



# Afterlee Public School Annual School Report 2013



TOWARDS A BRIGHTER FUTURE



COMMUNITY OF LEARNERS OF UPPER RICHMOND SMALL SCHOOLS  
AFTERLEE BARKERS VALE COLLINGCREEK RUKENVALE THE RISK WIANGAREE

Afterlee Public School

3640



## School context

### Students

There are 12 students attending Afterlee School. These students are placed in the grade range of Kindergarten to Year 6.



### Staff

All staff has a dedicated and caring attitude to each individual student and follows 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 work, leadership, self-discipline and decision making and to be an effective 21<sup>st</sup> Century citizen.



### Significant programs and initiatives

During 2013 programs and initiatives were implemented to address the identified needs of the students and staff.

### Student achievement in 2013

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.

### Principal's message

2013 has been a busy and a successful year for all students. Many students have represented Afterlee at a variety of activities. These have included Kyogle Enrichment Educational Program (KEEP) Enrichment days at Kyogle High School, sporting representations, cultural visits and educational excursions. All these activities were to break down the isolation and remote situation of Afterlee School, to promote Afterlee students to become citizens of the world with a community and global awareness. This was the aim for all extra curriculum activities in 2013. This year was a proactive approach to promote Afterlee School and to raise the school as a community hub. 2014 should see the addition of a Playgroup to the school's assets

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 message

Organising events kept members of the P&C committee busy this year, raising valuable funds and making connections between the wider community and our School.

First up, the committee auspiced a Curry Night to raise funds for former P&C executive member Don Croft who was battling ill-health, raising close to \$500 for him.

Next, we got behind the Year 5's excursion to Canberra and contributed \$740 to the four participants; \$540 of which was raised specifically for it with an IGA barbecue and a raffle. And what a great trip it was for them!

Third, the committee ran the canteen for the Small Schools' Cultural Day with a banquet of fresh wraps, pies, hot rolls and cakes galore, raising nearly \$500.

Fourth, we held our annual Market Day in October this year, hoping to find a window in a busy local calendar just for us. Visitor numbers seemed to be down but nevertheless we put on a successful event for our community with great

food and drinks, live entertainment all day and the popular baby animal nursery. This raised close to \$1690 for the P & C.

The final event for the year was the End of Year concert, with a raffle to cover costs and a supper after the children's performances.

These five big events saw all parents contributing to varying degrees and interspersed with these, funds continued to come in through the uniform shop, Friday tuckshop and Pie Day. The Food and Nutrition Sub-Committee continued to promote healthy eating and cooking, and this saw additions to the Pie Day menu of home-made lasagne and spinach & cheese rolls. The students helped with the cooking during the Life Skills program. Also a small vegie and herb garden was facilitated by some members of the P & C.

And, of course, these funds were used to benefit our students -

- Through the purchase of their class workbooks.
- Financing the buses to get students to their many excursions throughout the Richmond Valley and beyond, thereby connecting them to other communities. This included their;
- Swimming programs.
- Purchasing new sandpit toys to the value of \$400.
- Purchasing book prizes for the kids at the end of year concert.
- Arranging injury insurance for our students and also insurance to run the committee.

The income generated from these efforts was \$ 6301.44 and expenses amounted to \$4833.61 for the calendar year, of which \$4394.61 went directly to benefit students. Thank you to all those involved to make 2013 a success.

P & C President

**Pauline Haydock**



### **Student representative's message**

2013 began with a swimming carnival and was quickly followed by the Life Education Van. This used electronics to teach us life skills to last forever.

We were disappointed that the weather shortened our Term 1 swim lessons but other activities such as life skills taught us things that we may not have been taught in other schools by our parents.

Cross Country, Athletics, Cultural Day and Science Day were great as we could play with the other small schools kids.

The highlight was the excursion where Year 5 disappeared to Canberra. Djalu and Blake thought the War Memorial was the best but we think it was the snow. It was absolutely amazing fun.

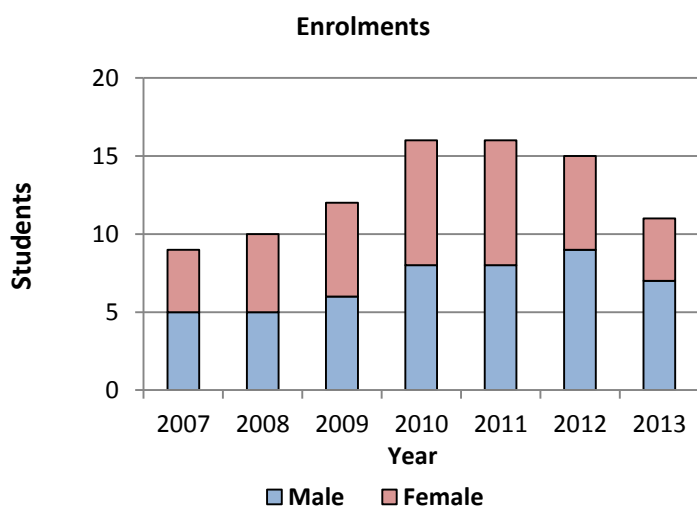
Other activities we liked were yoga (most relaxing) visiting a recycled robot on the excursion to the Kyogle Recycling Centre. Buggy Malone to watch some ex-students perform at the High School, Anti Bullying Day at KHS and the Lismore excursions to visit the North Coast National Show and attend the Lucinda awards. It was a great year.

**Amber and Angus Year5**



## Student information

### Student enrolment profile



### Student attendance profile

	Year	2010	2011	2012	2013
School	K	91.9	na	na	98.9
	1	90.1	94.6	82.0	na
	2	90.4	88.0	91.8	91.6
	3	84.0	87.5	90.0	92.1
	4	93.6	80.8	92.1	96.6
	5	85.1	89.7	79.8	88.8
	6	93.6	83.7	94.4	na
	<b>Total</b>	<b>90.1</b>	<b>87.5</b>	<b>89.8</b>	<b>93.7</b>
Region	K	93.4	93.3	93.4	93.4
	1	93.2	92.9	92.6	92.9
	2	93.3	93.0	93.0	93.3
	3	93.2	93.1	93.3	93.2
	4	93.3	93.0	92.9	93.1
	5	93.2	92.9	92.7	92.7
	6	92.9	92.6	92.7	92.4
	<b>Total</b>	<b>93.2</b>	<b>93.0</b>	<b>93.0</b>	<b>93.0</b>
State DEC	K	94.7	94.7	94.3	95.0
	1	94.2	94.2	93.9	94.5
	2	94.4	94.2	94.2	94.7
	3	94.5	94.4	94.4	94.8
	4	94.5	94.3	94.3	94.7
	5	94.4	94.2	94.2	94.5
	6	94.0	93.8	93.8	94.1
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>

### 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.

### Workforce composition

Position	Number
Principal	1
Learning and Support Teacher(s)	0.1
Teacher Librarian/Release	0.2
Specialist KLA Teacher	0.1
School Administrative & Support Staff	0.3
<b>Total</b>	<b>1.7</b>

There were changes to staff at Afterlee for 2013. Due to the withdrawal from PSP funding limited hours were offered that suited global budgeting limitations. All staff remained dedicated to serve the students' of Afterlee Public School with professionalism and commitment.

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 within global budget There are no Indigenous staff members at the school

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	<b>66%</b>
Postgraduate	<b>33%</b>
NSW Institute of Teachers Accreditation	<b>0%</b>

### Financial summary

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



Date of financial summary	30/11/2013
<b>Income</b>	\$
Balance brought forward	49074.56
Global funds	35916.00
Tied funds	22029.83
School & community sources	4431.23
Interest	1536.12
Trust receipts	739.04
Canteen	0.00
<b>Total income</b>	<b>113726.78</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	9563.26
Excursions	2880.69
Extracurricular dissections	847.35
Library	502.25
Training & development	831.07
Tied funds	20354.78
Casual relief teachers	3171.12
Administration & office	9688.43
School-operated canteen	0.00
Utilities	6256.70
Maintenance	7934.25
Trust accounts	1032.69
Capital programs	1665.00
<b>Total expenditure</b>	<b>64727.59</b>
<b>Balance carried forward</b>	<b>48999.19</b>

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2013

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

## Academic achievements

### NAPLAN

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

This year there were Four Year 5 students and Two Year 3 students, therefore the reporting of information on performance must be consistent with privacy and personal information policies.



## Other 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 specializing 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.



Cultural Day 2013 was a success. The P & C raised over \$500 to add to our funds to use for students. Our local COLOURSS schools celebrated Education Week with a concert. Staff was moved by the enthusiasm shown by the students, teachers, families and community members who attended and it really highlighted the outstanding work being done in NSW Public Schools. This year's Education Week theme was 'Creating the Future' and as one audience member commented – “our future is in good hands with children like these in our community. “



The musical performances were around the theme of 'Water'. Afterlee students performed to perfection.



On the 25th July, four Year 5 students from Afterlee PS (Djalu, Blake Amber and Angus) joined other students from our local district Primary/High schools for a night of extraordinary musical performances. It was wonderful to see ex- Afterlee student Lindsay join the High School band and perform also. The students participated in two days of wonderful music workshops led by Greg Sheehan and Steve Berry, two of Australia's leading professional musicians and music educators and then culminated in a rocking concert on Thursday evening. Students thrilled the audience with two songs composed by the students themselves and percussion performances including tuned plastic coke bottles, Indonesian Gongs, Ukuleles, the kitchen stainless steel sink and a hilarious performance using soft squeaky toys! This was a wonderful experience for our students.





The 2013 Market Day had many successful faces...a fundraiser for Afterlee students, a chance for our community to join together to celebrate and lastly, but not in the least, putting Afterlee on the map while reminding folk that we are here and a force to be reckoned with.

Yearly Art events brought many kudos points towards the school such as the student's exhibition at Lismore District office and the art entries in Kyogle Show. At the Kyogle show the school was awarded, for the second year in a row, best overall Art and Craft exhibitor for 2013.



Many Excursions were taken in 2013 to assist the breakdown tyranny of distance and keep students relevant in the 21<sup>st</sup> century. All students had a tremendous time and completed many and varied experiences. Some activities were pig racing, Lego Challenge, circus work shop skills, circus audience, viewing many pavilions, cooking demonstration, animal perusals, audience to other small school performances, interacting with new friends from other small schools, reptile show ,being interviewed by Prime TV and Northern Star.

## Drama

2013 saw K-6 students as writer/ producer and performer of two major projects- Lucinda and end of year celebration Play. Both were received with positive feedback from their audiences.



## 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, , volleyball and cricket. All students participated in weekly P.E. lessons that included athletics skills , fitness and ball skills.



The students participated in the district cross country School, Swimming Carnival and Athletics carnival.

At the annual Swimming Carnival Afterlee had successful students Junior Girls Champion –Emily Rogan with runner up Shannon Murphy. Staff member Michelle Murphy blitzed field in staff swim race for Afterlee PS.

Two students Blake McBride and Djalu Barsah qualified and for the Zone Athletics Carnival in Lismore.

## Significant programs and initiatives

### Science

This year Afterlee 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 water.

Wednesday 13th March, the school was offered an opportunity to join with Kyogle Public School for a performance of **Deadly Australians**. The show was a public awareness program educating children about the dangers of Australian wildlife.

Under tutelage of John Langley Afterlee entered the local giant pumpkin competition .Next year conditions will improve our results from 2013.



### 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. An excursion to illustrate these facets was undertaken in Term 1 featuring an international indigenous performer.

On Tuesday the 5th March, Afterlee PS students attended the Wiangaree Hall to watch 'members of the Noongar 'tribe and 'Bibbulmann' clan, Students witnessed a range of traditional dance and song and orally through story telling.

### 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



## School planning and evaluation 2012—2014

### School evaluation processes

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

- Survey
- interviews
- informal feedback
- Parent/caregiver, student, and teacher satisfaction
- In 2013, the school sought the opinions of parents, students and teachers about the school.
- Their responses are presented below.
- 90% of parent /carer body returned surveys and feedback sheets.
- The surveys were dived into subject headings and the following data has been collated.
- Technology-80% were satisfied with the direction that students are on; problem solving, research skills, use of latest technology eg ipads . Areas of improvement included linking to needed life skills and more programming skills.



- Reporting to Parents- 90% supported and were positive in attitude to interviews twice a year. 10% suggested Term interviews rather than Semester interviews. Consistency, clear feedback and caring teachers were noted and the positive effect on students' attainment levels. Areas of improvement noted included that less subject content and more individual content in formal reporting formats.
- English- 100% stated that reading was a strength while 30% stated that spelling and vocab development are areas of improvement in 2014. Other concerns were public speaking confidence and neater bookwork 10%.
- Mathematics-results were data supporting the school in increased confidence 100% in engaging in mathematics tasks while areas of improvement are fractions and division skills 40%
- General comments – positive responses for inclusion 30% whole class engagement in learning 60% involvement with other small schools COLOURSS 80% and excursions 20%. Areas for improvement were noted as noise level within classroom 10%, more corrective discipline 20%, and more PE/ Sport opportunities 20%.
- All areas of improvement have been noted and where possible changes implemented.

## School planning 2012—2014: progress in 2013

### 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 daily

Specific literacy sessions that include modeled, guided and independent writing that focus on different text types implemented across the

classroom Support for students identified as experiencing difficulties. Visual cues used .

#### Strategies to achieve these targets include:

Students to continue the priority of self-editing of work.

\* All staff to be Best Start/PLAN trained.

\* Utilization of local Best Start Literacy consultant to ensure relevant use in assessment and programming.



#### Outcomes from 2012–2014

- Overall Increase to student growth negligible in NAPLAN results.
- Inconsistent results in regular weekly spelling tests.
- 50% students are achieving outcomes matching to their stage level in writing.
- High student engagement in some writing tasks.
- Parent survey feedback indicated that reading was strength (100%) but spelling (30%) and vocab development (20%) was areas for improvements in 2014.

#### Evidence of progress towards outcomes in 2013

- 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.



## 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.

### Outcomes from 2012–2014

- 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.

### Evidence of progress towards outcomes in 2013

A metalanguage of outcomes has begun. Limited outcome as this is a new system to implement.

20% engaged and have consistent judgment criteria understanding.

Parent survey indicated that classroom environment was supportive and engaging for learning (60%) while (10%) commented on noise level distraction as an area of improvement for 2014.

More explicit teaching on consistent judgment skills as opposed to social grouping assessment to be utilized in 2014.

## School priority 2

### Outcome for 2012–2014

**2014 Targets to achieve this outcome include:**

For all students to improve proficiency in the fundamental movement skills.

**Strategies to achieve these targets include:**

- physical education lessons each week focussed on skill development;
- participation in the PDHPE *Get Skilled: Get Active* program;
- participation in *Jump Rope For Heart* program;
- training for and participation in the small schools' athletics carnival, cross-country and ball games day; and
- training for and participation in the combined schools' Gala Day activities.

**Our success will be measured by:**

- observations using the *Get Skilled: Get Active* assessment tasks;
- improvement of personal best efforts; and
- increased participation in the interschool physical education activities.

Parent survey noted increased physical education component(20%) as an area of improvement for 2014



## Professional learning

Professional learning in 2013 was delivered in a variety of methods. These included face to face learning, Video conferencing, use of COLOURSS skills sharing and use of on line learning modules.

2013 saw several priorities the first being Curriculum Implementation- in English, analysis of data, CAPA skill update for all staff

Another priority was in line with the school plan as 21<sup>st</sup> Century learners. This took the topics of David Langford's Capacity Matrixes, i-pad skills



within a classroom context, attendance at IT Conference.

With the implementation of new procedures and protocols within the DEC professional learning was placed on office skill updating with procurement, excel skills, Et4I implementation, and attendance at SASS conference.



Leadership learning took the form of PPA Meetings, North Coast Principal Conference, and Management Plans.

To meet community expectations school promotion learning in 2013 was attendance at an in design course, employment of North Coast Promotional Officer and the COLOURSS united promotion.

Student Welfare course attended were CPR, Asthma and Anaphylactic based.

A high priority in 2013 was the differentiated learning. Courses taken were Learning and Support Teacher skills, Autism skills and Speech remediation, Gifted and Talented Programs and Aboriginal Education plans.

Overall Afterlee Public School spent well beyond their school budget in up skilling and updating all staff members to the benefit of all students.



## 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 SAM

Pauline Haydock P& C President

### School contact information

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School Code: 3640

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

