**Our school at a glance**

**Students**

In 2012, Austinmer Public School’s enrolment was 342 allowing us to form 14 classes.

**Staff**

The staff of Austinmer Public School are amongst the most experienced, dedicated and capable teachers in the state. This year there were twelve permanent teachers and two long-term casual teachers. A freshly trained graduate teacher was also appointed. Classroom teachers are also supported by a School Counsellor (one day a week), a School Learning Support Teacher (five days a fortnight) two permanent office staff and two general grounds assistants (two days a week) and a Student Welfare Support Worker (appointed from a Federal government initiative) who started in Term 4. This program will continue for another two years.

**Significant programs and initiatives**

[Enter summary statement only.]

**Student achievement in 2012**

Austinmer Public School students continue to achieve exceptional educational results as measured by the national NAPLAN testing regimes. The growth of our Year 3 to Year 5 students in performance measureable areas continues to be above our local schools, the Illawarra Regional and state averages.

**Year 3 Literacy - NAPLAN**

We continue to achieved very strong results in the NAPLAN

- 95% of students performed in the top four bands well above state average in reading, writing, spelling and grammar

- In all areas we are well above the state averages and on a par with statistically similar school groups.

**Year 3 Numeracy – NAPLAN**

- 95% of students performed in the top four bands well above state average, and on a par with statistically similar school groups.

**Year 5 Literacy – NAPLAN**

- In the areas of reading, writing, spelling and grammar we had between 89 to 95% of students achieving in the top four bands, well above state averages.

**Year 5 Numeracy – NAPLAN**

- 97% of students performed in the top four bands well above state average, and on a par with statistically similar school groups.

**Messages**

**Principal’s message**

Every child attending any New South Wales Public School is a very fortunate child indeed. Those attending Austinmer Public School, even more so!

Here we believe that all the students who attend Austinmer Public School have a right to enjoy their learning and their time at our school. With that as a basis, we have established an ethic that puts every individual student at the forefront of our work in the school.

At Austinmer Public School there are teachers who genuinely care for their students, their teaching skills second to none. This is then combined with the dedicated professionalism of all our staff - creating a very powerful learning environment.

We are fortunate to be working with parents committed to providing support for the school and encouragement for their children.

Our school enjoys the enthusiasm and energy of our P & C Association, along with students who show a love of learning and pride in their achievements.

As I said, we are fortunate to be a part of the New South Wales Public Education system - and here at Austinmer Public School, even more so.

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.

Paul Petersen - Principal
P & C and/or School Council message

It has been a privilege and a pleasure to assist our Principal and teachers throughout 2012. It is very rewarding to be given the opportunity to be involved with our children’s school and provide the extra assistance with their Education and life lessons.

We are so fortunate to have such a great community spirit here at Austinmer Public School. Values our children can take with them on their journey after leaving Primary School and throughout their lives.

We acknowledge and support the great start our children receive by example from our Principal, the teachers and our very helpful office staff. Let’s not forget the parent helpers throughout the year.

I would like to sincerely thank the volunteer’s behind the scenes. Their energy and tenacity ensures every mission is completed with gusto, pride and lots of fun along the way. Together with the Vice President, they have been a great source of inspiration and support in my second year as President.

Next my thanks go to our Secretary and Treasurer for their work involved within the P & C, in particular the changes to Before School Care. It was such a smooth transition for our staff and students because of their expertise with the preparation of the endless paperwork and negotiations with Illawarra Children’s Services. We are very fortunate indeed to have such dedicated volunteers. The staff and students are very happy since the takeover began and we look forward to the growth with more families utilizing this fabulous service.

Our Secretary and Treasurer are stepping down from their positions this year in accordance with the By Laws having held the position for three years. They will pass over records to the new appointee’s and soft copy precedents, which will be an invaluable aid. We sincerely thank you for your time over the years.

After 7 years of organising the end of year parent’s only nights, our fabulous and effervescent Jodie is retiring as our Events Coordinator. We thank you Jodie for all your time and effort organising those unforgettable parties year after year.

All P & C events, canteen and fund raisers have provided an Interactive Whiteboard for every classroom so every child will have access to this technology enhancing their education. Costs for these were approximately $60,000.00.

In 2012 with funds raised we have added to the technology within the classrooms by purchasing 15 iPads and covers, headphones, recording microphone, laser pointer, iTunes cards, wireless network, document readers and a mobile storage box (with many thanks to Mr. Clarke) to enable the safe transport of these valuable iPads. The amount allocated for was $ 25,000.

Being the Year Of Reading we also purchased $ 5000.00 worth of home readers and guided readers for the classrooms.

We are still in the process of building and erecting a new P & C notice board for the entrance to the school. This will be completed and installed by the start of school 2013. The cost of this so far is $1000.

Congratulations to The Business Fundraising Committee for successfully winning a NSW Community Grant to upgrade and resurface the Basketball Court Area. This included remarking for basketball, netball and handball. The grant
amount was $27,000.00 with the P & C contributing $6590.00 to the project. Work is now complete and what a valuable asset it is for our school and the community.

The energetic Canteen Committee has got us on the super highway with an online lunch ordering system that commenced in Term 4. A new laptop and printer totaling $916.04 was purchased and is now ready to receive the daily lunch orders. The results from the canteen survey are available on our school website.

What amazing stamina our volunteers have. Your time, effort and smiling faces are very much appreciated. The canteen is a great fundraiser for the P & C and we are fortunate indeed that our parents, students and teachers support it.

Thank you to our parents for representing the P & C at the PBS meetings. The positive feedback received acknowledges the importance of SERFIE values across the school.

We thank the team which has done a remarkable job with our P & C database and our page on the school website. It is continually updated with great use of graphic design to capture our parent’s attention.

A big thanks to parents for organizing a very productive Working Bee. Many hands made light work and the school grounds look great.

And what a remarkable job the Garden Club has done with our school gardens. The students are thoroughly enjoying learning all about Sustainability and helping prune and pick the produce. With funding for next year we cannot wait to see more gardens and produce available to purchase on your market afternoons.

Principles governing the use of the hall have been established and continue to ensure equitable use by the whole school and the wider Austinmer community.

Sadly, due to work and family commitments I am retiring from my position as President. I will still be involved with the P & C and our fundraisers and available to assist the new Executive Committee.

It has indeed been a very rewarding role within the P & C with many thanks to all the parents, students, teachers and office staff for their continued assistance and support.

We all look forward to 2013 and what it brings.

Sheralee Rae P&C President 2012

School context

Student information

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

Student enrolment profile

Student numbers at Austinmer Public School have been steadily increasing. Future projections indicate that the school numbers will exceed 380 over the next few years and plateau around 2017.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>141</td>
<td>138</td>
<td>132</td>
<td>148</td>
<td>162</td>
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<tr>
<td>Female</td>
<td>145</td>
<td>142</td>
<td>151</td>
<td>155</td>
<td>181</td>
<td>176</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>94.1</td>
<td>95.8</td>
<td>95.6</td>
<td>95.0</td>
<td></td>
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<tr>
<td>1</td>
<td>93.8</td>
<td>94.5</td>
<td>96.2</td>
<td>95.4</td>
<td></td>
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<td>2</td>
<td>93.6</td>
<td>95.9</td>
<td>94.8</td>
<td>95.5</td>
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<td>3</td>
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<td>94.6</td>
<td>95.8</td>
<td>95.7</td>
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<tr>
<td>4</td>
<td>91.8</td>
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<td>94.6</td>
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<tr>
<td>6</td>
<td>92.5</td>
<td>94.0</td>
<td>95.0</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.6</td>
<td>93.4</td>
<td>94.7</td>
<td>95.5</td>
<td>95.5</td>
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</table>

Management of non-attendance

Maintaining strong attendance and positive habits for learning is a priority for us at Austinmer. There are however some families who have received support from the school to ensure regular attendance of their children. This is
monitored and administered by the school’s Learning Support Team (LST) with assistance from the department’s Home School Liaison Officers (HSLO). The HSLO routinely meets with the Principal to support students whose attendance may be of concern.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.2</td>
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<tr>
<td>Total</td>
<td>19.28</td>
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</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There is one staff member with Aboriginal or Torres Straight Islander heritage.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>11</td>
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<tr>
<td>Postgraduate</td>
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</tr>
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</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</tr>
<tr>
<td>Expenditure</td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
<td>50815.57</td>
</tr>
<tr>
<td>Library</td>
<td>7286.76</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7915.29</td>
</tr>
<tr>
<td>Tied funds</td>
<td>96514.74</td>
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<tr>
<td>Casual relief teachers</td>
<td>58986.76</td>
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<tr>
<td>Administration &amp; office</td>
<td>63594.09</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>25146.52</td>
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<td>Maintenance</td>
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</tr>
<tr>
<td>Trust accounts</td>
<td>14705.53</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>445040.75</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>93329.16</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Throughout 2012 our students participated in an amazing collection of educational activities and events.

This year we are highlighting the achievements and activities of the year by focusing on the events as they happened in Stage groups.

Achievements

Early Stage 1 Achievements

The year of the Dragon marked an exciting and daring year for the 2012 Kindergartens. Our Early Stage 1 students have soared throughout the year developing confidence to use their “wings” by taking risks with their learning and being exposed to explicit strategies to assist them in writing and reading. With guidance from their teachers, the students have had a warm and welcoming introduction to their very first year of “Big School”.

Term 1:

- Workers in our Community Afternoon: Numerous parents of our school community took time out from their busy work schedules to come and share their jobs with our students. The afternoon was very positive and promoted interest in a wide range of careers.

- Teddy Bears’ Picnic: Kindergartens went on a guided tour up to Glastonbury Gardens and enjoyed a sumptuous picnic and played some teddy bear games. They even saw a furry bear hidden in a secret cave! This was a fun way promoting new friendships and enriching our Teddy Bears Literacy Unit.

