Our school at a glance

Students

In 2013, Austinmer Public School’s enrolment was 351 allowing us to form 14 classes.

Staff

The staff at Austinmer Public School are amongst some of the most dedicated, experienced and capable teachers in the state. This year there were 14 permanent teachers and long-term casual teachers. Classroom teachers are also supported by a School Counsellor (one day a week), a School Learning Support Teacher (five days a fortnight) three 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.

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 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.

As represented by our SERFie mascot, we value Safety, Effort, Respect and Friendship.

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.

We also have the 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

I would like to take a few moments to acknowledge what a great privilege and honour it has been to have had the opportunity to work closely with such a dedicated Principal, team of staff, executive committee, P&C membership and volunteers this year.

The Staff at Austinmer work very hard to instil SERFie values in each and every child by the time they leave Austinmer PS and move on to high school: Safety, Effort, Respect & Friendship

In today’s world, instilling a good set of Values in our kids is SO important. As a parent of teenagers I am all too aware of how tough it is out there these days for our kids. It’s a big world and thanks to the internet it’s a much bigger world than it was when we were growing up. I believe it’s tougher on our kids too. Often they have to grow up too soon, and deal with situations that are way beyond their years. So to have a foundation of good values, like those taught by Austinmer’s PBS Program becomes even more important. My friends and I worry
about all the things our kids are exposed to as they grow up, will they stay on the right path, and will they make good choices? We usually come to the same conclusion, and that is: as parents and teachers, the best we can do for our kids is provide them with a foundation of good values and then eventually we have to let go...and trust them to make the good choices in life.

That is what is so fantastic about Austinmer’s PBS program, the children are given a thorough grounding in those key values throughout their schooling here and it is woven into the very fabric of the curriculum, and also demonstrated to our kids on a daily basis by all the adults who work here. Thank you to Mr Petersen and to all the Austinmer School staff. A special mention must go to Jo, Carolyn, Caroline and Trudie in the Office, without whom we would not be nearly as well informed or as well organised for our children’s schooling.

I would like to say a huge “thanks” to the P&C Vice Presidents for their tireless support of my position, and their consistent dedication and selfless involvement in the plethora of activities undertaken by the P&C this year. Anna Morris and Martin McCall also worked extraordinarily hard, together with an awesome team of helpers, to create a very successful event of the “Afternoon on the Green” in spite of the inclement weather.

Peter has been an active member of the P&C for 5 years and has been in the role of secretary for the last 3 years (acting again in the position this year). He has done a fantastic job and we are greatly indebted to him for his thoroughness and commitment to the role. Thanks Peter.

Thank you too to Jo Jeffries our Treasurer, for being available with cheques, floats and reports, often at very short notice and always with a smile! Peter, Jo and myself will be retiring from our positions with the P&C this year and hoping some new contenders in the parent community will step up to take on the roles. I commend Peter and Jo for their extensive work and endless commitment in all areas of their duties, they will certainly be missed.

Commencing in 2014 the canteen at Austinmer Public School will be outsourced. This was not a decision that was made lightly. A subcommittee was formed within the P&C to consider all the options for the future operation of the Canteen, and requests were made publicly for a volunteer to coordinate the Canteen, to no avail. Neither the P&C nor the school are in a position to employ someone, so short of closing the canteen altogether, outsourcing appeared to be the final option to keep the Canteen running.

I would like to convey the P&C’s sincere thanks to Tanya Allen for her tireless dedication & commitment where the Canteen is concerned. Tanya has been instrumental, not just in the operations of the canteen, but also in assisting with many of the P&Cs activities this year. A big thank you also goes to Kate Kors for coordinating the volunteer roster, and to all our wonderful volunteer parents.

Congratulations to Tanya and Jo with the efforts on the Business Fundraising committee, where earlier this year we received a grant to commence the resurfacing of the playing fields and the soccer field under the NSW Government Community Grants Program to the value of $13,000.

This was just one of fun mural activities held during the P & C ‘Afternoon On The Green’.

Special thanks must go to Peter Holmes for helping us out by continuing in the role of “Acting” Secretary for a full year beyond his term.
We also managed to recently secure additional funding of a further $17,000 to complete the project.

P&C Fundraising this year has allowed the fit out of the Hall with new state of the Art Audio Visual equipment. Grant from The NSW DET Joint Funding of Capital Works in schools value was $15,000 whilst P&C Contributed $15,000.

Fundraising this year has been very successful despite lower numbers on the committee, we managed to raise over $26,000.

At the last meeting it was decided that the P&C should contribute to the School with the purchase of the following resources:

- 4 deluxe Reading/Writing Centres
- 4 Reading Box Kits (suitable for each stage level)
- 4 Science Kits (suitable for each stage level)
- 4 sets of Volume & Capacity equipment
- And a new portable PA system with CD/MP3/USB player

The Garden Club, and its off shoot the Green Team, has worked with sixty students across two x 4/5 classes every Thursday to research sustainability options available within the school and to investigate different ways to interact with the environment.

With a team of parent volunteers and two teachers, the students embarked on a number of environmental initiatives across the school to improve the grounds, create habitat, reduce waste and educate their peers about sustainability.

Since Term 3, parents have also been running Garden Club activities for students in Kindergarten to Year 2 in the upper school on Fridays. All these students were also involved in growing plants to sell at the recent fete.

The Austinmer P&C and Mr Petersen have actively and financially supported Garden Club and Green Team activities since 2011. Thank you to all those staff and parents whose continuous commitment of their time and effort makes these valuable activities possible for our students.

It has struck me many times since moving to Austinmer in 2011 what an amazingly close-knit and supportive community we have here. I am proud to be a part of that community and to have been able to assist in the P&C and contribute to this wonderful school. Thank you all for your ongoing support and I wish you well in 2014.

*Kara Malss*

*President*

*Austinmer P&C Association*

---

**Student information**

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

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>141</td>
<td>138</td>
<td>132</td>
<td>148</td>
<td>162</td>
<td>170</td>
<td>175</td>
</tr>
<tr>
<td>Female</td>
<td>145</td>
<td>142</td>
<td>151</td>
<td>155</td>
<td>181</td>
<td>176</td>
<td>174</td>
</tr>
</tbody>
</table>

*Here are some of our circus performers enjoying the fun in the hall during the P & C ‘Afternoon On The Green’*
### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>94.1</td>
<td>93.8</td>
<td>93.6</td>
<td>94.9</td>
<td>91.8</td>
<td>93.4</td>
<td>92.5</td>
<td>94.6</td>
</tr>
<tr>
<td>2009</td>
<td>95.8</td>
<td>94.5</td>
<td>95.9</td>
<td>94.6</td>
<td>94.9</td>
<td>93.2</td>
<td>94.0</td>
<td>93.4</td>
</tr>
<tr>
<td>2010</td>
<td>95.6</td>
<td>96.2</td>
<td>94.8</td>
<td>95.8</td>
<td>94.9</td>
<td>96.1</td>
<td>95.0</td>
<td>94.7</td>
</tr>
<tr>
<td>2011</td>
<td>95.0</td>
<td>95.4</td>
<td>95.5</td>
<td>95.7</td>
<td>94.6</td>
<td>95.4</td>
<td>96.6</td>
<td>94.9</td>
</tr>
<tr>
<td>2012</td>
<td>95.6</td>
<td>94.7</td>
<td>94.5</td>
<td>94.5</td>
<td>94.6</td>
<td>95.5</td>
<td>94.4</td>
<td>94.9</td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Workforce information

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

#### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.58</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>19.28</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal 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>20</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>5</td>
</tr>
</tbody>
</table>

### Management of non-attendance

The school Learning Support Team manages any incidences of non-attendance as per Departmental policies.

During 2013, we trialed a very successful "Dogs In School" program using the expertise of one of our Student Learning Support Officers. We hope to continue this work in 2014.
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>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$90329.16</td>
</tr>
<tr>
<td>Global funds</td>
<td>197246.03</td>
</tr>
<tr>
<td>Tied funds</td>
<td>110764.03</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>145002.69</td>
</tr>
<tr>
<td>Interest</td>
<td>3203.51</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>23270.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>569815.79</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 47543.38   |
| Excursions                | 10566.65   |
| Extracurricular dissections| 51462.16  |
| Library                   | 5777.93    |
| Training & development    | 12499.37   |
| Tied funds                | 112674.08  |
| Casual relief teachers    | 60735.10   |
| Administration & office   | 56136.81   |
| School-operated canteen   | 0.00       |
| Utilities                 | 28509.16   |
| Maintenance               | 12182.50   |
| Trust accounts            | 20988.22   |
| Capital programs          | 10464.82   |
| **Total expenditure**     | 429540.18  |
| **Balance carried forward**| 140275.61 |

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

Austinmer Public School students continue to show results that are above the state averages across all areas of the NAPLAN testing. Of interest are Year 3 boys who as a group have improved by 41 scale scores from the 2012 data in the test aspect of Reading and are 47 scale scores above the state average in the test aspect of Reading. Growth for Year 5 boys are 14 scale scores above the state average growth in the test aspect of Spelling.

Academic achievements

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.

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
These students are using iPads (purchased thanks to P & C generosity) to create digital animations in their Creative Arts classwork.
NAPLAN Year 5 - Numeracy

Achievements

2013 has presented many wonderful learning opportunities and special events for our students.

Each Stage group has planned and organised a number of beneficial events to support the valuable learning taking place throughout the year.

Early Stage 1 Achievements

2013 marked an exciting year for our Kindergarten students. Our Early Stage 1 students have soared throughout the year developing confidence to take risks with their learning and being exposed to explicit strategies to assist them in Literacy and Numeracy. With guidance from their teachers, the students have had a warm and welcoming introduction to their very first year of “Big School”.

Term 1:

- Best Start Assessments (week 1 and 2)

- Introduction of L3 (Language, Literacy and Learning) in the Kindergarten classrooms: Mrs Goulder, Miss Rasmussen and Mrs Pallier introduced “The Engine Room”, Guided Reading and Writing, Modelled Reading 6 times a day, followed by rich conversations promoting vocabulary in the classrooms.
• **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 confident in catering for students’ numeracy learning.

**Term 2:**

• **Best Start Data entry:** occurred in Week 10 to monitor students’ progress along the literacy and numeracy continuums.

• **Fire Safety Day:** Thirroul Fire Brigade visited Austinmer Public School and taught us all the essentials of keeping ourselves safe when there is a fire.

**Term 3:**

• **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.

• **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 various situations.

• **Education Week: COS Learn Together Day:** Mrs Goulder and Miss Rasmussen organised an action packed day for all Kindergarten students in our Seacliff COS area. All students participated in many highly engaging Indigenous Games.

• **Public Speaking Competition:**
  The Kindergarten topic was “My Favourite place”

• **Excursion to Symbio Wildlife Park, Helensburgh:** This excursion enhanced and supported our HSIE unit about Australia. The excursion extended the students’ field of knowledge to motivate and enhance language, literacy and writing tasks in the classroom.

• **Student Led Conferences:** 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 responses from parents were very positive and the students felt responsible for their learning.

• **Best Start Data entry:** occurred in Week 10 to monitor students’ progress along the literacy and numeracy continuums.

**Term 4:**

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

• **K-2 CAPA showcase, “The Treehouse”:** Every junior school student had an opportunity to “shine” on stage with our annual production. Students were involved in singing, dancing and acting. K-2 worked collaboratively to produce a very entertaining and amusing play. The performance is also a wonderful opportunity for the whole school community to observe how all K-2 classes work together harmoniously.

• **Best Start Data entry:** occurred in Week 10 to monitor students’ progress along the literacy and numeracy continuums.

---

*The Illawarra and South East Region Performing Ensemble visited us in Term 4. The wealth of talent in NSW Public Schools is outstanding.*
Stage 1 Achievements
The Stage 1 students were involved in numerous educational activities throughout the year.

The new music program was introduced into K-2 classes with the aim of incorporating music into the lives of the students. Students participated in highly engaging, practical weekly lessons with Mrs Burns.

Numeracy groups continued across K-2. All students were assessed to confirm they were placed into the correct Numeracy Group. The formation of these groups, allowed the teachers to cater for the needs of the students’ in numeracy.

Term 1:
- **Swim-a-thon**: All students participated in the ‘Welcome to School Swim-a-thon’. Students participated in a running course encouraging one another during the event. This event is also a major fund-raising activity for our P & C with not only sponsorship of our student swimmers, but also a lovely beachside fete finishing off the day.

- **Grandparents Day/Harmony Day**: Grandparents were given an opportunity to visit their grandchild’s classroom. Students loved sharing their learning activities with their grandparents and comparing learning experiences.

- **K-2 Cross Country**: All students walked to Glastonbury Gardens to participate in the cross-country. The aim was to enjoy and finish the race with their classmates and parents cheering them on.

Term 2:
- **Excursion to The Wollondilly Heritage Centre**: This excursion was planned to supplement work on Families Past and Present. Students were involved in hands on activities and learnt what it was like to live in the ‘olden days’.

- **Thirroul Fire Brigade Visit**: K-2 students completed a unit of work based on who in the community can keep them safe. They learnt what to do in the case of an emergency and how they can prevent fires from starting around the home.

- **K-2 CAPA Musical Showcase**: Every class had the opportunity to ‘shine’ on the stage. Mrs Burns co-ordinated the performance and every student was involved. It was a fantastic opportunity for the whole school community to observe the music program that had been introduced into the junior school.

Term 3:
- **Education Week**: Students were involved in the Seacliff Community of Schools Learning Together Day. It was a day to celebrate in learning together and to celebrate education. Year 1 visited Helensburgh Public School and Year 2 Stanwell Park Public School. The day comprised of rotating through Indigenous games from the Yalunga Traditional games.

- **Jump Rope for Heart**: Students participated in the whole school Jump Rope for Heart Skip-a-thon involving highly energetic activities promoting Physical Education and team effort.

- **Public Speaking Competition**: Stage 1: “Happiness Is ....” Representatives were chosen from Stage 1 to represent our school in the Seacliff Community of Schools Public Speaking finals. All students gave excellent performances in both the prepared and impromptu sections.

- **NAIDOC Week**: Students were exposed to Aboriginal stories and participated in related activities.

- **Dental Care Program**: Students participated in a presentation to teach them the importance of looking after their teeth and gums.
Term 4:

- **Responsible Pet Program**: K-2 students developed an understanding of how to behave around dogs. Students listened to a highly engaging presentation and were given the opportunity to safely approach a dog.
- **Book Parade**: All students dressed up as their favourite characters for the Book Parade and shared their love of reading.
- **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 responsible for their learning.
- **Brave Hearts Incursion**: Reinforcing and supporting our Child Protection Program. This highly engaging presentation equipped our students with essential strategies and skills to help them protect themselves in ‘uncomfortable’ situations.
- **Monty Pryor Author visit**: All students were involved in this highly engaging performance sharing Aboriginal Dreamtime stories. The show inspired students to follow their dreams and encouraged the ‘love’ of books and storytelling.
- **Sue Whiting Author Visit**: Sue launched her book ‘A Swim in the Sea’ at Austinmer. The students were the first to be read the book and participated in related activities.

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.
- **CSIRO Science Show**: The Stage 2 and 3 students enjoyed a light and laser demonstration, learning about how light can be manipulated by reflecting, blocking or refracting it.
- **Taiwanese Pen Pals**: Students in Stage 2 and 3 had the opportunity to learn about children from another cultural setting and background and began to form friendships with Taiwanese students through traditional hand written Pen Pal letters.
- **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. A group of 12 students attended the National Young Leaders Day, a
program designed to develop strong leadership values.

- **Problem Solving Groups:** All Stage 2 and 3 students participated in problem solving groups. These groups focused on the skills of Working Mathematically and used Newman’s Problem Solving Steps as a basis to solving word problems.

- **Harmony Day & Grandparents Day:** Grandparents were invited into the classrooms to participate in lessons and then share a lunch in the playground together. Harmony Day was a celebration of all things cultural. Students sampled food from different countries and participated in multicultural activities in their classrooms.

- **Student Leadership Nominations:** This year has seen positive changes to the Student Representative Council and the processes undertaken in the nomination of senior leaders in our school. Year 5 students have commenced the process of nominating themselves for leadership positions in the SRC in 2014. The elections will take place in the latter stages of term 4 and the new senior leaders will be ready to start the new school year as presidents and vice-presidents of the SRC.

- **Jump Rope for Heart Program:** The Year 6 students were given further opportunities to develop their leadership skills by organising the Jump Rope Program across the school. Students lead skipping lessons each week for all classes across the school. The culmination of the program involved Year 6 leading a group of students between a range of activities and raising funds for the Heart Foundation.

- **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:** As an amalgamation to a unit of work ‘Australia - You’re Standing In It’, Stage 2 students visited Sydney to explore the iconic landmarks and buildings significant to Australia’s heritage. The students were fortunate enough to have seen an impromptu live performance by a local Indigenous artist as they toured the city.

**Term 2**

- **Wollongong Schools’ Music Festival:** The senior students continued our traditional involvement in the Choral Festival in 2013. 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 Industry World Excursion:** As part of their study of ‘Global Connections’, the students in Stage 3 participated in an excursion to Industry World which is located in Bluescope Steel. The students learnt about the importance of the steel industry to Australia and how we are connected to the rest of the world through trade.
• APSMO – Maths Olympiads – In Term 2, a group of 30 students began their involvement in the Maths Olympiad for 2013. 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 ‘Fiddler On the Roof’ 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 and COS Learning Together Day: Our Community of Schools group participated in a ‘Learning Together’ day at various schools in our local area. During Education Week, students were involved in rotational Indigenous games that promoted fundamental movement skills with a cultural perspective. It was a wonderful experience for students and teachers alike.

• 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 the Stage 3 student winning the 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.

• Southern Stars 2013: A number of our Stage 3 students represented our school at the Southern Stars spectacular. Twenty-five dancers combined to produce the entertaining item – ‘Eating on a Plane’ and forty-three students joined the mass choir in this inspiring and entertaining event.

Term 4

First Aid Awareness: Stage 2 students participated in a St Johns Ambulance First Aid awareness course. They learnt many important skills and strategies to assist them in administering first aid and what to do in an emergency situation. Each student was given a certificate of participation and a first aid kit to take home.

• Science Fair 2013: 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 6th November 2013. 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. Two of our students achieved 2nd Place in the Stage 3 section of the UOW Regional Science Fair.

- **Remembrance Day Ceremony**: On Monday 11th November, a Remembrance Day Service was held at the school. Three of our Year 6 students, took part in the service. All students spoke exceptionally well and were outstanding ambassadors for our school.

- **Stage 3 Camp Excursion**: During Term 4 our Stage 3 students attended a camp at the Sydney Academy of Sport. The camp assists the students to realise their potential in communication, decision-making, problem-solving, resilience, team building and leadership.

- **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.

- **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 4th December, our Year 6 students had a fun evening which included dinner, dancing and games as a farewell from Austinmer Public School. The school hall was beautifully decorated by parents and the students had an enjoyable evening.

- **Footsteps Dance Program**: Our students participated in Footsteps once a week for the term. This program is part of the PD/H/PE syllabus where students are equipped with dance skills involving activities to enhance their ability to perform a range of movements.

### Library and Information Skills Achievements

- **National Simultaneous Story time was held on Wednesday, 22nd May at 11am by the Australian Library & Information Association. Students from across Australia were invited to participate in this activity to promote reading and literacy. Our whole school read “The Wrong Book” by Nick Bland either in hard copy, pdf or ebook.**

- **Scholastic Book Fair was held in the first week of September in the Library. It was very well supported by the students and families, selling $5000 worth of books during the week. The school was able to keep a cash commission as well as retain books from the fair to put into the library.**

- **The theme for this year’s Children’s Book Council of Australia was, “Read Across the Universe”. As well as the literary experiences, the celebrations culminated in a Book Parade which was very well supported by the community, ensuring all students thoroughly enjoyed the event.**

- **Eight Library Monitors accompanied Ms Sara Burns to the Fraternity Club, Fairy Meadow to attend the Literary Lunch arranged by the Illawarra branch of the Children’s Book Council. The students had lunch and participated in workshops. They were able to chat to various authors in attendance.**

- **K.O.A.L.A. (Kids Own Australian Literature Awards) Awards gives students the opportunity to nominate their favourite**
books, resulting in shortlist, on which children from all over NSW vote for the winners in various categories. Seventeen Library Monitors attended the award ceremony which was held at Newington College, Stanmore. They listened to authors recall their school experiences, chatted with them and got autographs.

- Year 1 participated in a video conference with Five Dock Public School where the Hon Barry O’Farrell, Premier of NSW, held an award ceremony for the Premier’s Reading Challenge. The Danish Royals attended this event and we were able to watch it live.

- Ninety students participated in the “Doodle for Google” competition which involved designing a logo for Google based on the theme of explorers. There were 16,000 entries from all over Australia. We received a letter to say they were amazed by the standard of entries.

- Additional shelving for the compactus was purchased to house many more Guided Reading books. The money for these new books was largely donated by the P & C.

- Thirty two children completed the “Read More in May” challenge and were invited to an afternoon tea in the library as a reward for their efforts.

- Corporal Mark Donaldson VC visited Austinmer Public School in 2011. This year he published a new book and has placed a photo of his visit to our school in it. We are very proud to have had such an impact on such a respected Australian citizen.

- The students attended two author visits by Monty Boori Pryor and Sue Whiting. Monty Boori Pryor has written several well known books and is at present an Australian Children's Laureate. Sue Whiting has also written several books, is local, and is at present an editor in Sydney. She took the opportunity to launch her newest book, “A Swim in the Sea”, with Early Stage 1 and Stage 1 by having a party with a beach theme.

- Parent helpers and volunteers continue to play a huge part in the smooth running of our library. We are very fortunate to have a supportive parent body who cover books and tidy shelves. We have a parent who is studying Librarianship and volunteers her time for 2 ½ hours per week, which is an invaluable help in the administration side of the library.

Significant programs and initiatives

Aboriginal Education

- Austinmer Public School was proud to have a number of identified Indigenous Students this year. These students worked hard with their teachers to achieve academically and socially within our school community.

- Throughout the year all students were engaged in learning activities focused on Indigenous values and traditional ways of life. This culminated in Term 3 with our weeklong NAIDOC celebrations where we recognised the lives and achievements of Indigenous Australians. The students worked to create their own boomerangs that represented traditional indigenous storytelling and engaged in Aboriginal Dreaming stories.

Who can resist dressing up for our Book Character parade?
• We had a whole school afternoon where classes worked together to create their own bracelets symbolising their acknowledgement and understanding of Indigenous Culture. Mrs Polster and her class also supported a whole school assembly that focused on the recognition of Indigenous people and their culture.

• We once again supported the Indigenous Literacy Foundation by holding “Swap-A-Book” day. Students donated pre-loved books to swap along with a gold coin donation. The funds raised went to supply Indigenous children living in remote areas with Literacy resources.

• Austinmer Public School also had a visit from Monty Pryn and Indigenous storyteller, writer and performer. The whole school embraced his creative ways of storytelling, dancing and playing of the Didgeridoo.

• Weekly at our whole school assembly we have been privileged to be able to recognise and invite one of our own Indigenous students to greet the assembly with the welcome to country. The Tharawal Indigenous award was presented at Presentation Day to a student who has demonstrated outstanding leadership and citizenship qualities.

• The staff engaged in further professional learning in Aboriginal Education. The training was provided at Austinmer Public School with leaders and teachers from our community of schools attending. The training provided 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.

Ms. Kate Rasmussen – Classroom Teacher

Student performances during our NAIDOC Assembly.

Other Programs –
National Student Welfare Worker Program.

The overall goal of the Wellbeing Worker program in 2013 has included providing general social and emotional support to build resilience in children and their families. Within the 10 hours per week position at Austinmer Public School the program has offered group work, structured play activities, informal contacts and individual support to families, students and school staff.

The Wellbeing program at Austinmer Public School is funded through a Federal Government initiative and administered through Good Beginnings Australia, a not for profit organisation. The program is designed to form part of the already existing Learning Support Team within Austinmer Public School and participation is voluntary.

The major programs over 2013 have included;

• Friendly Friends: The Friendly Friends group is a 5 week program designed for the junior years (Yr. 1-2). It provides opportunities for up to 6 students to participate in interactive and fun games while supporting them in building on social and emotional skills. The program aims are to provide care and general social and emotional support to students through identifying strengths and building resilience.

• Connect: This program offers informal and planned individual discussions and support to new students and parents of Austinmer Public School, students and
families requesting support and kinder students and families. The aim of this program is to provide care and general social and emotional support to students and families through identifying strengths, building resilience and where appropriate referring to other support services.

- **Friendly Focus: The Student**
  Representative Council (SRC) sub group, with the help of the Wellbeing Worker, planned, ran and evaluated a focus group. The focus group consisted of new students to Austinmer Public School in 2013. The SRC students developed skills in group work, ensuring the participatory process for new students was fun, meaningful and safe. This focus group was run with the aim to firstly assist the SRC and wider school community to gain information, which will help to improve services to new students and families to Austinmer public school community and secondly develop new skills for SRC members such as how to plan, run and evaluate a focus group.

- **Linked in:** The Linked in program is a program designed to enable senior students (Yr 4 to 6) to model positive behaviours to younger students within the Friendly Friends group. The aim of the program is to provide the Linked in student with a supportive and safe environment to practise skills in resilience, decision-making and problem solving. This program also aims to empower the participating student to practice social and emotional skills, support other students and contribute positively to the school community. This year students participating in this program reported feeling supported in practising skills, felt proud of being able to support other students and recognised for making a positive contribution to the school community.

- **The Art of friendship:** An open and Informal lunchtime art based group run once per month or as required with a focus on friendships, relationships and building resilience.

- **Skills for primary school:** This program was run for a period of 6 weeks. The program included discussions and activities which were aimed at assisting Year 3 students to practice important social and communication skills through a series of fun games such as Toss n Talk and the friendship game.

- **Inspire:** The Inspire program is a 6 week program designed for years 3 to 5. It provides interactive and fun activities for a maximum of 6 students and builds on social and emotional skill development. This program aims to provide students with a supportive and safe environment to practice and develop skills in leadership, decision making and problem solving and to empower students to practice social and emotional skills, support other students and contribute positively to the school community through peer support and the production of a game.

- **Junior Lunch Buddies:** The Junior Lunch Buddies program is a program designed to enable junior students (Yr. 1 to 2) to be supported and connected with senior students in the school (Yr. 4 to 5) who will model positive social skills and promote connections and possible friendships between same-age peers. The ‘Lunch Buddies’ program runs over a period of a school term. It provides interactive and fun opportunities for students and builds on junior student’s social and emotional skill development.

- **Senior lunch buddies:** The senior Lunch buddies program is a program designed to enable senior students (Yr4 to 5) to model positive behaviours to younger students (Yr. 1 to 2) once a week at lunchtime for a school term. Senior buddies are able to model positive social skills and promote connections with other students in the playground as well as contributing positively to the school community.

Charmaine Guthrie – Wellbeing Worker
Other Programs –

Austinmer PS Learning Support Team

At Austinmer Public School our Learning Support Team consists of: the Executive team: Principal- Mr Petersen; Assistant Principals- Mrs Reid and Ms Hobbs; School Counsellor- Mrs Gissing; Class teacher- Mrs Polster: Learning and Support teacher- Ms Fenton and National Welfare Student Worker- Ms Guthrie.

The Learning Support Team (LST) meets weekly to address the needs of identified students. Referrals to the team may be made by staff and parents and are be based on physical, cognitive, sensory, social and emotional needs. The team assesses each referral in consultation with the class teacher and develops plans to address the individual needs of students which include communicating with parents and in some cases, collaborating with a range of student services.

This year the staff engaged in professional learning regarding the Disability Discrimination Act 1992 (DDA) and Disability Standards for Education 2005. This led to the staff participating in the PLASST trial: Personalised Learning and Support Signposting Tool. This tool is being developed to assist teachers and the LST to assist in identifying, understanding and profiling differences in the learning needs of our students.

In October our school was also involved in the trial of the Nationally Consistent Collection of Data. This involved counting the number of students who are supported by any form of adjustment in the domains of: physical, emotional/social, sensory and cognitive areas. The school had a total of 61 students who received adjustments for 10 weeks before July 28th.

Tracking and Profile sheets are used by staff to record student information to pass onto the following teachers to allow effective transitioning of all students into 2014. Time is allocated at a staff development day for this transfer of information.

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 – Learning Support Team Leader

Reading Recovery

Reading Recovery is offered to Year 1 students and is based on individual instruction of Reading and Writing over 20 weeks. This is the 5th year that the school has participated in this intervention.

A total of 10 Year 1 students received Reading Recovery this year comprising of 6 students in Semester 1 and 4 students in Semester 2.

All 10 students were discontinued as they achieved the benchmarks according to the Literacy Continuum for Year 1.

Monitoring of Year 2 and 3 students who received Reading Recovery in 2011 and 2012 was conducted in Semesters 1 and 2. The majority of students were above the Reading Recovery benchmarks.

Data from all Reading Recovery schools in the Illawarra South East Region was gathered and analysed and it is pleasing to report that again our region is performing above state benchmarks.

Our school will continue with Reading Recovery in 2014 with an allocation of 4 students per day. I will be handing over Reading Recovery to Mr Clark who will be training in 2014.

Ms Hobbs – Reading Recovery Teacher
Positive Behaviours for Success (PBS)

The PBS committee meets fortnightly to coordinate the implementation of the school’s positive reward system and practices as well as monitors and analyses data collected in regards to student’s behaviours both in the classroom and playground.

In collaboration with the Learning Support Team, this year the committee incorporated the PBS policy into the student welfare policy, sharing it with the school community at the P & C meeting. This policy formalises the procedures and routines for teachers to respond appropriately to behaviours.

The committee supports teachers in scheduling lessons to promote positive behaviours school across the school K-6, recognises student’s achievement through Bronze, Silver and Gold awards, organises celebration events and monitors student’s behaviour through the individualised student reflection and ‘Check In Check Out’ programs. The committee also purchased new signage to promote the school values in the playground.

MUSIC

This year the students from Austinmer Public School have been involved in a wide variety of creative and performing arts activities. Students from Kindergarten to Year 2 had weekly lessons with a specialist music teacher. These lessons covered the concepts of music, introduced simple music notation and the making and appreciation of music.

Stage 2 and 3 had the opportunity to be involved in Southern Stars, in both choir and dance, and Choral Festival and most students were given the opportunity to perform during the year at school assemblies, instrumental festivals and other special events.

Throughout the year some of the classroom music lessons focused on performances from Musica Viva groups. Pastance, an Irish folk group and Mara with a focus on global music and instruments were well received by all students.

All students were again involved in the Music for Life, Music Count Us In, Federal Government initiative which raised awareness of the importance of music in children’s education. The whole school sang on the school oval the song ‘Keep On’ at the same time as thousands of students all around Australia.

Once again the Austinmer Senior Choir were involved the Northern Illawarra Choral Festival in July. Here they had the opportunity to sing as part of the massed choir as well as singing two pieces for our school item. The students worked hard and were able to sing in 2 parts. The choir has also performed at assembly, special assemblies and other special events. This choir is coordinated by Ruth Burns.

Austinmer’s year 4, 5 and 6 students were encouraged to be part of the Southern Stars massed choir this year. These students attended rehearsals at school and offsite, then performed with props and choreography at the four Southern Stars’ performances. The choir also performed at a school assembly during the year.

Mrs Alison Garvie has continued the Austinmer band program this year holding weekly rehearsal and also offering group tuition lessons. Alongside her, we have had music tutors working weekly with our students before school. They are Mr Bill Burn – brass and woodwind, Ms Maija Upenieks – recorder and violin, Mr Zoltan Budai – guitar and Ms Ann Lehmann – guitar. The work of these tutors alongside our Music Coordinator, Ruth Burns, culminated in a midyear ‘Winter Soulstice’ concert, where all students were able to perform as well as the Senior Choir and some soloists. The concert was a full house and another is planned for the end of the year.

In Term 4, a vocal ensemble of 12 students was formed to extend and challenge those students who love to sing. The focus of this group is to develop the students’ range and challenge them with more complex repertoire. They meet weekly on a Wednesday lunchtime and are under the guidance of Ruth Burns.
K-2 were involved in 2 performances in 2013 – a midyear music concert, where each class was able to demonstrate the music concepts they had been learning and an end of year musical, the Treehouse, where both music and drama skills (for Year 2) were demonstrated.

**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:

In 2013 our school carried out evaluations of ICT, our playground, school culture and our new Austinmer P.S Facebook page.

**ICT**

**Background**

Austinmer P.S prides itself on being a school that keeps abreast of current ICT development in education. It has been with the support of our P&C that we have been able to purchase a large percentage of our new ICT equipment.

ICT enhances student engagement and supports the students learning across all key learning areas. ICT in the classroom and across the school also ensures that our students become and continue to be 21st Century Learners. We set out to survey our community in regards to ICT usage in the home and to gain an insight on how our community thought ICT was being implemented at a school level.

**Findings and Conclusions**

From the survey responses we can confidently conclude that;

- The majority of children had access to a Computer PC at home and approximately 10% of these families have an Apple Mac.
- A large percentage of our students have access to such technology on a daily basis and this also seemed to correlate with a similar amount of students having access to the internet.

- It is clear that a large percentage of our parent community are quite knowledgeable in regards to utilising various forms of technology and feel quite confident when assisting their children on the home PC.

- The majority of our parents and community feel that we are resourcing the school well in regards to technology for the students of Austinmer P.S. However, there were a few parents that raised concerns regarding internet safety and cyber bullying.

- Some other parental feedback included:

  “ICT is the way of the world, so staying abreast of a fast moving growth area is important for education.”

  “I believe all children should have access to technology as it is the way forward.”

  “Internet safety should be a critical component of the schools program.”

**Future Directions**

The ICT committee has been growing this year, with a number of new staff members that have demonstrated a keen interest in being involved in the monitoring and up keep of our growing technology within the school. This has been invaluable with the installation of the new ICT equipment in our school hall.

The ICT committee all agree that vital lessons on internet safety and cyber bullying will continue at the appropriate age level and that more emphasis will be placed on the risks involved and possible outcomes. It was also discussed that the school may be able to assist the parent body in regards to internet safety in the home.
Austinmer P.S. Official Facebook Page

Background

Effective communication to our community is of vital importance. We developed the Austinmer P.S Facebook page as not only another form of effective communication, but as a tool to get instant and up to date information to our parents and community.

A team of three staff members are responsible for updating and posting relevant information and reminders on the page. The committee also decided that none of our student’s photos would be published on the page and that the main objective of this project was to simply distribute instant news to our parent body.

Findings

- 100% of the parents surveyed were very satisfied with the information being posted to the page. They felt the information and reminders provided were of excellent value and were grateful for the work being put into the page.
- A small percentage of parents would like to see celebrations of the school and student achievements posted to the page.
- The majority of parents would also like to have access to the weekly school newsletter via the Facebook site.
- Links to the schools P&C, particularly the canteen and its menu were also suggestions from parents.

Conclusions

From the survey responses we can confidently conclude that;

- The Austinmer P.S official Facebook page has been a positive inclusion and a resounding number of parents would like this line of communication to continue and develop even further. The school will continue to promote the page as an excellent line of instant communication.
- The committee believes that in the interest of student safety, it will continue not to post any identifiable photos of students.
- Discussions will take place in 2014 in regards to incorporating links to relevant school information pages such as; the canteen, the schools P&C and our weekly newsletter.

Playground

Background

In 2013 the school sought the opinions of parents about the school playground areas. Some concern has risen in regards to lack of adequate play areas for our growing school community.

Findings

- There was a strong response in regards to not splitting the lunch times between the junior and senior school. Parents were concerned about siblings not being able to catch up or play with one another. Another concern raised was how the kinder buddy system would run effectively with split lunches.
- Many parents felt that there is a lack of structured or fixed equipment for the children to play on and would like to see something of this nature introduced into the playground.
• The most popular part of all of the playground areas was the main large playing field.
• The least popular area was the lower field, south of the senior demountables. Some parents also raised the question of why the wooden totem poles were introduced when they take up valuable playing space.
• Some other suggestions from the parents included; more sporting equipment for the children to have access to, more trees and shaded areas for children to sit under and the suggestion of work to improve the quality of the cricket nets.
• A few parents also thought the removal of demountables and new double story buildings would assist in increasing the play areas for the children.

Conclusions
• Discussions have already commenced amongst the executive and P&C in regards to the options for some fixed equipment being placed in parts of the ‘Fairy Garden’ in 2014. Such structures would need to be more compatible with natural environment within this area, such as natural wood and stone climbing structures following the cascading landscape.
• The PBS committee will need to discuss the organisation of specific sporting equipment being allocated in various areas of the playground. This will hopefully encourage more children to play in a variety of areas and lighten the overcrowding on the front field.
• Other suggestions such as the improvement of the cricket nets and any other improvements to the lower field will need to be raised and discussed within the appropriate forums in 2014.
• The reality of demountables being removed and new buildings being introduced in the near future is however unlikely.

School Culture
In 2013 the school sought to gain an insight into the opinions of the parents and community in regards to their overall satisfaction of the school.

Findings
• There was an overwhelming positive response in relation to the quality teachers at Austinmer P.S. Many parents commented on the professionalism of our teachers and genuine care that they demonstrate towards their students.
• There were a number of positive comments in regards to the school community being supportive and friendly.
• Parents were happy with the positive behaviour strategies being implemented throughout the school through our PBS program.

Some areas that they would like to see improvement include;

• The recommendation of air conditioning in all classrooms. Some found it unfair that certain classrooms had air conditioning and others didn’t.
• Many parents felt that the fixed buildings in the school need an upgrade and there were also concerns of the increasing amount of students. As a result they commented on the increase of demountables and therefore less playground space and a need for more toilets in order to cater for the increasing student population.
• There were also suggestions of improved payment options through the office such as direct deposit and term by term invoicing payments.
Conclusions

- It is clear that a large percentage of the parent body of the school are very impressed with the quality teaching staff at Austinmer P.S and they also value the friendly and warm disposition of our all staff members, both teaching and non teaching.
- The wider Austinmer community is highly valued for its diversity and supportive nature. This is a clear attraction for many families in the area.
- It is evident that there is a need for a number of general physical improvements to the school buildings, with parents concerned with a number of issues such as; old, worn out carpet, peeling paint and an upgrade of the schools toileting facilities.

Professional learning

The School Plan focus for 2013 was on the introduction of a new syllabus in English. This syllabus, developed by the NSW Board of Studies, is scheduled for full implementation in 2014 and is based on the Australian National Curriculum. Significant professional learning activities were undertaken to prepare teachers for the inclusion of the new syllabus throughout the year. This included staff participating in multiple online learning modules and intensive staff development sessions designed to introduce the new syllabus into classroom learning programs.

Our Seacliff Community of Schools also worked towards this target with focus groups of staff from each feeder school participating in Network Focus Groups. These groups played a vital role in coordinating the professional development of the new English syllabus in each school in a concerted effort to bridge the gap between primary and high school education. In particular, our Literacy Focus group were very successful with many resources developed for sharing between and across schools. All schools also participated in a combined COS School Development Day held at the beginning of Term 2.

As can be seen in the section on Finance earlier, professional development activities were funded by tied grants and through additional TPL funds dedicated from the school directly. We were also successful in gaining significant extra funding, as part of an initiative with Helensburgh PS, which released two staff from both schools to write units of work for the new curriculum which will be shared nationally through the Australian Curriculum Assessment and Reporting Authority (ACARA), in 2014.

School planning 2012—2014: progress in 2013

School priority 1 – Increasing Student Achievement

Outcomes from 2012–2014

At Austinmer PS we ensure that all staff are starting with assessment to improve student performance. Assessment is integral to all aspects of learning as it allows teachers to judge the effectiveness of the learning process for teachers and students. Teachers must review, refine and improve what is taught. Thereby allowing students to know how well they have learned and what they have to do to improve future learning.

Evidence of progress towards outcomes in 2013:

- The school now has a comprehensive and consistent approach to assessment and reporting.
- All staff are trained and using SMART data along with school based data to inform their planning, teaching, assessing and reporting cycle.

Strategies to achieve these outcomes in 2014

- With the NSW Australian Curriculum implementation in English over 2014, stage groups are collaboratively programming.
- Extensive work will be undertaken in stage groups to extend and refine consistent teacher judgement when using rubrics and work samples to assess student achievements and assist in the planning, teaching, assessing and reporting cycle in line with the new English Syllabus.
School priority 2 – Student Engagement

As a school community we are committed to providing opportunities to improve and extend our students’ aspirations and learning potential through increased participation in Teaching/Learning and Student Welfare Programs.

Outcomes from 2012–2014

A major focus of the school has been to closely align all of our student welfare practices to ensure that students feel safe and can reach their maximum learning potential.

This has required strategic planning to ensure that the school teams in charge of; Learning Support, Positive Behaviour for Success, Welfare, Stage Groups, National Student Welfare Worker, funded integrated students and classroom teachers are all working together to enhance student outcomes.

Evidence of progress towards outcomes in 2013:

- All teams meet and report back to the whole staff at least on a two-week cycle.
- Integration meetings are conducted at least once a term with parents.
- ESR Welfare is used to track data on all students to ensure consistent application of school rules and policies.

Strategies to achieve these outcomes in 2014:

- The school will trial the new Tell Them From Me (TTFM) data collection tool.
- Once students have entered their survey responses, the data will be analysed to decide upon future directions and interventions that may be required.

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 Jemima Burgess – Assistant Principal
Mrs Ruth Burns – Music Coordinator
Mrs Bronwyn Gleeson – Librarian
Ms Charmaine Guthrie – Wellbeing Worker
Ms Debbie Hobbs – Assistant Principal
Mrs Kara Malss – P & C President
Ms Simone Pallier – Teacher
Mr Paul Petersen - Principal
Ms Kate Rasmussen – Teacher
Mrs Julie Reid – Assistant Principal (Rel)

School contact information

Austinmer Public School
90 Lawrence Hargrave Drive
Austinmer 2515
Ph: 4267 1311
Fax: 4267 1018
Email: austinmer-p.school@det.nsw.edu.au
Web: www. Austinmer-p.schools.nsw.edu.au
School Code: 1076

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: