about come to a close and this brings me to my final report for ACPS. It has taken me a long time to write this one. How do you sum up 17 years in a small space?

I will start with the year that was 2014; I would like to take this opportunity to thank all the members of the P&C committee for their support and help. Not only has the school got a great support network of parents/caregivers that dedicate time and resources to better the experience that their children receive at Armidale City but the school has got a great team of teachers and office staff throughout the school, I would also like to take the time to thank them for their support of the P&C in 2014.

P&C have organized raffles, cake stalls, the Mother’s Day Fete, BBQ’s just to mention a few. The P&C has donated the following financial support to these areas; $5000 General Contribution, $2500 Presentation Day, $2500 Computer Labs, $2100 Technology to facilitate wireless connection in class rooms, $2000 (each) Early Stage One & Stage One, Stage 2 and Stage 3 to purchase all manner of things, money to help out sporting / arts and culture events throughout the year.

The success of the P&C is largely due to the generosity of the local businesses that support our Mother’s Day Fete each and every year. These businesses continue to support our school by donations of goods or hands on during the Fete. Thank you to all of these businesses for your ongoing support.

Finally I would like to personally thank the past and current staff, office administration, general assistants of ACPS for their support not only with the P&C but with the education of my children, the friendships that I have formed over the years with these people have been unforgettable, and there have been a lot of fun times and wonderful memories. My long journey started 17 years ago, a keen Mum wanting to be the best for her baby who had just started school (and like most over protective). So after 17 years as a P&C member, 4 years as President, 3 years as Fete Convener and many swimming carnivals, sports carnivals, raffles, trivia nights, the opportunity to be on the School Council and I’m sure many other opportunities to meet great and interesting people. Now it brings me to the end with my youngest finishing Primary school. Thank you to all.

Lea McMillan
President

School Council Message
ACPS School Council (Council) would firstly like to acknowledge the significant and sustained effort by Mrs Cherrie Patterson in leading Armidale City Public as Relieving Principal for over two years in Mr Phil Roberts’ absence.

Council would also like to acknowledge the appointment of Mr Matt Hobbs as Principal, and formally welcome him to our school community. It is worthy to note Matt’s history with both Armidale and ACPS and particularly the connection he has with School Council with his father chairing the inaugural ACPS Council.

Council also acknowledges the support provided to ACPS by the Armidale Dumaresq Council in improving the traffic conditions at the Mann and Faulkner St intersection.

During 2014, Council provided advice in relation to the new School Plan, provided feedback to the Principal on budgetary priorities and acted as a sounding board for strategic school directions.
Council exists to enable formal school community participation in planning and governance of Armidale City Public School and to foster closer links between the school and its community. To that end, Council will continue to operate within the context of the relevant legislation and the stated policies and priorities of the Government and the Department of Education and Training to determine broad school policies and encourage and promote community participation in the school.

Council welcomes the suggestions of the ACPS community to identify local educational needs and priorities, and to provide guidance for the Principal on the school’s broad budget priorities.

Nathan Craven
Chairperson

Student Message
When you go on a fun holiday, you come back with lots of photos, souvenirs and lots of wonderful memories of your experiences. And now and again you get out photos with your family and look at the things you collected at different places and have a great time remembering that special holiday and the time you had together.

These last seven years at Armidale City haven’t been exactly a holiday. But they have in sense been part of a very significant holiday for all of us, whether we are students, parents or teachers. For those of us in Year 6, the path of our journey has come to a bit of a crossroad. Some of us are about to get off this coach or ship and catch a different one and head off in different directions. But I look at the path we have travelled behind us; I can see what a wonderful journey it’s been. And there are many, many memories that we can take with us as we move along.

Our teachers have been with us on this journey. I guess they have been our tour guides in a sense. They have helped guide us, challenged us when we needed it and generally been there for us all the way through. Wouldn’t it be wonderful if we could take them with us on the next leg? But, they have to stay on board for the next group coming through.

Thank you to all our teachers over the years and for creating so many great memories with us. We will never forget what you have done for us.