Term 2:

- Responsible Pet Education Program: K-2 students developed an understanding of how to behave around dogs. Students participated in a highly engaging presentation and were given the opportunity to safely approach a dog.

- Introduction of L3 (Language, Literacy and Learning) in the Kindergarten classrooms: Our Kindergarten teachers began their 12 modules of L3 and introduced “The Engine Room”, Interactive and Independent Writing, Modelled Reading 6 times a day, followed by rich conversations promoting vocabulary in the classrooms.

- L3 Data Collection Assessments: Week 5 and 8 Students participated in three assessments to help gather data on the success/progress of L3 at Austinmer Public School (see attached L3 data). Assessments included: Hearing and Recording Sounds, Vocabulary Assessment and Recording of Instructional Levels of each student.

Term 3:

- Introduction of Numeracy Groups K-2: All students were assessed across the Stage to see which Numeracy Group they should go into. Numeracy Groups occur 3 times a week and all teachers felt at ease catering for students’ numeracy learning.

- Education Week: Parents were invited to all classes and sample quality teaching in classrooms. During Education Week, K-2 students participated in the whole school
Term 4:

“Mini Olympics” involving highly engaging modified games promoting Physical Education and team effort.

- **Public Speaking Competition:**
  Kindergartens: “My Favourite place”
  Year 1: “The best person ever”

- **Indigenous Literacy Day:** Students were exposed to an aboriginal story and we asked to respond to it by producing art works. Art works were then collected to make books to share in the library.

- **International Talk Like a Pirate Day:** Students came to school with a pirate accessory and participated in hilarious activities related to pirates. Students in Kindergarten enjoyed eating their lunches with their Year 6 buddies or should I say ‘mateys’.

- **Multicultural Food Day:** Students in K/1P and Stage 1 brought in food from various countries and celebrated the closing of the 2012 London Olympics. This fantastic event promoted a mutual respect of people from different cultures.

- **Student Led Conferences:** The parents were given an opportunity to visit their child’s classroom and get a snap shot of their child’s learning/progress by looking at their books, artwork and SERFie charts. The parents were very positive and the students felt very responsible of their learning.

- **L3 Data Collection Assessments:** Week 5 and 10
  Students participated in three assessments to help gather data on the success/progress of L3 at Austinmer Public School (see attached L3 data). Assessments included: Hearing and Recording Sounds, Vocabulary Assessment and Recording of Instructional Levels of each student.

  - Our students participated in Gym Sports once a week for a whole term. This mandatory program is part of the PD/H/PE syllabus where students are equipped with Gymnastic skills involving activities to enhance their gross motor and fundamental movement skills.

  - **Brave Hearts Incursion**- reinforcing and supporting our Child Protection Program taught in Term 3. This highly engaging presentation equipped our students with essential strategies and skills to help them protect themselves in “uncomfortable” situations.

  - **Excursion to Symbio Wildlife Park, Helensburgh**- this excursion enhanced and supported our HSIE unit about Australia. This shared experience also built up the students’ field of knowledge to motivate and enhance language, literacy and writing tasks in the classroom.

  - **Kate Forsyth Author Visit**- inspired students to follow their dreams and encouraged the “love” of books and storytelling.

  - **K-2 CAPA showcase, “The Holiday”**: Every class had an opportunity to “shine” on the stage. Everyone was involved in singing, dancing and acting. K-2 worked collaboratively to produce a very entertaining and amusing play. The showcase is also a fantastic opportunity for the whole school community to observe how all K-2 classes work together harmoniously.

  - **L3 Data Collection Assessments:** Week 5 and 8
  Students participated in three assessments to help gather data on the success/progress of L3 at Austinmer Public School (see attached L3 data). Assessments included: Hearing and Recording Sounds, Vocabulary Assessment and Recording of Instructional Levels of each student.
• **Best Start Data entry:** occurred in Week 8 to monitor students’ progress along the literacy and numeracy continuums.

• **CTJ- Consistent Teacher Judgement** occurred in Week 6. K-2 teachers discussed and categorised writing samples and SENA Tests by using the continuums as a guide.

**Stage 1 Achievements**

In 2012, it was all about promoting a deep understanding of tolerance. With the London Olympics as being the highlight of our teaching and learning, this special event “kick started” numerous enriching, highly engaging and relevant multicultural learning experiences.

**Term 1:**

• **Workers in our Community Afternoon:** Numerous parents of our school community took time out from their busy work schedules to come and share their jobs with our students. The afternoon was very positive and promoted interest in a wide range of careers.

**Term 2:**

• **Responsible Pet Education Program:** K-2 students developed an understanding of how to behave around dogs. Students participated in a highly engaging presentation and were given the opportunity to safely approach a dog.

**Term 3:**

• **Introduction of Numeracy Groups K-2:** All students were assessed across the Stage to see which Numeracy Group they should go into. Numeracy Groups occur 3 times a week and all teachers felt at ease catering for students’ numeracy learning.

• **Education Week:** Parents were invited to all classes and sample quality teaching in classrooms. During Education Week, K-2 students participated in the whole school “Mini Olympics” involving highly engaging modified games promoting Physical Education and team effort.

• **Public Speaking Competition:**
  Kindergartens: “My Favourite place”
  Year 1: “The best person ever”

• **Indigenous Literacy Day:** Students were exposed to an aboriginal story and we asked to respond to it by producing art works. Art works were then collected to make books to share in the library.

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• **Multicultural Food Day:** Students in K/1P and Stage 1 brought in food from various countries and celebrated the closing of the 2012 London Olympics. This fantastic event promoted a mutual respect of people from different cultures.

• **Student Led Conferences:** The parents were given an opportunity to visit their child’s classroom and get a snap shot of their child’s learning/progress by looking at their books, artwork and SERFie charts. The parents were very positive and the students felt very responsible of their learning.

• **International Talk Like a Pirate Day:** Students came to school with a pirate accessory and participated in hilarious activities related to pirates.

• **Multicultural Food Day:** Students in K/1P and Stage 1 brought in food from various countries and celebrated the closing of the 2012 London Olympics. This fantastic event promoted a mutual respect of people from different cultures.

• **Student Led Conferences:** The parents were given an opportunity to visit their child’s classroom and get a snap shot of their child’s learning/progress by looking at their books, artwork and SERFie charts. The parents were very positive and the students felt very responsible of their learning.

**Term 4:**

• Our students participated in **Gym Sports** once a week for a whole term. This mandatory program is part of the PD/H/PE syllabus where students are
equipped with Gymnastic skills involving activities to enhance their gross motor and fundamental movement skills.

- **Brave Hearts Incursion**: reinforcing and supporting our Child Protection Program taught in Term 3. This highly engaging presentation equipped our students with essential strategies and skills to help them protect themselves in “uncomfortable” situations.
- **Excursion to Wollongong Botanic Gardens**: this excursion enriched our HSIE unit about Japan. Students were involved in Japanese traditions and culture promoting an acceptance with multiculturalism.
- **Japanese Cultural Talks**: Visitors came in and spoke to students about Japanese Traditions and songs. Japanese Culture was also promoted through a “rotation” of activities, where students participated in “hands on” experiences such as Origami and Tea Ceremonies.
- **Kate Forsyth Author Visit**: inspired students to follow their dreams and encouraged the “love” of books and storytelling.
- **K-2 CAPA showcase, “The Holiday”**: Every class had an opportunity to “shine” on the stage. Everyone was involved in singing, dancing and acting. K-2 worked collaboratively to produce a very entertaining and amusing play. The showcase is also a fantastic opportunity for the whole school community to observe how all K-2 classes work together harmoniously.
- **Best Start Data entry**: occurred in Week 8 to monitor students’ progress along the literacy and numeracy continuums.
- **CTJ- Consistent Teacher Judgement**: occurred in Week 6. K-2 teachers discussed and categorised writing samples and SENA Tests by using the continuums as a guide.

### Stage 2 and Stage 3 Achievements

The Stage 2 and 3 students were involved in numerous educational activities throughout the year.

#### Term 1:

- **Peace Poster Competition**: All students in Years 5 and 6 completed an artwork as part of the Lions Club Peace Poster Competition. A variety of mediums were used to express a theme related to peace. Three students advanced to the District level of the competition.
- **Leadership Program**: Year 6 students participated in a Leadership Program and utilised their skills in the Kindergarten Buddy Program. The students supported their buddies in the first weeks of school and continued to support the Kindergarten students throughout the year.
- **Transition to High School**: The Year 6 students took part in a ‘Transition to High School Day’ organised by Bulli High School. During the day the students experienced lessons across a number of faculties. It was an engaging and exciting day for our senior students.
- **Stage 2 Excursion**: Students in Stage 2 visited the Royal National Park as part of their unit of work on ‘Plants in Action’. The students explored and investigated the environment of the national park and learnt about Aboriginal culture and heritage.
- **A Journey to Antarctica**: During Term 1 the Stage 3 students studied ‘Antarctica’. As part of this unit the presentation ‘A Journey to Antarctica’ visited our school. This special presentation was provided by Chris Olsen and featured unique artefacts he has gathered during his expeditions to this fascinating frozen land.
Term 2:

- **Wollongong Schools’ Music Festival:** The senior students continued our traditional involvement in the Choral Festival in 2012. The festival itself involves 23 schools, over 1500 students and over 50 supporting teachers and school staff. The venue for the performance was the Town Hall and continued a long-standing tradition to showcase the outcomes of quality teaching practice in Public schools in the northern area of our Region.

- **Stage 3 Minnamurra Rainforest Excursion:** As part of their study of ‘Rainforests’, the students in Stage 3 participated in an excursion to the Minnamurra Rainforest to study this unique environment first hand. The students were able to study this rare remnant rainforest that once covered vast areas of the Illawarra region.

- **Stage 2 Gibson’s Walking Track Excursion:** As part of the HSIE unit on ‘Then, Now and Tomorrow’, all Stage Two children attended an excursion to the local rainforest via the Gibson Track in Austinmer.

- **APSMO – Maths Olympiads** – In Term 2 a group of 30 students began their involvement in the Maths Olympiad for 2012. The purpose of the Olympiad is to introduce students to important mathematical concepts, to teach major strategies and develop flexibility for problem solving and to stimulate enthusiasm and enjoyment for mathematics.

Term 3:

- **Stage 3 Excursion to Bulli High ‘Oklahoma’ Performance** This excursion provided the opportunity for our students to experience the local high school and, in particular, the performing arts aspect. The Bulli High School performance was highly professional and entertaining.

- **Education Week:** Parents were invited to all classes and sample quality teaching in classrooms. During Education Week, all students participated in the whole school “Mini Olympics” involving highly engaging modified games promoting Physical Education and team effort.

- **Public Speaking Competition:** The Stage 2 and 3 classes selected representatives to compete for places to represent our school in the Seacliff Community of Schools Public Speaking finals. Our Stage 2 and Stage 3 representatives gave excellent performances in both the prepared and impromptu sections with each student winning their respective CoS finals.

- **Stage 2 and 3 Spelling Bee Competition:** The Stage 2 and 3 classes held Spelling Bee Competitions in order to select their class representatives for the school competition. The students in this competition battled it out for a place in the Regional Spelling Bee finals, which were conducted later in the term.

- **Indigenous Literacy Day:** Students were exposed to an Aboriginal story and were asked to respond to it by producing art works. Art works were then collected to make books to share in the library.

- **Southern Stars 2012:** A number of our Stage 3 students represented our school at the Southern Stars spectacular. Thirty-two dancers combined to produce the entertaining item - ‘I’m A Believer’ and twenty-seven students joined the mass choir in this inspiring and entertaining event. One of our students was a featured artist in the ISER Ensemble.

- **CoS Debating Competition:** Twelve of our senior students participated in the inaugural Seacliff Community of Schools Debating Competition. The Austinmer Public School team won the final of this event and all the students exemplified all
that is magic about the opportunities provided at Austinmer.

Term 4:

- **Stage 2 and 3 edYOUtopia Program**: Dr. Patty Rose from edYOUtopia provided students in Grades 3-6 with an opportunity to participate in two exciting, entertaining and interactive 90 min programs that linked to the P.D. Health and P.E. Syllabus, called ‘Taking the Bull out of Bullying’ and ‘Bullynet’. These fun-shop seminars are designed to empower all children and targets of bullying and cyber bullying in a fun and interactive way.

- **Science Fair 2012**: The Year 6 students participated in our own Science Fair during the last week of Term 3. This involved the students completing an independent research project which was then judged by Mentors from the University of Wollongong. The Mentors assisted in selecting the 10 projects to go through to the Science Fair at UOW on Wednesday 31st October 2012. The students’ projects were exceptional and it was pleasing to hear our Mentors comment on how impressed they were with the standard of the children’s work and their knowledge of the research process.

- **Kate Forsyth Author Visit**: inspired students to follow their dreams and encouraged the “love” of books and storytelling.

- **Remembrance Day Ceremony**: On Sunday 11th November, a Remembrance Day Service was held at the Austinmer Beach War Memorial. Two of our Year 6 students, took part in the service. Both students spoke exceptionally well and were outstanding ambassadors for our school.

- **Stage 3 Canberra Excursion**: During Term 4 our Stage 3 students studied the HSIE topic ‘Government’. As part of this unit of work the students visited Canberra and some of the many attractions our national capital has to offer.

- **Stage 2 Bike Day**: The students had a very enjoyable day learning about safety when riding a bike and practising their bike skills at school.

- **Stage 2 Sydney Aquarium Excursion**: Years 3 and 4 had an enjoyable day exploring the sea life at the Sydney Aquarium. The students were able to study a range of unique classes of Australian animals including fish, reptiles, mammals, birds, amphibians and invertebrates.

- **Year 6 Fundraiser**: The Year 6 students held an exciting two days of fundraising for a farewell gift to the school. The support of the school community was outstanding and great fun was had by all.

- **Stage 2 Social**: The students attended an end-of-year disco and had a great time dancing and playing games.

- **Year 6 Farewell**: On Wednesday 12th December, our Year 6 students had a fun evening which included dinner, dancing and games as a farewell from Austinmer Public School. Parents beautifully decorated the school hall and the students had an enjoyable evening.

- **Gym Sports Program**: Our students participated in Gym Sports once a week for a whole term. This mandatory program is part of the PD/H/PE syllabus where students are equipped with Gymnastic skills involving activities to enhance their gross motor and fundamental movement skills.
Sport

2012 has been an outstanding year in all areas of sport for Austinmer Public School. This ranged from students competing in weekly sport activities to students excelling in statewide competitions. Highlights of the sporting year for 2012 included the following:

• The school sport program for students in Years 3 to Year 6, involved students in T-Ball, cricket, AFL, soccer, netball, athletics, swimming, Cross Country, Touch Football and Oz Tag. It also included participation in a Beach Sports program in support of our annual Swimathon and a surf awareness program conducted by Lifeguards from Wollongong City Council.

• 2012 saw the continuation of the Gym-sports program K to 6 focusing on gymnastics, flexibility and fitness.

• The school participated in the North Wollongong PSSA Weekly Inter-school Competitions in Touch Football, AFL, Netball, Oz Tag, Boys and Girls Soccer.

• The school participated in NWPSSA District Carnivals in Swimming (fourth place overall), Cross Country (third place overall) and Athletics (fifth place overall).

• Eighteen students qualified for Regional Carnivals with 6 qualifying for the State PSSA Carnivals.

• One student was Regional Swimming Champion for 2012.

• The school sent participants to District PSSA Trials with seven students gaining selection into North Illawarra Zone representative teams.

• Visiting sports associations and development officers have provided coaching clinics in cricket, AFL, Rugby League and basketball. An Auskick program was run before school for five weeks and 37 students participated.

• Early Stage 1 and Stage 1 participated weekly with rotating games and activities developing both fine and gross fundamental movement skills utilizing both the expertise of teachers and the parent community.

Library and Information Skills Achievements

• Family Reading Challenge – A challenge was set for children to read to someone for 10 minutes six times a week for 10 weeks. I wrote to the sponsors and ambassadors of National Year of Reading and received books to present to the participants. We celebrated with 86 children and afternoon tea in the hall. Some parents have indicated that it was a positive success and would like to see it again in 2013.

• Librarians from the Local library spoke at assembly about joining the local library – 3/4B walked there in Book Week for their festivities.

• World Read Aloud Day - The 2 Year 6 classes read to 2 junior classes on 7\textsuperscript{th} March.

• Authors – John Larkin – Kate Forsyth spell bound with oral story telling.

Our Librarian organized a great day where WAVE FM came to join us in building the World’s Longest Bookmark.

• Longest Bookmark – we made a bookmark that was 125m long and it stretched around the main playground. I applied to Guinness World Records but
was rejected on the grounds it wasn’t interesting enough!

- Indigenous Book Swap Day – The children bought in preloved books from home and swapped with other children. They also dressed in Indigenous colours donated a gold coin to the Indigenous Literacy Foundation
- Inspirational sayings in the weekly newsletter to promote the importance of reading.
- Children who reached certain milestones in their usage of the library had their faces superimposed onto Olympic medallists and displayed in the library foyer and on gold discs hanging from the ceiling
- 3/4 M held a video conference with the St George Dragons Rugby league team
- Entered various competitions held by the national Year of Reading organisation – the school won 4 books, “Are we there Yet?” by Alison Lester , a puzzle, cards and $100 to spend as we please at a book shop
- Restricted section – Is a section set aside for Years 5 and 6 containing fiction for young adults. Parents are required to send in a permission note for their child to access this section. This has been a great success particularly among the senior boys. Parents commented that we have made reading cool for the senior boys
- National Simultaneous Story Time – read “The Very Cranky Bear” – everyone in the school read this book at the same time on 23rd May. Some read the eBooks, some read the copy.
- Young Judges Project with the Children’s Book Council of Australia - students vote for the shortlisted titles and lodge their votes with the Children’s Book Council
- Nominated and voted for books in Kids Own Australian Literature Awards and attended the Ceremony to announce winners at the Monkey Baa Theatre Darling Harbour where children were thrilled to meet and talk to their favourite authors
- Read 2 Remember – Remembrance Day – the whole school read a Pledge of Remembrance at 11am. We were part of the World Record set for the most number of children reading at a single event.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Percentage in bands: Year 3 Reading</th>
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<tr>
<td>Percentage of students</td>
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<td>Bands</td>
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- Academic

- Percentage in Bands
- School Average 2008-2012
- State DEC % in Bands 2012
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

**Significant programs and initiatives**

**Aboriginal education**

There were 10 identified Indigenous students enrolled at Austinmer Public School in 2012. Personalised Learning Plans were designed for these students in consultation with the students, parents and teachers. These plans highlighted the students’ strengths and identified any areas requiring improvement in Key Learning Areas and set goals across academic and social areas.
All Indigenous students achieved at, and in several cases beyond, stage outcomes in both Semester 1 and 2 in Literacy and Numeracy.

In Term 3 as a combination of Book Week and NAIDOC week the school supported the Indigenous Literacy Foundation by holding a “Swap-A-Book” day. This proved very successful as students donated pre-loved books and swapped them for other books. Students made a gold coin donation when “swapping books” and funds raised were donated to the Indigenous Literacy Foundation who supply Indigenous children living in remote areas with Literacy resources. Students from each class also read books written by Indigenous authors and produced a variety of artistic responses. Each class produced a book of illustrations, which were placed in the library.

The Tharawal Indigenous award was presented at Presentation Day to a Year 6 student who demonstrated outstanding leadership and citizenship qualities.

The staff engaged in professional learning for Aboriginal education as part of staff development days in Terms 2 and 3. This training was developed as a joint venture between the Illawarra South east Region and the Department of Education and Communities and the Aboriginal Consultative Group. It is designed to enhance understandings, knowledge and relationships that will develop between school staff, Aboriginal students and the supportive communities.

The staff completed Module 1a- Introduction and Pre-test and 1b- Moral Imperatives and Relationship Building in Term 2 and Module 2 Aboriginal History in Term 3. Modules 3 to 5 must be completed by 2014.

**Ms. Hobbs - Aboriginal Education Coordinator**

**Other Programs – Our Learning Support Team**

At Austinmer Public School we have a dynamic Learning Support Team consisting of: the Executive team- Principal-Mr. Petersen, Assistant Principals- Ms. Burgess, Ms. Hobbs, Mrs. Reid and Mrs. Webb; School Counsellor-Mrs. Gissing; Learning and Support Teacher- Ms. Fenton and National Welfare Student Worker- Ms. Guthrie.

The Learning Support Team (LST) meets weekly to address the educational needs of identified students. Referrals to the team may be made by staff or parents and can be based on personal, social and academic needs. The team assesses each referral and makes the necessary plans to address the individual needs of students, which may include collaborating with a range of student services and communicating with parents.

As part of its role the Learning Support Team also assists and supports teachers in planning, implementing and evaluating strategies for students with identified needs. In 2012 several members of the LST formed Tier 2 of the Positive Behaviour For Success (PBS) Team, which supports students identified from classroom and playground data.

School programs implemented, monitored and evaluated by the LST include: Structured Play Activities- Clubs, Multilit, Reading Recovery and Check In Check Out.

Our LST is a highly effective and essential component of the school’s welfare program and should be congratulated on its professionalism and dedication to the students of our school.

**Ms. Hobbs – LST leader**
Progress on 2012 targets

As a school we are very proud of the achievements of our students and as evidenced by NAPLAN data we can confidently state that we have continued to improve the student outcomes and achievements in both the areas of Literacy and Numeracy.

Target 1
Increasing Student Achievement

- Develop whole school approach to assessment and reporting.
- To have all staff using school based student assessment procedures to develop teaching & learning programs.

In achieving these targets we have:

- Developed and implemented Tracking Sheets in Literacy, Numeracy and Student Welfare.
- Implement a Whole School Assessment Schedule.
- Teachers now use Rubrics to assist in developing Consistent Teacher Judgment (CTJ) when assessing the achievement level of students.
- All staff use collaborative planning with professional dialogue, stage planning and sharing.
- Teachers use the Literacy and Mathematics Continuums Early Stage 1 to Stage 4 to determine the achievement of students against the standard and to develop teaching programs to move students along the continuum.
- Several staff members have participated in a Community of Schools Literacy Project to develop shared expectations of students transitioning to high school and increase the percentage of students’ growth in Literacy.

Target 2
Increase literacy and numeracy levels of all students.

- Increase literacy levels of all students.
- Increase numeracy levels of all students.

In achieving these targets we have:

- Ensured whole staff participation in Focus School Support Professional Learning Program.
- Used the Literacy Continuum and Consistent Teacher Judgment (CTJ) across all stages.
- Teachers gained extra training in the use of SMART Data to identify students’ areas of specific need.
- Kindergarten teachers were trained in 3L Program (Language, Learning and Literacy Program)
- Use of Mathematics Continuum and Consistent Teacher Judgment (CTJ) across all stages.
- Professional development in incorporating the strand of Working Mathematically and promoting mathematical language in teaching/learning programs.
- Stage 2 and 3 staff were trained in the implementation of Newman’s Analysis and problem solving strategies to identify students’ areas of need in problem solving.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of our Learning Support Team process and Mathematics Teaching.

Austinmer Learning Support Team

Background

Every NSW DEC school has a Learning Support Team. This team is responsible for overseeing the overall support and welfare issues for any high needs students in academic, social and emotional areas.

This team is also responsible for supporting students with Integration Funding Support and providing support teachers to assist classroom teachers who have integrated students in their class.

The team consists of the Principal, all of the Assistant Principals, our Learning and Support Teacher, School Counsellor, National Student Welfare Worker and other staff as required.

Findings and conclusions

From the survey responses we can confidently conclude that;

• Parents do appreciate the work of the team in supporting their child.

• All bar one respondent stated that their child’s progress under various programs had been good to excellent.

• Positive responses from parents included the following statements, “The LST is approachable and responsive when we have questions and concerns.” “We believe our child is well known to the team and that her welfare is valued both academically and socially/emotionally.” “Once receiving Learning Support (one on one tuition), my child’s learning experience obviously changed and capacity for learning improved dramatically. My child was able to progress rapidly through the various levels required.”

Stage 2 students enjoying their special Bike Education Day.

Future directions

The team is grateful for the very positive comments received by all respondents. The following quote typifies the comments received, “We are grateful for the opportunity to complete this survey. The LST at Austinmer Public School deserves the highest recognition for their professionalism, their care for both the child and their family and their compassion. We are so grateful for the amazing opportunities our child has been offered at Austinmer and it is largely due to the work of this amazing team. As parents we feel amazingly supported and feel we are part of a solid partnership with our child’s school. We cannot speak highly enough of the Austinmer LST their work has enabled our child to experience school life in a way we would never have imagined possible.”

Whilst all respondents commented positively on the progress of their children through LST interventions two parents strongly recommended changes to reporting to parent processes. A review of direct reporting to parents will be undertaken by the team in early 2013 to develop an improved, comprehensive reporting to parents process.

Mathematics

Background

In preparation for the implementation of the new National Curriculums, it was important to gauge parent understanding of how Mathematics is taught at Austinmer PS.
Findings and conclusions

From the survey responses we can confidently conclude that;

- The vast majority of parents believe that Mathematics is taught well at our school and that their child has made appropriate progress throughout the year.
- Parents are comfortable in their abilities to support and help their child at home with maths.
- Parents are also aware of their child’s strength and weaknesses.
- There were several statements of thanks from parents whose teacher had made contact regarding poor progress of their child, as they felt informed and encouraged by the dedication of these teachers.

Findings and conclusions

From the survey responses we can confidently conclude that;

- Overall parents are very satisfied with the way mathematics is taught at our school.
- Staff report some concerns with the area of Working Mathematically.
- In 2013, more work will be undertaken by staff in developing new ways of teaching the content and processes involved in the Working Mathematically strand.
- From Year 2 to Year 6 an extra emphasis will be placed on improving automatic recall of number facts with times tables and combinations to 20.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In every response sought from parents, students and teachers the satisfaction rating was always in the positive to extremely positive.

Specific positive references were made to a wide range of programs and events including;

- Enjoyment of the school Newsletter
- Strong support for our positive Behaviour for Success programs
- The love of our Fairy Garden
- Support for the fledgling Garden Group and recent initiatives with our School Band
- The good quality of our teaching and administration staff
- The work our Librarian
- Our community interaction with authors, community members and the RSL
- Our school Buddy System.

Areas where respondents thought we could improve included;

- Providing on-line payments for parents
- Smaller numbers across the whole school
- More gluten free lunches provided through our Canteen
- Replace demountable buildings with permanent structures
- Introduce languages into the school curriculum
- More interesting extension work for gifted and talented students.

Each of the concerns raised will be investigated by various staff to determine where we may be able to improve the school.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Increasing Student Achievement

2013 Targets to achieve this outcome include:

- Yr 3 Spelling Increase the percentage of students at the proficiency standard (bands 4, 5 & 6) from 67% to 71%.
- **Yr 5 Spelling Increase**: The percentage of students at the proficiency standard, (bands 6, 7 & 8) from 72% to 76%.

- **Growth Target**: 65 points for Year 5 growth from Year 3 matched students in Spelling (current achievement 58 points).

**Strategies to achieve these targets include:**

- Extra emphasis, time and sharing amongst Kindergarten teachers to consolidate and improve a whole stage based Literacy strategy linked directly to current pedagogical trends.
- Best Start, Kindergarten Assessment drives teaching practice.
- Whole school Spelling tasks and assessments implemented.
- Continuation of the development of a whole school literacy assessment – with a focus on comprehension strategies.

**School priority 2**

**Outcome for 2012–2014**

Leadership At All Levels

**2013 Targets to achieve this outcome include:**

- Having at least 10% of permanent staff engage in extended professional learning opportunities.
- Having at least 10% of permanent staff engaged in extended Australian Institute of Teaching and School Leadership (AITSL). This may include action research, professional learning surveys,
- Developing leadership training, readings and school financial training to support staff in the Leadership aspirations.

**Strategies to achieve these targets include:**

- Provide formalised opportunities for staff to participate in Executive Mentoring and Team Leadership.
- Key Learning Area Teams transformed, with financial training and monitoring.
- Increased leadership opportunities on Key Learning Area Teams.
- Increased opportunity for non-executive staff to take a leadership role.

- **Revised TARS and EARS mentoring / feedback mechanisms consolidated.**

**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.

Ms Sheralee Rae – Outgoing P & C President 2012

Ms Debbie Hobbs – Assistant Principal

Mrs Julie Reid – Assistant Principal

Mr Peter Taylor – Classroom Teacher

Mrs Simone Pallier - Classroom Teacher

Mrs Bronwyn Gleeson – Teacher / Librarian

Mr Paul Petersen - Principal

**School contact information**

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School Code: 1076

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