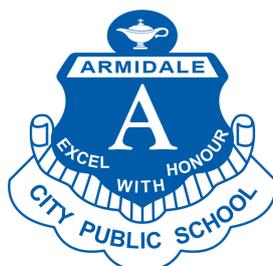


Armidale City Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Ms Deborah Nay

Principal

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Message from the Principal

As the 2018 school year draws to a close, we take this opportunity to recognise the wonderful achievements of our students, staff and school community, particularly evident was the magnificent results of the commitment of students when performing in the school play, *Colour My World*. This provided the opportunity for every student to contribute; while some are natural performers, there are some of our students who were working outside their comfort zone. Throughout the year, students have had other opportunities to perform, including *New England Sings!* as well as visits at Kent House. I was privileged to be in the audience for the 2018 Schools Spectacular, where twenty-four of our students and two of our teachers participated as part of an ensemble of around three thousand performers in *The Greatest Show*. – a truly amazing experience for all involved.

Our students are afforded a range of opportunities that have taken students to regional and state finals in the Premier's Spelling Bee, debating, Tournament of Minds, chess, Multicultural Public Speaking, to name a few. On excursions, the excellent behaviour of all students was noted by organisers and teachers accompanying them. Feedback from places visited was very positive. All were terrific ambassadors for Armidale City Public School and Public Education.

This year, there have been a number of changes to our staff. I was fortunate to be appointed to our school when Mr Hobbs was successful at gaining the position of Director, Educational Leadership, which he took up at the beginning of Term 2. We acquired a fourth Assistant Principal, with Mr Townsend officially joining the team after being successful at interview in Term 1. Mrs Schultz was appointed to start as a permanent teacher in 2018 and Miss Rowland will take up her appointment at the beginning of 2019.

Mr Brad Widders left our school in early Term 4 after several years of supporting our school, particularly our Aboriginal students. Mrs Kelsall, Ms Dowse and Mr Casey will be leaving us at the end of this year. We thank each of these people for their contributions to the lives of so many children at Armidale City Public School and wish them well with wherever their futures take them.

Sadly, our school community farewelled a well-respected former member of staff, Mr Bill Widders. We are proud to have an inaugural memorial award presented in his honour at the annual presentation day to recognise students who *excel with honour*.

My thanks go to the extremely dedicated staff – permanent, casual, itinerant, teaching, clerical, cleaning, and grounds. We are fortunate to have such a committed team of people who work for the benefit of our students, providing terrific opportunities within and beyond the classroom. Many of the extra-curricular activities would not be available to the students of Armidale City Public School without the generosity of our staff, whether it is in giving their time to facilitate activities or fundraising to allow as many children as possible to participate in excursions. There is a great deal of work done behind the scenes that is rarely seen. I would like to recognise staff for the extra work and care they take beyond your normal roles to afford many of the terrific opportunities for our students. Thanks also go to the executive team who

have been a great support to the staff and myself this year.

Thank you to the parents and community members who support our students and staff in the many ways you contribute. Thanks go to members of our School Council and the school Parents & Citizens Association (P&C) who have worked hard on a range of projects, to provide additional financial support to help make excursions more affordable for our students, among other things.

A special thanks goes to our outgoing student leaders of 2018, particularly our school captains who have done a wonderful job. The leaders of 2019 will have big shoes to fill in following on from our current leadership team.

This annual report provides an opportunity to celebrate the achievements and contributions made to life at Armidale City Public School and to identify areas for growth and improvement into the future.

Deborah Nay, Principal

Message from the school community

School Council Report

In 2018, the Armidale City Public 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. The School Council continued its conversation with the Armidale Regional Council concerning improving road safety around the school and we are pleased that additional signage and lighting has been made available on the Faulkner Street side of the school. School safety on this road remains an important concern, with the road serving as a pick-up and drop-off hub for many parents and buses.

The School 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 welcome the incoming School Principal, Ms Deborah Nay, and thank her for her leadership of the School during her first year here.

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 to determine broad school policies and encourage and promote community participation in the school. Council welcomes the suggestions of the Armidale City Public School 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

P&C Report

This year, your Parents and Citizens Association (P&C) has produced the amazing cookbook, *Our New England Table*. Thanks go to a dedicated group of parents who have co-ordinated the book and associated events. To date we have raised \$30,000 plus towards the new infants COLA. We hope to see this up by next summer. In addition to this, we would like to acknowledge Melissa Korsch for coordinating the Clothing Pool, and all of the people who helped with meal deals and barbecues.

Our P&C supported and lobbied for Fair Funding Now, advocating for equality in all school funding. We provide representation on various Armidale Future School consultations and have kept up to date with its progress. We acknowledge Adam Marshall MP's efforts on behalf of Rural and Regional schools and the NSW government's top up of Gonski 2.0 money.

In 2018, we organised an Armidale veteran, Major Grant Prendergast, to talk at the school's ANZAC Day service and for Mr Barnaby Joyce MP to present the school with a new National flag and to talk to the children.

The P&C has put over \$10,000 into the school this year. Every cent we raise went back into our school community. The Armidale City Public School community ran the successful annual Mother's Day Fete, in all weather. I would like to take this opportunity to thank everyone involved and the local businesses who so generously donated to this event. This year's fete put \$5,500 towards the CoLab. The CoLab is in use and an ongoing project. We also provided \$2000 for the purchase of music stands. Another four microphone sets were bought for the hall audio system. The play equipment has been installed in the Infants playground from last year's fete.

Our ongoing commitment to information technology of \$3000 per year was finalised in 2018 with \$9000 going to technology over three years. Every year we give \$2500 towards Presentation Day. The P&C also provided funds towards "Blues" to recognise both academic and sporting achievement. We provided general support to any team or child that represents the school, with \$1000 donated to support students attending School Spectacular in 2018. All school

excursions were supported through a \$ 2500 contribution.

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 publicly recognise their service and commitment to Armidale City Public School: Megan Towie, Louise Streeting, Maria Russell, Jude van Deurzen and Simone Coop. Thank you for all your help over many years. The P&C also wishes to acknowledge the generous support of Rossbuid, Bakers Delight and MSP Photography for their generous donations to Armidale City Public School. We welcome Ms Deborah Nay, as Principal, to our school and farewell all those in our community that are leaving us.

I would like to thank all members of our P&C, especially the Executive and our regulars, those members of the wider school community that volunteer in so many ways to improve 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.

Andrew Simpson, President

School background

School vision statement

At Armidale City Public School we aspire to provide a high quality, inclusive educational environment which values our diverse community and empowers our students to be dynamic life long learners. Students are actively engaged citizens in a complex and evolving world and aspire 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 art rooms, a student kitchen, a music 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 interactive boards or televisions in all classrooms to support teaching and learning. A mobile video conference unit supports the facilities in the school.

The teaching community is a mix of professional teachers who have been at the school for a significant time, staff who have had a range of experiences in other educational settings, as well as several vibrant beginning 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 academic, 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 school's on-balance judgement for the elements of Learning culture, Wellbeing, Curriculum, Assessment, Reporting and Student performance measures were assessed at the level of Delivering.

Teaching: The school's on-balance judgement for the elements of Effective classroom practice, Data skills and use, Professional standards and Learning and development were assessed at the level of Delivering.

Leading: The school's on-balance judgement for the element of Management practices and processes was assessed at the level of Sustaining and growing. The elements of Educational leadership, School planning, implementation and reporting, and School resources were assessed at the level of Delivering.

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 and inclusive quality learning culture

Purpose

To further develop a learning culture for all students which is differentiated and has high expectations.

Overall summary of progress

All teachers participated in professional learning around *What Works Best*, concentrating on the need for high expectations of all students. Evidence of differentiation was provided by teachers of all students experiencing difficulty with learning as part of the Nationally Consistent Collection of Data for students with disabilities (NCCD).

Stage 3 teachers visited Parklea Public School in their effort to further develop project based learning at Armidale City Public School to provide a supportive, yet challenging, program to improve learning outcomes and engagement for our senior students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers track/monitor student progress on learning progressions/ continuums for Literacy to plan differentiated learning opportunities.	• Professional learning (\$900.00)	Due to inability to train whole staff in progressions in 2018, data was not plotted consistently in PLAN 2 and progressions. Assistant Principals participated in professional learning to support their staff with the process in recording literacy progress in 2019.
All teachers track/monitor student progress on learning progressions/ continuums for Numeracy to plan differentiated learning opportunities.		Due to inability to train whole staff in progressions in 2018, data was not plotted consistently in PLAN 2 and progressions. Assistant Principals participated in professional learning to support their staff with the process in recording numeracy progress in 2019.
All programs show evidence of differentiation and general capabilities from curriculum.		All teaching programs showed evidence of adjustments provided to support students. This information was collected by the Learning and support teacher (LaST) as part of the NCCD process.
Improved collection of data and subsequent analysis to inform learning.		Three out of four of our Assistant Principals participated in professional learning around improved processes for collection of data. This is an area requiring further attention in 2019.
Higher levels of parent feedback recorded on Sentral with a focus on constructive feedback and joint understanding around student progress.		Teachers utilised Sentral to record contact with parents in 2018. Unfortunately, the manner in which Sentral had been set up it is difficult to determine base-line data to make comparisons.

Next Steps

All teachers will participate in professional learning around the literacy and numeracy progressions in 2019. Implementation will be undertaken gradually and strategically to ensure optimum use of the data collected in determining planning for improved student learning.

Strategic Direction 2

Confident, caring and resilient individuals

Purpose

To develop confident, organised, persistent, resilient and responsible students who can get along with others and embrace a personal growth mindset.

Overall summary of progress

All staff participated in professional learning around the Wellbeing Framework. This was the catalyst for making changes to playground and bus line rules and providing consistency in dealing with behaviours.

We were fortunate to have a presentation by staff from NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) to provide information to staff around the trauma experienced by refugee children. Individual teachers participated in select training for teaching English as an Additional Language or Dialect (EAL/D) students. Our school enrolled the first of our refugee students in May, 2018.

Following the identification of some students experiencing anxiety, our school participated in training for the Peaceful classrooms and Peaceful Kids programs. All teachers participated in information sessions to support the use of mindfulness activities in all classrooms in Term 4. Identified students participated in small group sessions with one of two trained teachers. A staff survey conducted in relation to Peaceful Kids and exit surveys conducted with Stage 2 and Stage 3 targeted students indicated that the Peaceful Kids program was worthwhile and should continue into the new year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive incidents recorded at a ratio of 4:1 to negative incidents.		It was identified that the required data could not be collected effectively within Sentral as it was organised in 208.
Growth mindset processes are visible in all learning settings, as evidenced by observation and self-reflection data.	• Professional learning (\$3239.00)	Anecdotal evidence showed that most staff utilised language around growth mindset in their work with students. Displays in each learning area promoted the idea of growth mindset. Staff indicated the need to be more consistent in use of this language across the school. Peaceful Kids was implemented across the school in Term 4 to provide a positive manner for reducing anxiety and building greater positivity.
Observations and feedback from students in Stage 3 indicates enjoyment and engagement in learning activities.	• Professional learning (\$1072.00)	Teaching programs in Stage 3 were designed to ensure the success of the project.. Anecdotal evidence and student surveys indicated that Stage 3 students were more engaged than in 2017. Students were displaying greater independence of skills and output.
Deliberate and planned opportunities for student voice are used to authentically inform school directions, and the school is assessed at excelling in the Wellbeing element of the School Excellence Framework.	• Socio-economic background (\$825.00)	Our Student Representative Council (SRC) operates across the school with a change of representation from one semester to the next. Kindergarten representation occurs from Semester 2. Students were involved in setting learning goals within their classes. Project based learning in Stage 3 showed an increase in student directed learning as the year progressed.

Next Steps

In following up from the initial evaluation of our student wellbeing strategies, it was determined that we needed to continue developing expectations for all students in the playground at the beginning of 2019. The Peaceful Kids program will continue into the new year, with additional professional learning to be undertaken to support the implementation of the Peaceful Parents program. There is a need to follow up on whether students can participate in this program more than once

In addition, it was discovered that Sentral base-line data was not valid. The categories for collection of data will need to be reworked for 2019 to allow appropriate baseline data for comparison in 2020.

Project based learning will continue to be expanded and further developed in 2019.



Strategic Direction 3

Highly effective, collaborative and informed teaching

Purpose

To continue to build teaching practices that promote high student engagement through the use of data analysis and effective and timely feedback consistently across all areas of the school.

Overall summary of progress

Opportunities were provided to further develop highly effective, collaborative and informed teaching in 2019. All class teachers participated in the moderation of writing samples in Term 4. Due to the literacy and numeracy progressions being released later than expected, plotting of student achievement did not occur in PLAN 2.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Consistent teaching of IT skills observed across all settings with a focus on incorporating technology across key learning areas.	<ul style="list-style-type: none">• Socio-economic background (\$11665.00)• Professional learning (\$1000.00)	While some stage groups had a focus on the general capabilities more than others. Students in each class make use of technology as appropriate. Connectivity was limited for some devices.
Staff collaboratively analyse data and moderate work samples leading to improved consistent teacher judgement across stages.	<ul style="list-style-type: none">• Socio-economic background (\$3360.00)	Moderation days held at the beginning of Term 4 for assessment of writing. This was seen as valuable by the staff.
Analysis of writing samples across Early Stage 1, Stages 1, 2 and 3 to investigate common areas for shared focus across the school. Focus on consistent teacher judgement.		Moderation held in Term 4 in the area of writing. Due to late release of progressions, plotting did not occur on PLAN2. Staff have indicated that feedback has not been provided to students as regularly as hoped.

Next Steps

Moderation of tasks will continue to be a focus each semester in 2019 along with developing a deeper understanding of the literacy and numeracy progressions through professional learning opportunities. Regular feedback to students is an area for future focus.

Technology will not be an area of continued focus of the school plan in 2019. The installation of wifi in every teaching space through the Connecting Country Schools program will ensure that staff and student will have better access to internet for teaching and learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Officer • Aboriginal background loading (\$78 642.00)	Funding was used to employ a full time Aboriginal Education Officer and a part time learning support officer to support students in the areas of literacy and numeracy. Some of the funds were used to develop a deeper connection to culture, especially through the SistaSpeak and Boy vs Wild programs.
English language proficiency	• English language proficiency (\$10514.00)	The employment of an additional teacher to support EAL/D students led to an improved ability for students to communicate and learn. A b–lingual learning support officer was employed part–time to support Ezidi refugee students.
Low level adjustment for disability	• Low level adjustment for disability (\$210 909.00)	In 2018, our part–time permanent Learning and support teacher (LaST) was moved to full time employment in Term 4 to allow for greater consistency and strategic planning around support. A number of support officers were employed to support students in class and in literacy or numeracy groups. The revision of systems with learning and support is a focus for revision in 2019.
Quality Teaching, Successful Students (QTSS)	• Quality Teaching, Successful Students (QTSS) (\$75 000.00)	Funds were utilised to release Assistant Principals to support early career and more experienced teachers in 2018. Instructional leadership is an area for future consideration in 2019, particularly in relation to change of staff throughout the year.
Socio–economic background	• Socio–economic background (\$40 038.00)	Students across the school have continued to access choir and orchestra programs through the New England Conservatorium of Music (NECOM) in 2018. Following an evaluation of the program, a decision has been made to reduce hours for choir in 2019 to best suit school needs. Strings and orchestra will continue to be funded as in 2018.
Support for beginning teachers	Funding was not provided for support of beginning teachers in 2018.	Regular release provided to beginning teachers from 2017 during Semester 2 of 2018.
Targeted student support for refugees and new arrivals	No funding provided to the school in this area.	The New Arrivals Program provided variable staffing allocations to support refugee students.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	228	241	225	231
Girls	196	205	208	203

Our school experienced slight growth in student numbers in 2018. We continued to have a higher number of boys enrolled at Armidale City Public School than girls.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	94	91.7	92.1
1	96.3	93.3	92.5	93.7
2	93	94.6	92.2	91.3
3	94.3	94.6	93.9	93
4	93.7	93	93.8	93.6
5	94.1	93	92.1	91.4
6	93.8	92.5	93.3	91.3
All Years	94.3	93.5	92.8	92.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

While not significantly different to the average attendance across New South Wales, there has been a gradual decline in school attendance in the past three years. In 2018, we changed some of the ways in which parents were contacted about absences. Information was provided to parents in relation to compulsory school attendance. In situations where there were significant issues, referrals were made to the Home School Liaison program. Attendance will be an area requiring attention in 2019.

Class sizes

Class	Total
KINDER RED	21
KINDER GREEN	21
KINDER BLUE	20
K_1 PURPLE	20
1_2B	24
1_2L	25
1_2KS	22
1_2C	19
3_4C	28
3_4S	30
3_4R	29
3_4H	28
3_4D	28
5_6C	25
5_6T	28
5_6R OC	27
5_6K	24
5_6J	25

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.15
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.27

*Full Time Equivalent

Armidale City Public School has had two support staff members who identify as Aboriginal work with our students throughout 2018. There are no other teaching or non-teaching staff who identify as being Aboriginal.

In addition to a change of Principal at the end of Term 1, our school also saw a fourth Assistant Principal, Mr Brad Townsend, and a permanent classroom teacher, Mrs Kate Schultz, appointed through the merit process and take up their positions through the year. Another permanent teacher, Miss Hannah Rowland, was appointed by the Department to start at Armidale City Public School in 2019.

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	0

Professional learning and teacher accreditation

The staff at Armidale City Public School undertook training in areas of teaching and wellbeing in 2018. All teachers continued to improve their knowledge of what works best in teaching students and in the area of science, technology, engineering and mathematics (STEM). All teaching and non-teaching staff participated in training around the Wellbeing Framework. Two of our staff participated in training around Peaceful Kids with this program implemented across the school in Term 4. In addition to this, one staff member participated in Anti-racism Contact Officer (ARCO) training and two other teachers participated in training around synthetic phonics.

Our school had three full-time teachers in their early years of teaching as members of staff. One of these applied for accreditation in 2018. One additional staff member achieved their maintenance of accreditation before the end of the year..

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	436,939
Revenue	4,082,474
Appropriation	3,863,556
Sale of Goods and Services	15,172
Grants and Contributions	201,316
Gain and Loss	0
Other Revenue	275
Investment Income	2,155
Expenses	-4,041,596
Recurrent Expenses	-4,041,596
Employee Related	-3,642,888
Operating Expenses	-398,708
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	40,878
Balance Carried Forward	477,817

The financial management of the school is the responsibility of the Principal and the School Administration Manager.

The Principal has the prime responsibility for the preparation and monitoring of budgets. The budget preparation has been completed with the School Administration Manager who also takes responsibility for the day to day accounting performed by herself or her delegates. The receipting of money, payments of accounts and the preparation of purchase orders is the responsibility of the School Administration Manager and her team.

Our school changed to a new financial system and associated processes at the end of 2017. Monitoring funds through the use of the new budgeting tool was problematic due to some state-wide technical difficulties. To ensure that our school did not experience an overspend, we were conservative in our spending in 2018.

The majority of funds were spent on employing staff to support students.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,938,432
Base Per Capita	83,729
Base Location	3,063
Other Base	2,851,640
Equity Total	369,710
Equity Aboriginal	78,642
Equity Socio economic	40,038
Equity Language	40,120
Equity Disability	210,909
Targeted Total	500
Other Total	353,419
Grand Total	3,662,061

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.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Armidale City Public School demonstrated average

growth in the areas of reading and grammar and punctuation above the state average. The average growth in the area of spelling was around state average. Writing remain areas for further development.

The overall average growth in the area of numeracy is slightly above the state average.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with the *Premier's priorities: Improving education results*, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands in reading was 33% and 35% in numeracy. In addition to this, 35% of Year 3 students were placed in the top two bands in spelling, 40% in grammar and punctuation, and 26% in writing.

The percentage of Year 5 students in the top two bands in reading was 38% and 26% in numeracy. In addition to this, 30% of Year 5 students were placed in the top two bands in spelling, 34% in grammar and punctuation, and 8% in writing.

Another reporting requirement from the *State priorities: Better services – Improving Aboriginal education outcomes* is for schools with significant number of Aboriginal students (ten or more in a NAPLAN cohort) to report the percentage of Aboriginal students in the top two bands. Our school is not able to report the percentage of students in the top two NAPLAN bands for literacy and numeracy due to the Year 3 and Year 5 cohorts of Aboriginal students each being less than ten students.

Parent/caregiver, student, teacher satisfaction

In 2018, our school conducted the Tell Them From Me survey of students, staff and parents. Responses were received from 101 students in Years 4, 5 and 6, ten teachers and nine parents.

Results of the student survey indicated that:

- Students have friends at school they can trust and who encourage them to make positive choices
- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future
- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives
- Students find classroom instruction relevant to their everyday lives
- Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach
- 38% of Year 6 students felt they were victims of bullying, including being bullied over the internet
- The majority of students had medium to high levels of perseverance when pursuing their goals, even when faced with obstacles.

Teachers identified the strongest drivers of student learning at Armidale City Public School as the learning culture, teaching strategies, parent involvement and ours being an inclusive school. The strongest dimensions of classroom and school practice were identified as planned learning opportunities, challenging and visible goals and overcoming obstacles to learning. Quality feedback, while still reasonably strong, was identified as an area for improvement.

Parents completing the Tell Them From Me survey indicated that Armidale City Public School makes parents feel welcome, keeps students safe at school, is inclusive, the school supports positive behaviour and learning, and parents are informed.



Policy requirements

Aboriginal education

The NAIDOC Week theme for 2018, *Because of her, we can!* acknowledged the invaluable contributions that Aboriginal and Torres Strait Islander women have made, and continue to make, to our communities, our rich history and to our nation. We considered all women who have contributed to growth and wellbeing of our young people, and took the opportunity to recognise and thank our mothers, grandmothers, aunts, sisters, teachers and support staff. During our special assembly, we thanked the women that have gone before us and opened the way for our children to be the best people they could be and to have opportunities not always afforded people of the past. We were fortunate to have a guest speaker, Dr Jessa Rogers, address students and speak of her experiences.

Cultural opportunities were provided to many of the Aboriginal student at Armidale City Public School. A number of our Aboriginal girls participated in SistaSpeak sessions, for a number of weeks earlier in 2018. They joined in dance and other cultural activities. Some of our younger Aboriginal boys had the opportunity to visit Thalgarrah as part of the *Boys vs Wild* excursion.

All Stage 3 students participated in regular Aboriginal education lessons throughout the year. These were supported by Mr Brad Widders and Miss Madison Griffin-Jones.

Multicultural and anti-racism education

Harmony Day was celebrated with much enthusiasm and excitement on March 21. Students wore orange, the colour symbolic of Harmony Day, or their traditional national dress. The whole school participated in a delicious multicultural lunch to celebrate our fabulous cultural diversity and learn more about one another's heritage.

Students across Stages 2 and 3 prepared speeches on a range of topics pertaining to multiculturalism, presenting these to their classmates to determine our school finalists of our school's Multicultural Public Speaking competition. The finalists showed empathy when talking about a range of experiences. Some of the students could predict what it would be like to arrive at a new school in Australia as a refugee. Others spoke of their experience of coming to school in Australia from other countries.

The students of Armidale City Public School are very welcoming of a multicultural students, whether newly arrived in Australia or those having live in our country for many years. This has helped our newly arrived refugee students settle in to our school and community. Our thanks also go the our fabulous class and English as an additional language or dialect (EAL/D) teachers for the work they do on making our new students welcome and teaching them to speak, read, write and understand the English language within a short period of time.

