Afterlee Public School

Annual School Report
Our school at a glance

Students
There are currently 16 students attending Afterlee School. These students are placed in the grade range of Year 1 to Year 6. The school is staffed with the assistance of PSP funding and has a team teaching component.

Staff
All staff have a dedicated and caring attitude to each individual student and follow the school motto ‘A Small School Making a Big Difference.’ Staff will assist students to develop the foundations for a commitment to lifelong learning in preparation for the world of work, leadership, self-discipline and decision making.

Significant programs and initiatives
During 2012 programs and initiatives were implemented to address the identified needs of the students and staff.

The Priority Schools Program (PSP) supported the teaching and learning of literacy and numeracy across all grades.

Student achievement in 2012
The majority of Afterlee students are performing at relevant stage levels for all subject areas. Those students, who have shown needs, be they in a gifted and talented or a remediation capacity have been provided with individual learning plans.

Messages

Principal’s message
2012 has been a busy and generally successful year for all students. Many students have represented Afterlee at a variety of activities. These have included Kyogle Enrichment Educational Program (KEEP) Speak up (Public Speaking), Enrichment days at Kyogle High School, sporting representations, cultural visits and educational excursions. All these activities are to break down the isolation and remote situation of Afterlee School, to become citizens of the world with a community awareness. This was the aim for all extra curriculum activities in 2012.

Academically Afterlee has reflected the range within state trend and regional data in all grades. The school aims to provide a broad-based education by responding to students’ needs, providing a safe and stimulating environment, offering a challenging curriculum, respecting individual differences and abilities, efficient use of resources, effective leadership and shared decision making.

It has once again been a privilege and a delight to lead a team of dedicated and caring staff for the best outcomes for each and every student.

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.

Robin Wheeler

P & C Report
Parents and citizens have again helped Afterlee P & C Association play a supportive role in the school in 2012. Through our fundraising efforts we were able to contribute financially to a range of activities that benefitted our students.

Our efforts this year included hosting another enjoyable annual Market, thanks to the work of 100% of the parent body, committed friends of the school and the support of local businesses. This year was bigger than previous years with an almost 40% increase in profit. We have continued to run the uniform shop, Friday’s home-made tuckshop and also pie day throughout Terms 2, 3 and 4.

This enabled our contributions to –

- Transport for the Term 1 and Term 4 swimming programs, and for several excursions throughout the year,
- purchasing of Injury Insurance to cover students at school and after school,
- purchased 2 sewing machines for student use,
- purchased a paper towel dispenser for improved hand washing hygiene,
• continued to lobby Kyogle Council regarding roads and the maintenance of School Zone signage,
• formed a sub-committee to promote healthy and yummy tuckshop cooking,
• conducted a review of school opening times as some parents were having difficulty with arriving in time for effective learning. This did not attract 100% support so the times remained as they were at 8.45 am to 2.45 pm,
• ensured that all committee members had access to information regarding meeting procedures and responsibilities of members and office bearers,
• the committee presented a plaque dedicating the new multi-purpose building (the old weather shed) to former Principal Deborah Brown for 23 years of service,
• and finally, we provided a venue and supper, prizes and gifts for the end of year concert.

We generated an income of $3985.48 and our expenses came to $2758.70. Thank you to all those involved.

Pauline Haydock President

Student representative’s message
This year we have participated in many activities. We really enjoyed the excursions and the chance to mix with other students from other schools. We have made some great friends and we hope that we will see them at High School.

One of the best activities was the trip to Brisbane Entertainment Centre to see ‘How to Catch a Dragon’ and the writers festival to listen to Andy Griffiths and Isabelle Carmody. We had a fine time.

We would like to thank all those who made our Primary school years fun and we feel ready to make Afterlee proud of us in the future. We wish all well. Rory, Lindsay and Tyler (Year 6)

School context
Afterlee Public School is a P6 school. The school grounds reflect the beauty of the nearby rainforest and surrounding rural landscape. The school aims to provide a broad-based education by responding to needs, providing a safe and stimulating environment, offering a challenging curriculum, respecting individual differences and abilities, effective use of resources, effective leadership and shared decision making.

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

The students generally worked in one multi-grade K-6 class. Three days each week they were divided into two groups, the Echidnas and the Puggles, and worked in separate rooms with the permanent and temporary teachers.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>88.2</td>
<td>91.9</td>
<td>na</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.1</td>
<td>90.1</td>
<td>94.6</td>
<td>82.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>89.8</td>
<td>90.4</td>
<td>88.0</td>
<td>91.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.0</td>
<td>84.0</td>
<td>87.5</td>
<td>90.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.5</td>
<td>93.6</td>
<td>80.8</td>
<td>92.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>na</td>
<td>85.1</td>
<td>89.7</td>
<td>79.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>na</td>
<td>93.6</td>
<td>83.7</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>91.5</td>
<td>92.5</td>
<td>90.1</td>
<td>87.5</td>
<td>89.8</td>
</tr>
</tbody>
</table>

Management of non-attendance
The school’s attendance policy is communicated to the parents and students each semester in the school’s newsletter. Parents are encouraged to
inform the school of pending absences and are regularly provided with blank absentee proformas to be returned to school after a student’s absence. There is a student reward system in place to encourage attendance and parents are interviewed if concerns arise.

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

The School Administrative Manager (SAM) works 5 days/fortnight, the General Assistant (GA) works 1 day each week and two temporary teachers are employed on the Priority Schools Program for 2 days each week. There are no Indigenous staff members at the school.

The SAM, Wendy Carter was awarded the North Coast Regional Directors Award for her services to Public Education in 2012.

Staff retention

There were no changes to staff at Afterlee for 2012. All staff remained the same to serve the students’ of Afterlee Public School with professionalism and dedication.

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>66%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33%</td>
</tr>
</tbody>
</table>

Financial summary

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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$ 62,837.55</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>40,836.64</td>
</tr>
<tr>
<td>Global funds</td>
<td>36,221.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>20,771.36</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>27,088.48</td>
</tr>
<tr>
<td>Interest</td>
<td>1,996.01</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,139.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Receipts</strong></td>
<td>62,837.55</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>5,979.53</td>
</tr>
<tr>
<td>Excursions</td>
<td>2,956.84</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1,778.24</td>
</tr>
<tr>
<td>Library</td>
<td>554.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,802.81</td>
</tr>
<tr>
<td>Tied funds</td>
<td>21,391.91</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2,096.90</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>8,432.07</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4,808.17</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1,982.87</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>816.29</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>54,599.63</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>49,074.56</td>
</tr>
</tbody>
</table>

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

School performance 2012

This year our school has succeeded in many areas. The staff, students, parents and wider community have actively strived to provide a wonderful learning environment for our school this year.
Achievements

Arts

The development of values, understanding, skills and knowledge in other key learning areas (KLAs) is also enhanced through the development of creative arts. Teachers specialising in visual art and music are employed to implement quality teaching and learning programs.

Music – All students confidently participate in the school band and choir. They performed for a community audience, at the annual Market Day, Cultural Day and the end of year concert for the local community.

Drama – Students attended I, Bunyip, Buggalugs the Bum Thief Performances along with Byron Bay Writers Festival presentation in Lismore, with the highlight being How to Catch a Dragon at the Brisbane Entertainment Centre.

Visual Art - and were active participants in the Visual Arts exhibition of “Bright Colours” led by our resident CAPA teacher, Jenny Kitchener. This exhibition ran for a month and was one of the most visited exhibitions held at the Roxy in the past few years.

Sport

At Afterlee Public School the emphasis for physical education is on participation and personal achievement. Throughout the year team sports included basketball, soccer, tee-ball, Newcombe ball, volleyball and cricket. All students participated in weekly P.E. lessons that included skipping and ball skills. This year Afterlee travelled to The Channon to participate in an annual small schools sporting event with 380 other small school students from this Richmond area.

The students participated in the district cross country held at The Risk Public School.

We were successful at the Small Schools athletics carnival. Our students placed in most age races and field event. Kobi Durrant succeeded to become Juvenile Boy Champion.

Two students Blake McBride and Lindsay Carter qualified and competed at the Zone Carnival in Lismore.

Swimming in Term 1 has been a priority. Swimming lessons and squad/fitness training were stressed and supported by the P&C.

The COLOURSS Swimming Carnival saw Emily Rogan do well especially as she was swimming in a group 12 months older.

Academic

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 and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

The school incorporates Aboriginal perspectives across key learning areas. The school’s Aboriginal Education Policy is regularly reviewed and the students participate in teaching and learning activities that focus on Aboriginal art, culture, craft, music, storytelling and traditions.

Multicultural education

The school aims to instill in all students an acceptance and tolerance of others. All students are exposed to art, music, literature and language from a variety of cultures.
Other programs

In 2012 a focus on the learning support of students was continued using the Priority Schools Program (PSP) initiative. This enabled a teacher to be employed to support student learning through both team teaching and identified group and individual programs.

Science

This year we combined with the other school groups from our learning community for a science connections day. Each stage group went to a different school and participated in engaging activities to the topic of sustainable energy.

Connected learning

We enthusiastically anticipate the update of our connected classroom in early 2012. Training has been undertaken and students are very keen.

VC lessons were taken with Doubtful Creek PS and Alaskan Sea Otter unit. These were of varied success.