Congratulations to the new councilors for 2015. We know you will make great leaders for 2015 and hope you have a good year. Make sure you take all the opportunities that come your way.

Our parents have been huge part of our primary school as well. They are the ones who have been with us all the way, propping us up, helping us and making memories with us.

Finally, I would like to mention the ACPS students who will continue on their journeys after we move on. Make the most of the wonderful opportunities you will have at this incredible school. Get involved, learn heaps and enjoy time with your friends. Seize the day and make sure you grab hold of the chance to grow, learn and try new things. This school is preparing you for the years ahead but you need to make the most of what this school can do for you.

I would to thank everyone for a great seven years of primary school and remember – ‘Goodbyes are not forever, goodbyes are not the end. They simply mean I’ll miss you, until we meet again.’

Lucy Cook
School Captain

I came to Armidale City during Term 2 last year. I came to be with my cousins. I was lucky to be in Mrs Kelly’s class with other students who had the same interests as me. Mrs Kelly made me feel very welcome and has helped me a lot.

I have made many friends here at Armidale City and all the teachers have been very kind and supportive. It is a good school.

The highlights of being at Armidale City for me are the Canberra Excursion and winning the state Basketball knockout two years in a row. We were a good team.
I am proud to have been the captain of the school in 2014. I have become more confident and I can now speak in front of a large group of people. It has been good to have Lucy by my side. She has done most of the work. Armidale City has given me lots of opportunities and I wish the school all the best for the future.

Mangarchot Maluach
School Captain

Student information

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

In 2014, Armidale City had a student population of 420 with approximately 10% Aboriginal students and 15% non-English speaking background (NESB). Most NESB families were associated with the University of New England (UNE).

In 2014, 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 three straight classes.

Armidale City has a diverse student population which has remained fairly steady with a student population of around 415 for the past few years.

Student attendance profile

The school is active in promoting positive student attendance through the use of a wide range of strategies. Average attendance percentage is above that of NSW DEC and the school will continue to implement proactive measures through the school newsletter, notes home and in regular conversations with parents.

Workforce information

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

In 2014 a new Principal was appointed to ACPS through merit selection procedures to replace Mr Phil Roberts who retired. Mr Matt Hobbs commenced as Principal in May 2014. Mrs Jodie Ridley was successful through merit selection in
being appointed as Assistant Principal and commenced in the role in Term 2. Mrs Judy Docksey and Mrs Maria Allen retired at the end of 2014 and Mr Joe Russell (General Assistant) moved to a position at another school. Mr Brian Shaw was appointed as GA in Term 3, 2014 and Mrs Cherie Boyd as School Administration Officer in Term 3, 2014. There were no other staff changes in 2014.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>13.0</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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<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>School Counsellor</td>
<td>0.4</td>
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<tr>
<td>Part time entitlement</td>
<td>0.7</td>
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<tr>
<td>Primary teacher RFF</td>
<td>0.672</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.272</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>25.464</strong></td>
</tr>
</tbody>
</table>

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

Armidale City Public is fortunate to have a full time Aboriginal Education Officer (AEO) who provides a valuable link to the community and works with all Aboriginal students across the school. ACPS has not teaching staff who identify as Aboriginal.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
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</table>

**Professional learning and teacher accreditation**

Throughout 2014, 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 Maths 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. The focus of several Staff Development Days was the TOWNS (Taking off with Numeracy Strategies) program and associated professional learning and planning with using the new curriculum. All staff from Early Stage 1 to Stage 3 completed professional learning in the TOWNS program. 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 / BOSTES. Executive also attended network meetings to build collegial networks across the district.

The administration and other SASS staff attended several professional learning opportunities in 2014. These included: - Strategic Financial Management workshops, Annual Financial Statement & OASIS Finance Rollover Training, management of absences, RSG meetings and Procedures for the Enrolment of Temporary Resident.

The Reading Recovery teacher attended regular training with a regional tutor. Some staff participated in courses to improve and update their sporting accreditation in softball and hockey and develop skills to promote specific programs within the school.

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

The Principal attended regular conferences, Principal Association and Network meetings as well as training opportunities to enhance leadership and change management skills. The Principal also attended training in the Business Intelligence (BI) program.

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

The school had one beginning teacher in 2014. They were employed on a temporary basis and supported through current stage structures and worked with a mentor throughout the year.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>297899.66</td>
</tr>
<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>198072.07</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>9708.71</td>
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<tr>
<td>Trust receipts</td>
<td>33028.65</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>961081.58</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
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</tr>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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</tr>
<tr>
<td>Library</td>
<td>7037.63</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5841.41</td>
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<tr>
<td>Tied funds</td>
<td>188933.80</td>
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<tr>
<td>Casual relief teachers</td>
<td>84816.66</td>
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<tr>
<td>Administration &amp; office</td>
<td>57050.76</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>85187.42</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>31613.15</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>657524.14</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>303557.44</td>
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</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Arts

Armidale City continued its commitment to the provision of learning experiences and opportunities in the arts. Throughout 2014 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 Stage 3 (all students from Years 5 and 6) and Stage 2 (all students from Years 3 and 4) choirs led by an expert music teacher and an orchestra with members from Stage 1 to Stage 3.

**Highlights for 2014:**
- The Stage 3 and Stage 2 Choirs winning their respective sections at the Armidale Eisteddfod and being given the overall champion choir awards in their age groups;
- The showcasing of our many talented musicians and dancers through ‘A little Night of Music’ concert;
- 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;
- ACPS competed in the regional final of the Premiers Debating Challenge. One student was selected in the Regional debating team;
- One student reaching the North West Public Speaking Competition final;
- 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;
- The end of year concert involved all students from K-6 in the performance of ‘The Case of the Missing School’ incorporating dance, drama 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 2014 the PD/H/PE committee continued the implementation of 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 2014:**
- The boys’ basketball team being named the Armidale Sports Council Junior Team of the Year;
- The boys’ basketball team were PSSA state champions;
- The girls’ softball team were PSSA regional champions;
- One member of the school team represented NSW at the national Basketball Championships held in Townsville;
- One student won an individual bronze medal at the NSW PSSA Athletics Championships;
- Selected Year 5 & 6 students participated in NSW Premier’s Sporting Learning to Lead Sports Leadership Program;
- 16 students were named in North West teams;
- Students represented the school at state level in cross country, swimming, athletics, cricket, basketball, football, softball and rugby league;
- 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 with the school
receiving a NSW Lifesaving award for the highest number of awards completed;
• In partnership with the UNE and local sporting facilities, the Term 3 Leisure Sports program for Stage 3 continued;
• 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: Hockey, Football, Netball and Cricket;
• All staff participated in professional learning on the Term 4 SDD through the Live Life Well program;
• 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 six thousand dollars.

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 2014, Armidale City Public School students continued to enthusiastically participate in a range of extra-curricular and extension activities and programs within the school and wider community.

In 2014:
• A team of eight Year 6 students won the Northern New South Wales Da Vinci Decathlon challenge. Year 5 students also participated in the 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 and a $2500 donation for the Armidale Community Garden;
• Four students achieved high distinctions, 29 students achieved distinctions and 37 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 5 students in the top 10% and 8 students in the top 25%;
• One student achieved a high distinction, 15 achieved distinctions and 17 received credits in the Hunter Region Primary Mathematics Competition;
• One student reached the final of the North West Multicultural Perspectives Public Speaking Competition;
• 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 2014, 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;
• 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 16 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, Newcastle;
• Students dressing with creativity and imagination in the annual Book Week Character Parade and Easter Hat Parade;
• Participation by Year 6 students in the Highlands Science Day;
• 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 achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

### NAPLAN Year 3 - Literacy

![Graph showing percentage in bands for Year 3 Reading]

A total of 69 students completed NAPLAN in Year 3 for 2014. In NAPLAN Reading, a higher proportion of students were in Band 5 for 2014 compared to state and other group averages.

### NAPLAN Year 3 - Numeracy

![Graph showing percentage in bands for Year 3 Numeracy]

Results in 2014 for students in Bands 3, 5 and 6 were similar to school averages 2010-2014.
NAPLAN Year 5 - Literacy

A total of 52 students completed NAPLAN in Year 5 for 2014. Percentage of students in all bands was comparable to school average for 2010-2014. A higher proportion of students were in Band 7 for Reading compared to DEC in 2014.

NAPLAN Year 5 - Numeracy

A significantly higher proportion of students achieved a Band 7 result in 2014 compared to the school average 2010-2014.

Significant programs and initiatives – Policy and equity funding

ACPS received funding in 2014 through the Resource Allocation Model in the areas of Aboriginal Background - $63,351 and Socio-economic Background $19,866.

Aboriginal education

Armidale City Public School is very proud of the achievements of our students who identify as Aboriginal or Torres Strait Islander. In 2014, 42 Aboriginal students were enrolled from Kindergarten to Year 6. This was 10% 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. A continuing focus for teaching and learning programs in 2014 is to embed Aboriginal perspectives in all classroom programs, with aspects considered through the implementation of the new English syllabus.

Throughout the year, indigenous students are encouraged to present the ‘Acknowledgment to Country’ at our fortnightly assembly. Aboriginal students also participated in leadership programs facilitated in partnership with Medicare Local employees and local high school staff and students. Students were given the opportunity to take part in dance and hip-hop workshops and then presented items.
Multicultural education and anti-racism

The student population at Armidale City Public school is representative of a number of cultural and ethnic backgrounds. The school’s 14% ESL multicultural population provides a culturally diverse student body, from sixteen different countries which greatly enriches all children’s learning experiences. At least thirty students across the school speak a language other than English. Our ESL population includes students who are refugees.

Throughout 2014 students participated in Harmony Day activities, NAIDOC Week activities, Multicultural Perspectives Public Speaking Competition and other activities relating to multicultural education in their classroom learning. The school had an ESL teacher working for two days per week and the teacher worked with students from Kindergarten through to Year 6 on increasing their capacity to speak and understand English and to increase their ability to participate fully in all class activities.

One staff member continued in the position of Anti-Racism Contact Officer and worked in collaboration with staff and students to ensure all worked together and accepted students from all backgrounds.

Socio-economic background

Funding for Socio-economic based programs was $19,866 in 2014. This funding was used to support student participation in a wide variety of areas including technology, the arts, sport and other academic based programs. Specialist staff were employed in these areas to offer quality programs for all students. Resources were also purchased to benefit all students across the school from Kindergarten to Year 6. A continued focus on professional learning for staff ensured capability to offer programs in the areas mentioned above was a focus for 2014. A continued focus will be on promoting student participation in a wide range of activities in 2015.

English language proficiency

Students from an NESB background worked with our ESL teacher throughout 2014. The ESL teacher was employed at the school 2 days per week and offered in class support and ran intensive programs to meet student needs. A key feature of the ESL program was Harmony Day where students were able to experience cultural activities from a wide range of countries. The ESL teacher ran a highly successful English as a Second Language Program and facilitated access to interpreters for parents as required so they participate fully in all aspects of their child’s schooling. All students were able to access programs across the school as mentioned in other areas of the 2014 Annual School Report.

Other significant initiatives

The school continued the implementation of the L3 program in Kindergarten and Stage 1 in 2014. Identified students in Year 1 were able to access the Reading Recovery program and all students from Kindergarten to Year 6 were able to access programs provided by the Learning and Support staff and other support staff across the school in 2014. Identified students in Stages 2 and 3 were able to access Gifted and Talented programs in a wide range of areas and our Stage 3 enrichment class continued with 31 students in 2014. The Learning and Support program offered focused on meeting the needs of identified students as well as building the knowledge and capacity of all staff to support all students.

Aboriginal background

Funding for Aboriginal Background programs was $63,351 in 2014. This covered the employment of our full time Aboriginal Education Officer. Programs implemented for Aboriginal students are included in other sections of the 2014 Annual School Report, including Aboriginal Education and Arts.
School planning and evaluation 2012—2014

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

- Parent focus group discussions;
- Written surveys with parent responses;
- Input from School Council;
- Informal and formal discussions between parents and teachers.

School planning 2012-2014:

School priority 1
Literacy

Outcomes from 2012–2014
To improve literacy performance in the school so that student growth is equal to or higher than the state growth for NAPLAN.

Evidence of achievement of outcomes in 2014:

- In spelling student growth was above state average;
- In the reading, writing and grammar and punctuation components of NAPLAN school growth was just below state average.

Strategies to achieve these outcomes in 2014:

- Regular assessment of student moderated tasks at stage meetings to identify aspects of literacy underperformance for particular student cohorts and for individual students;
- Moderated assessment tasks align with NAPLAN assessment;
- Literacy 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;
- All staff build their knowledge of the new English curriculum and implement quality learning tasks into classroom practice;
- Student progress tracked against the Literacy continuum with a continued focus on quality teaching for all students.

School priority 2
Numeracy

Outcomes from 2012–2014
Improve numeracy performance so that student growth continues to be higher than state growth for NAPLAN.

Evidence of achievement of outcomes in 2014:

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School growth in Numeracy was higher than state growth as indicated in the table above.

Strategies to achieve these outcomes in 2014:

- Staff participated in Professional Learning in the new Maths syllabus and then implemented it in classrooms;
- PL funds were used to provide staff with time to work together to develop shared understanding of the new Maths syllabus and develop quality teaching activities;
- Staff continued tracking students on the Numeracy continuum and school tracking data to plan future directions and report student progress and achievement;
- Whole school staff participated in and completed training in the TOWNS (taking off with numeracy) project. One staff member was trained as a facilitator;
- LaST worked with all teacher to ensure programs included differentiation for the full spectrum of learners;
- Working Mathematically strategies included in all learning to allow for greater language development and demonstration of learning.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. As part of the school planning process for 2015 – 2017 staff facilitated collaborative sessions with parents and students to seek their input and views with a focus on future strategic directions.

Opinions of parents were sought in response to the following questions:

- State three things your child enjoys about coming to ACPS each day. Why do you believe these are the things your child enjoys most?
- Do the things your child enjoys most contribute to them enjoying learning?
- Why does your child come to ACPS? Do you believe the school caters for your child’s needs?
- How easy is it for you to be involved in what your child does at ACPS? How could the school increase / improve this involvement?
- Is there anything you would like to see done differently in relation to your child and their needs?

Over 75 responses were received from parents and all responses were considered as part of the planning process. The majority of parents were happy with the school and believed the school met the needs of their child. Parents would like to see a focus on increased levels of parent information sessions in relation to the new syllabuses in 2015 and school staff to continue being proactive in communication with parents when wanting to discuss the needs of their child.

Students in Years 5 and 6 were asked for input in response to questions similar to the questions asked of parents. An overwhelming majority of students enjoyed coming to the school, enjoyed the opportunities which they had available to them thought the staff worked well with them. A key theme that came out of the student surveys was their desire to have greater access to a wider range of technology including iPads and this will be a focus in 2015. Students enjoyed leading the You Can Do It program and also enjoyed the opportunity to work participate in events such as Harmony Day and NAIDOC Week. Students will be surveyed utilising the Tell Them from Me survey on 2015.

All school staff were asked to contribute to the planning process through a number of collaborative sessions. Staff were asked to highlight their priority areas and to comment on possible future directions for the school. All staff identified the importance of them continuing to develop positive relationships with parents and students and how they wanted to have a continued focus on presenting quality learning for all students. Staff also identified their desire to increase their knowledge and understanding of all new syllabuses and to continue working together in a collaborative manner.
Future Directions
2015-2017 School Plan

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

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.

Matt Hobbs                 Principal
Cherrie Paterson          Assistant Principal
Leonie MacGregor          Assistant Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: