

# Armidale City Public School Annual Report



2017



1057

# Introduction

The Annual Report for **2017** is provided to the community of **Armidale City Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Matt Hobbs

Principal

## School contact details

Armidale City Public School

Faulkner St

Armidale, 2350

[www.armidalec-p.schools.nsw.edu.au](http://www.armidalec-p.schools.nsw.edu.au)

[armidalec-p.School@det.nsw.edu.au](mailto:armidalec-p.School@det.nsw.edu.au)

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## Message from the school community

### P & C Report

The ACPS P&C would like to recognise the work of the volunteer this year. This year your P&C have supported and lobbied for Gonski, we provide representation on various Armidale Future School consultations and keep up to date with its progress. We have also reviewed esafety, the school plan, school bullying policy, the Department of Education Strategic Plan and school budget. Staff have presented at P&C meetings on modern learning spaces and 21st century skills. We organised a young Armidale veteran, to talk at ANZAC Day and ran a Welcome Picnic for the whole school community at the start of the year. The ACPS community ran the successful Mother's Day Fete and I would like to take this opportunity to thank everyone involved and the local businesses who so generously donate.

With 2 years of fete money P&C has installed sprinklers on the main oval and rain water tanks in a 50/50 partnership with DoE, the total cost was \$32,400. This has freed up to 3hrs/wk of our General Assistant's time, allows us to harvest storm water and reduces the schools water bill. \$4000 from this years fete went on the K-2 playground improvements.

The Trivia night crew have made possible the amazing sound in this years school play, by raising over \$3400 that was spent on various audio equipment. We are acknowledging the Clothing Pool, they keep our students looking so presentable, you people are the quite achievers of the P&C. After community help in voting, the Greater Bank gave us \$1000 to help build a Sensory Garden. Also a gardening day was held and we did some of the bigger jobs that couldn't be done in school hours. Election BBQ's / cake stalls we've had a few this year. We BBQ'd the Athletics and Swimming Carnival, school play and camp out. We offer thanks to the staff & parents who have supported and helped organise the successful school camp out this year and run the sporting carnivals.

With Rossbuild, P&C will contribute time and money in 2018 to help the staff turn the area under the Stage 1 classrooms into a modern teaching space. Our ongoing commitment to ICT of \$3000/yr was boosted in December by agreeing to purchase 4 x smart board desks for the Stage 3 new learning space at a cost of \$4000. We give \$2500 towards Presentation Day every year and the ACPS P&C provide "Blues" to recognise both academic and sporting achievement. Money goes to Schools Spectacular and we provide general support to any team or child that represents the school. All school excursions were supported through a \$ 4000 contribution this year.

The P&C has put over \$17,750 into the school this year. Plus sprinklers, our total contribution over \$35000. We should be proud as a community to be able to provide the icing on the cake for our school. Every cent we raise goes back into the school community. As you know we are currently putting together a Cookbook, with which we hope to build a COLA for the infants area and are now looking for Family Sponsorships.

I would also like to make a very special mention of the following people who are leaving the P&C this year. The P&C is recognising their service with a certificate, and a dinner voucher for 2. We will present these later with one

final appearance in the Blue and White. Maria and Nathan Craven, Nicole Tombs, Camille Dunsford and Dave Carr, Angela and Craig Harris, Graham Cox & Martina Linneman, thank you for all your help over many years. A special mention must go to Angela and Christian Girard, who should have been retiring but life had other ideas. The P&C wishes to acknowledge the generous support of the following local businesses: Rossbuilt, Bakers Delight, Donut King, Ducats and Paddock to Plate who run our great canteen and donate to the school. If there is anyone that I have forgotten, my apologies and a heart felt thank you. We want to recognise Mr Matt Hobbs, our Principal, as you know Mr Hobbs is moving on next year. He has always been available for the P&C, from early openings to late lock ups and I don't think he once said no. I do know he is not going to miss phone calls that start, "I've just rung Barnaby, Adam or Adrian.....and they may want to talk to you." Good luck with your promotion Matt and we hope to see you around town for many years yet.

I would like to thank all members of our P&C especially the Executive and our regulars, and including those members of the wider school community that volunteer in so many ways to improving the quality of our children's education, also those that cannot make school hours or meetings but contribute in other ways. Thank you also to the teaching staff, SASS, office staff and volunteers of our wonderful school. With this support from you we have been able to make a difference in the lives of all ACPS children. We are always on the lookout for new projects, fundraising ideas or ways to help the school. Please approach the P&C if you have any ideas to support the school. In the coming year we will need your support to see the cookbook be a success and we are looking for fresh faces to organise the fete. We would love to see all families at our We look forward to working with you all again in 2018.

Andrew Simpson – President

### **School Council Report**

In 2017, the ACPS School Council continued to provide a forum for parents, staff and community members to meet to discuss issues relating to the school. Through the Principal's reports, the Council was kept informed of a wide range of school metrics including budgetary matters, and included in the planning process including the School Vision and Strategic Plan 2018–2022 and the ACPS School Excellence Framework. The School Council continued its conversation with the Armidale Regional Council concerning improving road safety around the school.

The Council would like to thank the hard-working school staff, for their dedication in teaching and caring for the school's children. In particular, this year we want to thank the School Principal, Mr Matt Hobbs, for his outstanding leadership of the School Community, as he prepares to depart for a new role in the Department. We wish Matt well as he takes on this new role.

The School 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 Communities 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.

Ben Gooley – Chairperson

## School background

### School vision statement

At Armidale City Public School we are committed to a tradition of excellence in academic, cultural and sporting achievements. We provide an inclusive education within an engaging and supportive environment which values the cultures and backgrounds of our diverse community. A challenging and differentiated curriculum is delivered through enhancing teacher quality based on current research and school excellence frameworks. Our students, staff and community work in a collaborative manner to enable all students to achieve to their potential. Our school values the individual learner and all students are encouraged to 'Excel with Honour'.

### School context

Armidale City Public School is situated in the centre of the Armidale township 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 440 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.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

**Learning:** The elements of Learning Culture, Curriculum, Assessment and Student Performance Measures were assessed at the Sustaining and Growing level. The element of Wellbeing was assessed at Delivering level and the element of Reporting at Excelling level.

**Teaching:** The elements of Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development were assessed at Sustaining & Growing level.

**Leading:** The elements of Educational Leadership, School Planning, Implementation and Reporting and School Resources were assessed at Sustaining and Growing level. The element of Management Practices and Processes was assessed at Excelling level.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Challenging, inclusive and engaging curriculum through quality teaching and learning

### Purpose

To build strong relationships as an educational community, promoting learning that results in the development of student and teacher ability to think critically, reflectively, creatively and ethically.

### Overall summary of progress

Teachers and staff engaged in professional learning with a focus on the standards from the APST, how to use data/evidence in provision of an engaging, inclusive curriculum and consistency in teacher judgement whilst having high expectations. Leaders/executive looked to be instructional in their leadership with staff Kindergarten to Year 6. Staff engaged with the School Excellence Policy and Framework (versions 1 and 2) and developed an understanding of the excelling statements. All students in Kindergarten to Year 6 were tracked on all aspects of PLAN which helped guide planning for teaching and learning to meet individual needs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers and staff members work towards achieving their PDP goals, reflect and plan for future goals to improve on current practice.	Professional learning budget utilised to provide PL in a wide variety of areas as identified at an individual and whole school level –\$31372	All staff formulated PDP goals that reflect Australian Professional Standards for Teachers and have participated in professional learning on use of data / evidence, consistent teacher judgement and engaging and inclusive curriculum.
Curriculum programs and teaching practices effectively develop the knowledge, skills and understanding of all students with evidence directing all teaching practices. Programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum.	As above	Staff continued with the work done in 2016 to build capacity and knowledge of up to date research to provide engaging, inclusive and challenging teaching and learning.
All students will be tracked against the PLAN Benchmarks to guide planning of suitable teaching and learning activities to meet their needs.		All students from Kindergarten to Year 6 were tracked against all aspects of PLAN. This led to teaching and learning activities being planned implemented to best meet individual needs.
School commence process for a DoE Opportunity Class beginning in 2016.		The Opportunity Class had its second intake in Year 5 in 2017.
All staff participate in professional learning with focus on Hattie and Williams research.		All staff participated in a number of professional learning sessions, improving their knowledge on use of data / evidence, consistent teacher judgement and provision of engaging and inclusive teaching and learning.

### Next Steps

Further in depth knowledge of the School Excellence Policy and Framework to be developed across all staff. Future strategic directions to focus on teaching and learning as separate directions with professional learning on growth mindset, differentiation and consistency of teacher judgement. Teachers to develop an in depth knowledge of the learning progressions and to investigate future focused learning and pedagogies including project based learning for students.

## Strategic Direction 2

Confident, caring and well-adjusted individuals

### Purpose

To develop our students as individuals socially, culturally, physically and emotionally with a focus on wellbeing for all.

### Overall summary of progress

The You Can Do It program rewards system was revamped with the removal of the levels system and introduction of a more equitable recognition system. All staff undertook significant professional learning in growth mindset, trauma and mental health. All teachers made regular contact with parents and open lines of communication were further developed enhancing levels of feedback and consistency between home and school, particularly when dealing with challenges. Students were encouraged to adopt a positive growth mindset and understanding of what it means to be respectful.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students in Years 4–6 complete the Tell Them From Me Survey – 2015/2016/2017 –responses evaluated and resulting strategies implemented at school level so that we can ensure student voice is being taken into account when planning activities for all students.		Students in Years 4 – 6 completed the TTFM surveys. Feedback from the surveys was taken into consideration across all aspects of schooling.
RISC/ Sentral data – evaluate % in different categories and investigate strategies to reduce negative incidences across the school – particular focus on playground incidences – 2015/2016		Sentral data was continuously analysed and alternate activities such as computer club and lego group put in place for students to access.
100% of staff undertake mandatory compliance training, ensuring implementation through class and support programs.		All staff undertook training in areas such as CPR, anaphylaxis and Wellbeing framework to assist in working through situations as they occurred.
100% of staff complete Non-violent Crisis Intervention training and implement recommendations – SDD T3		Staff continued to undertake professional learning with particular focus on growth mindset, mental health and trauma for students.

### Next Steps

For continued work on growth mindset and differentiation of curriculum to take place with focus on engagement in learning to reduce negative issues. Staff to continue working on building relationships with all students and programs such as the Secret Agent Society to continue being implemented to ensure the social, emotional and academic needs of all students are being met.

## Strategic Direction 3

Dynamic, informed, resourceful technology users

### Purpose

To foster and further develop a school community culture which supports the use of current and developing technologies in the classroom and wider community.

### Overall summary of progress

Staff and students continued to build capacity levels in ICT. Professional learning for staff was provided in Lego Robotics by the University of Newcastle and other key areas such as coding. Learning in technology was conducted through peer support activities and a 'Co-Lab' space was created at the school to allow for greater opportunities in ICT.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of parents participate in information sessions relating to use of technology and social media.		More prevalent was the involvement of parents in class and stage activities when technology such as iPads, Spheros and Lego Robotics was being utilised. Parents utilised the 'SeeSaw App' and provided feedback through this opportunity. Parents were instrumental in developing the 'Co-Lab' concept. Promotion and administration of the school Facebook page continued to be highly supported by parents.
The school will develop a social media policy with clear guidelines for staff, community and student use.		Guidelines approved in 2016 were used by the school focusing on of the use and interaction with social media. Respect for all others when using and interacting with social media has continued to be a focus in 2017.
100% of teachers provided with high level professional learning in ICT implementation – based on identified individual goals	\$10000– Computer coordinator employed to work across the school.	Skills in ICT continued to be developed to ensure staff have capacity to implement quality programs. A wide variety of technology continued to be utilised and use of apps became more prevalent – as STEM became more of a focus across the school.

### Next Steps

Look to integrate technology across all strategic directions for 2018 and beyond. Continue to purchase appropriate resources and build capacity of staff in leading ICT programs. Further utilise ICT to engage and interact with parents and as a forum for feedback between students, teachers and parents.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$87825:Aboriginal Education Officer \$65509; Flexible Funding – \$21776	Leadership /wellbeing programs for Aboriginal students ran in collaboration with local organisations and local high school. SLSO employed to focus on Literacy and Numeracy support for identified students as well as running a healthy eating/cooking program. Anaiwan language program run across the school by the AEO, acknowledgement of country done in language by students at official school events.
<b>English language proficiency</b>	\$45452:Funding utilised to employ an English as a Second Language teacher	All students from a Non–English Speaking Background were supported in–class, in small groups and through individual programs. The ESL teacher worked with 42 individual students throughout 2017.
<b>Low level adjustment for disability</b>	\$171630: Funding utilised to employ 1.2 Learning and Support Teachers \$121889; Flexible funding \$49472 – utilised to employ school learning support officers and provide resources	Our Learning and Support Teachers supported students in class, in small groups and as individuals. Focus was on developing strategies for students to be able to work independently. School Learning Support Officers worked across the school and were a highly valued resource in supporting all students and individual needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$33316	QTSS funding was utilised to enable teachers to work collaboratively in planning and moderating work samples and to allow supervisors and teacher leaders time to develop the capacity of others through an instructional leadership model.
<b>Socio–economic background</b>	\$38205:Teacher – \$11000; Student activities and associated resources: \$8000; Professional learning for staff: \$8205; CAPA staff and programs: \$11000	All students participated in the school choir program, with choirs having great success at the local eisteddfod. The orchestra program was offered for students in Years 2 – 6. Professional learning for staff in growth mindset, ICT and mental health and wellbeing was undertaken. Involvement of students in a variety of extra–curricular activities were supported. An additional librarian was employed, teacher for the Secret Agent Society and speech therapist..
<b>Support for beginning teachers</b>	\$35026	Beginning teachers commenced teacher accreditation – working with mentors and completing requirements. Beginning teachers worked through Strong start, Great teachers professional learning framework in collaboration with mentors. The beginning teacher group continued from 2016 with focus on collaboration /joint learning opportunities.
<b>Professional Experience Hub School</b>	\$95000	The induction package for pre–service teachers in collaboration with partner university –University of New England was implemented and feedback from TES was it was a quality program. All ACPS teachers completed professional learning in the AITSL pre–service teacher modules. Significant research and PL into how to best meet the needs of teacher education students was undertaken by a wide variety of school staff.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	217	228	241	225
Girls	203	196	205	208

In 2017 there were 433 students enrolled across seventeen classes. 13% of students identified as Aboriginal or Torres–Strait Islander and 14% Non–English Speaking Background.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	94.4	94	91.7
1	94.5	96.3	93.3	92.5
2	94.5	93	94.6	92.2
3	95.5	94.3	94.6	93.9
4	96.1	93.7	93	93.8
5	95.7	94.1	93	92.1
6	94.7	93.8	92.5	93.3
All Years	95.3	94.3	93.5	92.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Attendance procedures saw regular review of non–attendance undertaken at executive and learning support/wellbeing team meetings. A number of students had time overseas in 2017 and there was a high rate of illness amongst students. Attendance rates at Armidale City PS continue to be at a very good level.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.74
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.27
Other Positions	0

\*Full Time Equivalent

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 no teaching staff who identify as Aboriginal and one other support staff member who identifies as Aboriginal. Workforce retention All staff at Armidale City PS remained consistent with previous years. Due to increase in student enrolment an additional Assistant Principal position was created at the school. The Principal, Matt Hobbs accepted a Director, Educational Leadership position to commence in 2018 and Ms Deborah Nay was appointed to the school to commence in 2018.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

### Professional learning and teacher accreditation

Throughout 2017, teaching and support staff at Armidale City Public School participated in a range of professional learning activities to improve the quality of teaching and learning at the school. The majority of professional learning undertaken was directly related to

the achievement of school targets identified in the school plan. Professional learning focused on evidence based pedagogical practice and reflective practice with a number of sessions undertaken looking at reflection, collaboration, use of data, feedback and the Australian Professional Standards for Teachers. These sessions were led by school staff, other DoE staff, the PSL – Mrs Ruth Samuels and the ACPS Principal.

Staff also participated in professional learning on mental health and wellbeing led by professionals from the local area and creativity and critical thinking led by staff from the Universities of Newcastle and New England. The concept of growth mindset was introduced to staff in professional learning sessions run by school staff. Extensive professional learning was provided for all staff on the School Excellence Framework and staff contributed significantly to the 2018–2020 school planning process.

Executive staff, teacher mentors and beginning teachers attended programs to support new scheme teachers to meet the requirements of registration and accreditation with BOSTES. Executive staff also led the 'beginning teachers group' which met once per fortnight to work through the Great Start Strong Teachers resources. The local Quality Teaching Consultant – Mrs Amanda Cooper provided professional learning for this group.

Executive staff attended network meetings, building collegial networks across the district. Two Assistant Principals led professional learning for staff in the school and in other schools on the Professional Experience Hub project as well as developing a school based induction program for teacher education students.

The administration and other SASS attended several professional learning opportunities in 2017. These included: Strategic Financial Management workshops, LMBR training, management of absences, RSG meetings and regional SASS conferences.

The Principal attended regular conferences, Principal Association and Network meetings as well as training opportunities to enhance instructional leadership and change management skills. The Principal completed mandatory LMBR training, External Validation Peer Principal training and also presented professional learning sessions for other schools in the area.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>437,519</b>
Global funds	319,765
Tied funds	450,595
School & community sources	157,890
Interest	7,561
Trust receipts	12,013
Canteen	0
<b>Total Receipts</b>	<b>947,824</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	66,422
Excursions	27,445
Extracurricular dissections	59,301
Library	7,872
Training & Development	16,369
Tied Funds Payments	283,660
Short Term Relief	60,420
Administration & Office	63,393
Canteen Payments	0
Utilities	67,987
Maintenance	49,618
Trust Payments	14,195
Capital Programs	0
<b>Total Payments</b>	<b>716,681</b>
<b>Balance carried forward</b>	<b>668,662</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	709,976
Appropriation	667,622
Sale of Goods and Services	0
Grants and Contributions	42,354
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-273,037
Recurrent Expenses	-273,037
Employee Related	-120,402
Operating Expenses	-152,635
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	436,939
<b>Balance Carried Forward</b>	436,939

	2017 Actual (\$)
<b>Base Total</b>	2,842,552
Base Per Capita	68,161
Base Location	3,404
Other Base	2,770,987
<b>Equity Total</b>	342,572
Equity Aboriginal	87,285
Equity Socio economic	38,205
Equity Language	45,452
Equity Disability	171,630
<b>Targeted Total</b>	500
<b>Other Total</b>	300,796
<b>Grand Total</b>	3,486,419

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

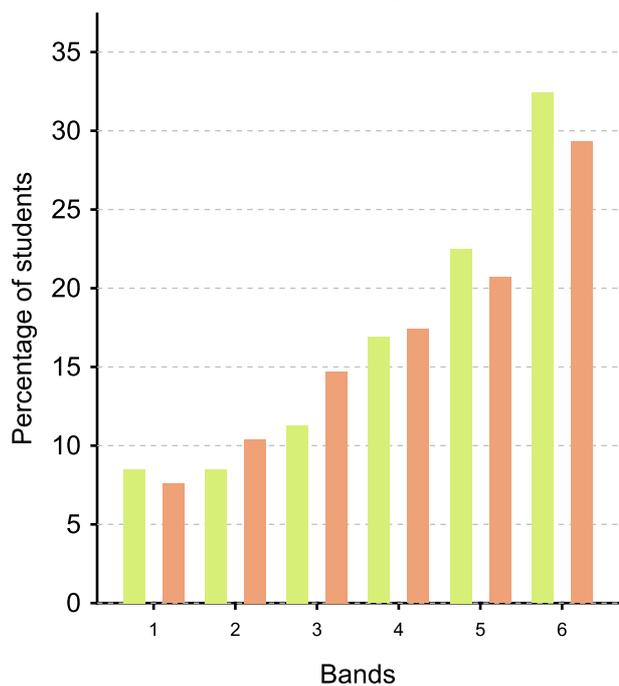
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

# School performance

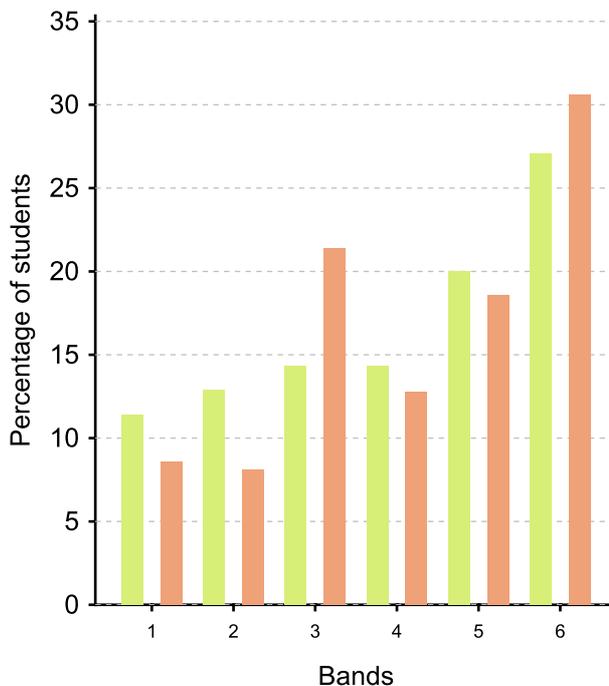
## NAPLAN

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.

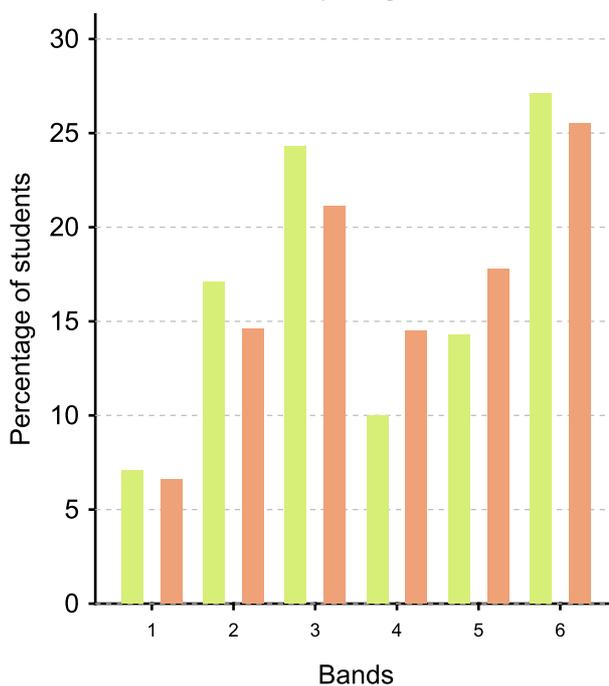
**Percentage in bands:**  
Year 3 Reading



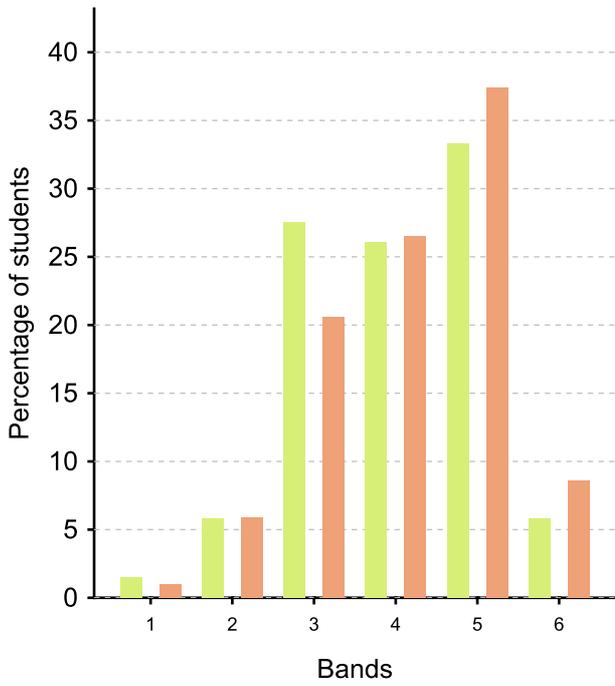
**Percentage in bands:**  
Year 3 Grammar & Punctuation



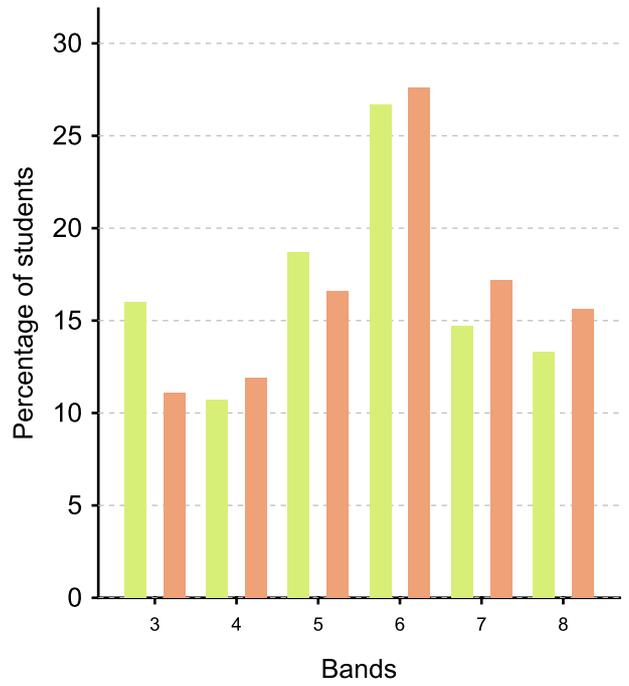
**Percentage in bands:**  
Year 3 Spelling



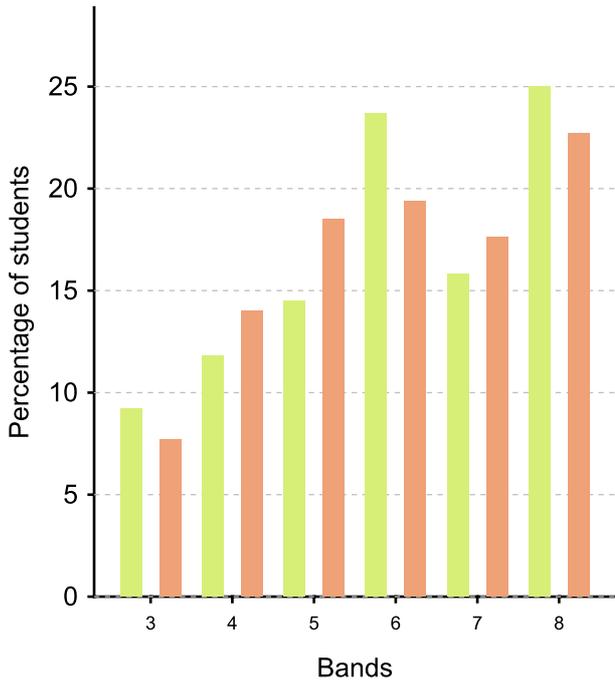
**Percentage in bands:**  
Year 3 Writing



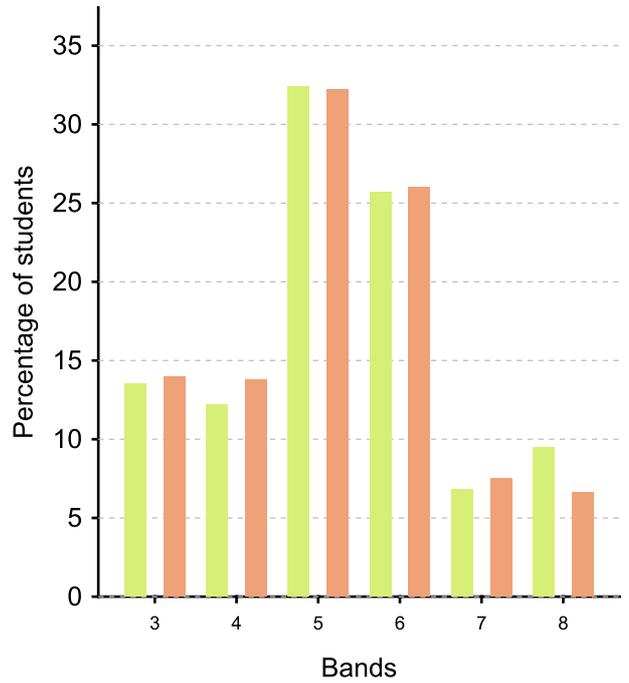
**Percentage in bands:**  
Year 5 Grammar & Punctuation



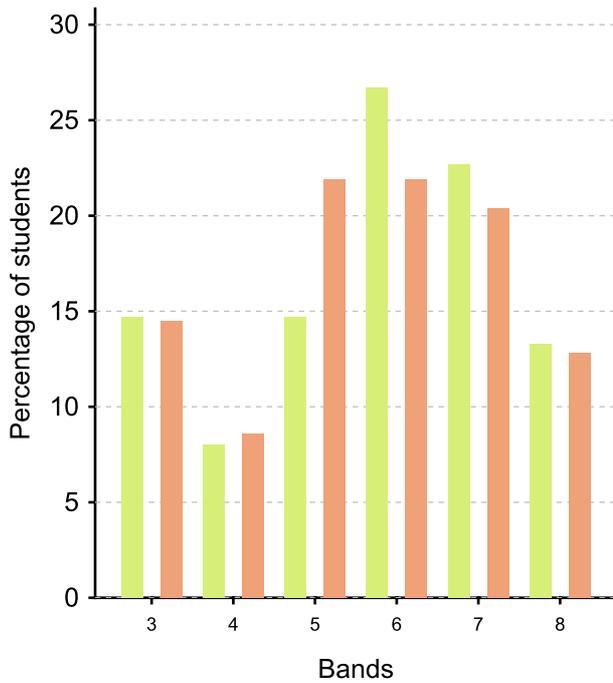
**Percentage in bands:**  
Year 5 Reading



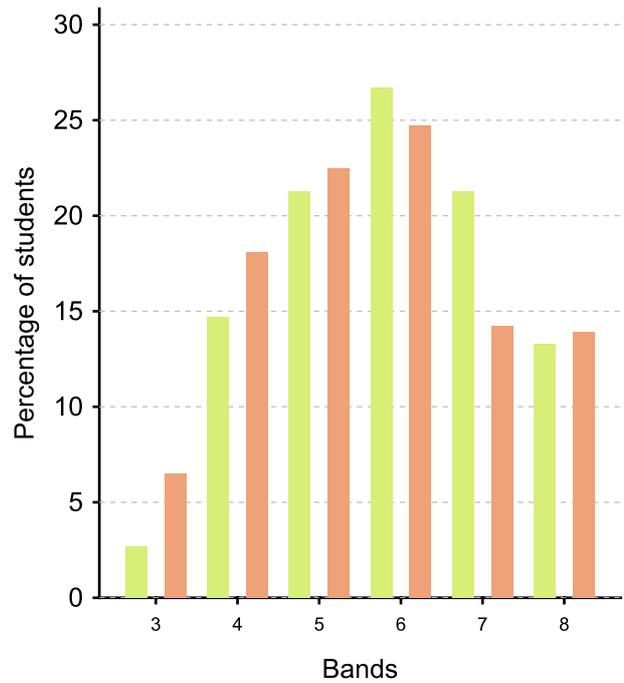
**Percentage in bands:**  
Year 5 Writing



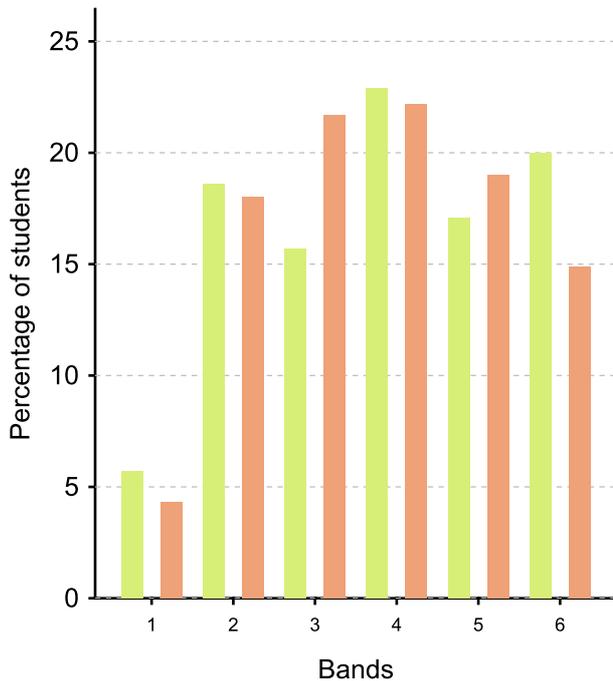
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Numeracy



**Percentage in bands:**  
Year 3 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

NAPLAN data for percentages of all students in top two bands 2017 is as follows:

Year 3 Numeracy: 37.14%    Year 3 Reading: 54.93%  
Year 5 Numeracy: 34.67%    Year 5 Reading: 40.79%

Average percentage for the school: 41.78%

50% of Aboriginal students in Year 3 Reading were in the top two NAPLAN bands in 2017. 13.33% of Aboriginal students were in the top two bands in Years 3 and 5 for Reading and Numeracy.

## Parent/caregiver, student, teacher satisfaction

Staff, students and parents all completed the TTFM surveys. Students indicated their enjoyment of the wide variety of activities offered and commented on the positive encouragement given to them by staff. Parents indicated general satisfaction with the school and highly valued the open lines of communication. Staff commented on the support offered to them by others and believed the school presented a positive public image.

## Policy requirements

### Aboriginal education

Armidale City Public School is very proud of the achievements of our students who identify as Aboriginal or Torres Strait Islander. In 2017, 66 Aboriginal students were enrolled from Kindergarten to Year 6. This was 20% of our total school enrolment. The school enjoys the support of a full time AEO who works very closely with the students. 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.

Throughout the year, indigenous students presented the 'Acknowledgment to Country' at our fortnightly assemblies and other school events. Aboriginal students also participated in leadership programs facilitated in partnership with local high school staff and students and other relevant organisations throughout Armidale. Students were given the opportunity to take part Anaiwan language lessons and all attended excursions to local sites of significance to enhance their knowledge of culture in the Armidale area. Students also took part in nutrition and cooking lessons designed to inform and build self-sufficiency skills of all.



working for three 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. The teacher also worked with new arrivals in assisting them to become part of the inclusive school culture. 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.

### Multicultural and anti-racism education

The student population at Armidale City Public school is representative of a number of cultural and ethnic backgrounds. The school's 11% 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 2017 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