Progress on 2012 targets

Target 1

An Improvement of student’s writing.

2012 Targets to achieve this outcome include:

- Implementation of a varied and challenging classroom writing program.
- Specific literacy sessions that include modeled, guided and independent writing that focus on different text types;
- Support for students identified as experiencing difficulties.
- Acceleration of gifted students with a high expectation on literacy outcomes.

Strategies to achieve these targets include:

- Continuing the priority of self-editing of work.
- All staff to be Best Start trained.
- Utilization of local Best Start Literacy consultant to ensure relevant use in assessment and programming.

Our success will be measured by;

- Overall Increase to student growth in NAPLAN results.
- Improving results in regular weekly spelling tests.
- All students are achieving outcomes matching to their stage level in writing.
- High student engagement in writing tasks.

Our achievements include:

- Weekly spelling results increased by 30% compared to 2011 data.
- Writing quality improved. Data provided from feedback from parents and community members on School Newsletter items.
- Talented students were engaged in the KEEP program and became classroom tutors to younger students to encourage a higher standard.
- Explicit lessons were taught every week on a variety of text types.

Target 2

To promote student self-assessment and responsibility for learning to enhance student engagement.

Afterlee student will become more aware and have responsibility for their learning outcomes.

All students to become independent learners.

Strategies to achieve this target include:

- Students and staff develop rubrics for assessment tasks in all curriculum areas.
- Staff and students set explicit targets based on what students still need to learn and methods to achieve outcomes.
• Individual Personal Learning Plans developed for all students to reinforce student’s responsibility.

Our success will be measured by:
• The engagement of students.
• The use of a common language to define their direction and outcomes.
• A consistent judgment from all student and a realistic marking rubrics.

Our achievements include:
A metalanguage of outcomes has begun. Limited outcome as this is a new system to implement.
20% engaged and have consistent judgment criteria understanding.
More explicit teaching on consistent judgment skills as opposed to social grouping assessment.

School evaluation
NSW Public Schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of:

Educational and management practice
Mathematics
Background:
2012 saw the introduction of programming following the North Coast Mathematics Scope and Continuum. Review of the approach to teaching Mathematics has been necessary to improve our general performance and NAPLAN results.

Findings and conclusions:
• A need to streamline maths assessment.
• Count Me In and Count Me In Too strategies not being used in the classroom.
• Our NAPLAN results reflect poor understanding of concepts across several strands but particularly working mathematically and understanding the question.

Future directions:
• Continued use of Fast Maths in the daily Maths lesson which increases speed and automaticity with number facts across all operations.

• SENA 1 and SENA 2 introduced for assessment of students in number.

CMI and Count Me In Too (CMIT) strategies implemented into the classroom.
• 2013 will see a focus on the number strand and thinking mathematically.

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.
Most parents felt that the classroom was an interesting place for their children to learn.
All parents felt that their child had access to good equipment that helps them learn.
There is a good balance of independent and group learning activities.
The learning opportunities are provided within a stimulating and secure environment.

Professional learning
Throughout 2012 staff engaged in a wide range of professional learning activities including; Smart Data Analysis, Budget and Finance courses, 7 Habits of Highly Effective People, Early Literacy and the Principals Conference.

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
Outcome for 2012–2014
Target 1.
Students in Years 2 to 6 have accurate recall of multiplication, division, addition and subtraction facts at their level.

Strategies to achieve this target include:
• Explicit teaching of number facts in class and practice through homework.
• Increased use of technology in this area.
• All staff to follow the North Coast Mathematics Scope and Continuum when planning.

Our success will be measured by:
• 85% of students will be able to recall number facts to 20 accurately and rapidly.
• An improvement in student’s application of number fact knowledge in general class numeracy work and problem solving activity.

School priority 2
Outcome for 2012–2014

Literacy: Students will demonstrate achievement and growth as they progress along the Literacy Continuum.

2012 Targets to achieve this outcome include:
• Focus on increasing knowledge of spelling rules and comprehension.
• Implementation of Higher Order Thinking practices embedded in teaching programs increasing delivery of quality teaching pedagogy.
• Improved results in NAPLAN particularly in writing and comprehension.

Strategies to achieve these targets include:
• Explicit teaching in all areas of comprehension. New resources to be purchased if required.
• Individual learning plans developed for students experiencing difficulty in the classroom.
• Weekly explicit teaching of spelling rules across all stages.
• Continued use of rubrics and consistent judgment components.
• Utilise Regional personnel to up-skill staff on current trends in the teaching of.

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.

Robin Wheeler Principal
Wendy Carter Admin Manager
Pauline Haydock P&C President

School contact information
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Fax: 02 66333274
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http://www.afterlee.schools.nsw.edu.au
School Code: 3640

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: