Argenton Public School
Annual School Report 2014

Excellence, Innovation, Opportunity, Success
School context statement

Argenton Public School is situated on the northern end of the Lake Macquarie area where traditional custodians, The Awabakal People gathered to hunt, fish and care for their families. It is a small school that is committed to providing inclusive education within an engaged and nurturing environment which values the languages and cultures of our diverse community enabling students, staff and the whole community to become valued participants in the learning partnership.

Argenton Public School is a school of 32 students situated in Lake Macquarie. Seven of our students are Aboriginal, four Filipino and one Thai.

In 2014 we formed two multi-age classes.

The teachers and staff at Argenton Public School are professional and experienced practitioners. They work in partnership with parents and the wider educational community to provide a supportive and challenging learning environment.

Principal’s message

The Annual School Report is a snapshot of the school’s achievements, programs and activities for 2014.

I would like to acknowledge the traditional custodians of the land upon which our school is situated, The Awabakal People, elders past, present and those of the future who are in our school today and all of our community who work together for our school.

Argenton Public School is committed to the provision of high quality educational programs for all students.

2014 has been a challenging year of change. We have fare welled staff and families while welcoming new ones.

The school has begun to take some new directions with the support of The National Partnerships Programs and directional changes within the Department of Education and Australian Curriculums.

It is always a pleasure to work in a friendly, family atmosphere that I have had the pleasure to see grow over the last semester. I would like to thank our Parents and Citizens’ Association (P&C) and the wider community for their continued commitment to supporting school initiatives and the purchase of additional resources.

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.

Leanda Guy
Principal

P & C and/or School Council message

The P & C had good attendance at some of our monthly meetings throughout 2014. Fundraising throughout the year included the Easter raffle, Mothers’ day stall and Raffle, Fathers’ day stall, Bunning BBQ, Thompsons pie drives, meal deals and Christmas raffle.

A great effort from students, teachers and families who all worked together over the year. With the money raised we were able to subsidise text books, computer programs, floral tribute for ANZAC Day services, swim school, Year 6 farewell gifts, dinner and cake.

I would also like to thank the P & C
Committee, parents and grandparents who have done a wonderful job throughout the year. I would also like to thank the Canteen Committee and volunteers for all their hard work throughout this year.

*Tracie Harris P and C Secretary*

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**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>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>19</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>29</td>
<td>36</td>
<td>33</td>
<td>34</td>
<td>26</td>
<td>20</td>
</tr>
</tbody>
</table>

**Student attendance profile**

All school attendance is monitored by The Home School Liaison Officer and our Learning Support Team. The students who indicate unsatisfactory attendance are identified and parents contacted to ascertain reasons for absences.

Students who regularly attend have weekly and termly reward schemes to acknowledge the achievement.

A school SMS messaging feature was also introduced in the second school semester to provide a further home/school communication support.

**Student Attendance**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.2</td>
<td>93.7</td>
<td>93.2</td>
<td>93.7</td>
<td>94.2</td>
<td>90.6</td>
</tr>
<tr>
<td>1</td>
<td>91.9</td>
<td>90.8</td>
<td>93.6</td>
<td>93.9</td>
<td>91.3</td>
<td>91.7</td>
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<td>2</td>
<td>94.8</td>
<td>91.9</td>
<td>85.1</td>
<td>94.1</td>
<td>94.7</td>
<td>92.7</td>
</tr>
<tr>
<td>3</td>
<td>90.3</td>
<td>91.6</td>
<td>89.1</td>
<td>93.5</td>
<td>95.0</td>
<td>97.2</td>
</tr>
<tr>
<td>4</td>
<td>96.3</td>
<td>91.4</td>
<td>90.5</td>
<td>92.7</td>
<td>92.6</td>
<td>90.7</td>
</tr>
<tr>
<td>5</td>
<td>84.4</td>
<td>88.5</td>
<td>93.2</td>
<td>92.4</td>
<td>87.6</td>
<td>96.7</td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>90.7</td>
<td>92.3</td>
<td>90.8</td>
<td>91.4</td>
<td>84.9</td>
</tr>
<tr>
<td>Total</td>
<td>91.0</td>
<td>91.7</td>
<td>91.4</td>
<td>93.2</td>
<td>92.0</td>
<td>91.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>Total</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. The school has two fulltime teaching staff and a part time staff member responsible for Library, as a Learning and Support Teacher and for Release from Face to Face.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.686</td>
</tr>
<tr>
<td>Total</td>
<td>3.070</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Two staff members identify as Aboriginal.

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>100</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

One part time teacher is maintaining at Proficient level.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>24,165.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>69,287.35</td>
</tr>
<tr>
<td>Tied funds</td>
<td>119,250.55</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>6,968.09</td>
</tr>
<tr>
<td>Interest</td>
<td>1,808.87</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,332.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>198,647.26</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 1,430.07
- Excursions: 4,643.60
- Extracurricular dissections: 2,473.01

Library: 485.88
Training & development: 621.10
Tied funds: 105,352.04
Casual relief teachers: 12,181.93
Administration & office: 29,481.64
School-operated canteen: 0.00
Utilities: 14,204.49
Maintenance: 6,661.53
Trust accounts: 1,253.80
Capital programs: 0.00
Total expenditure: 178,789.09
Balance carried forward: 44,023.47

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

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)

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014 five students in Year 3 sat the NAPLAN Literacy tests.

In Reading, students placed in Bands 1 to 6.
In Writing, students placed in Bands 1 to 3.
In Spelling, students placed in Bands 1 to 4.
In Grammar and Punctuation, students place in Bands 1 to 5.

**NAPLAN Year 3 - Numeracy**

In 2014 five students in Year 3 sat the NAPLAN Numeracy test.

In Numeracy, students placed in Bands 2 to 4.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014 four students in Year 5 sat the NAPLAN Literacy tests.

In Reading, students placed in Bands 5 to 6.
In Writing, students placed in Bands 4 to 5.
In Spelling, students placed in Bands 6 to 7.
In Grammar and Punctuation, students placed in Bands 4 to 7.

**NAPLAN Year 5 - Numeracy**

In 2014 four students in Year 5 sat the NAPLAN Numeracy test.

In Numeracy, students placed in Bands 4 to 7.

The average growth from year 3 to year 5 in Spelling in 2014 was 95.1 which was above the state average while in Grammar and Punctuation it was 93.6 again above state average. These were focus areas during the previous year.

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.

**Best Start**

Kindergarten students were benchmarked in Literacy and Numeracy by the Early Stage One teacher. Parents received a comprehensive report of their child’s achievement levels and some suggestions for supporting their child’s learning at home.

All students achievements are recorded on the Literacy and Numeracy continuums and teachers utilize this data to drive planning, programming, assessing and to report to parents.

**Other achievements**

Samantha and Goergia carried the torch as part of the opening ceremony for the World Children’s Games.
Excursions

Minor excursions were held throughout the year for students to expand their knowledge of the world around them and to support their learning. Junior class visited the local library to engage with an author. The Whole school was invited as a VIP guest to be spectators at the World Children’s Games BMX events. Staff and students were impressed with the sporting

Sports

Argenton Public School was well represented on the sporting fields during 2014 with students participating in wide range of sports at school, with other small schools and at zone and regional levels.

Students combined with students from neighbouring small schools to compete in swimming, rugby league, netball and yo-yo activities.

We sent a team of students to the Westlakes P.S.S.A. Zone Cross Country carnival. Students competed with great pride and determination.

In athletics, we sent a large team of students to the Westlakes Zone Carnival. Our PP5 relay time was selected to represent the Westlakes Zone PSSA at the regional carnival.

Dancing was also an enjoyable learning experience for all of our students with a structured ten week program.

Argenton Public School combined with Glendale High School to participate in a ‘Learn to Swim’ program. Student leaders from G.H.S. provided structured lessons at a variety of levels for all children to successfully participate and build upon their swimming skills.

Significant programs and initiatives –

The ‘Improving Literacy and Numeracy National Partnership’ has made a positive and sustainable difference in our school.

It has involved collecting a range of documents, student data and a voluntary survey for students and teachers. This data and documentation formed the basis of a report on ILNNP activity for 2014.

The initiatives encompassed:

- using the Literacy and Numeracy Continuums K-10 across the school
- embedding professional learning in the classroom through activities such as lesson study
- curriculum-based assessments to inform teaching and learning, whole-school planning and reporting to parents.

Aboriginal education

Allocated school funding allowed us to employ additional staff to focus on the Literacy and Numeracy needs of our Aboriginal students. Small groups have operated during the year so that individualized instruction was meaningful and students were engaged in quality learning activities.

Personalised Learning Pathways were developed in consultation with parents, students and teachers to identify learning goals and appropriate strategies.

Our school has formerly been a part of the Mulubinba Aboriginal Education Consultative Group (AECG) however in Term 4 parents and staff were amongst a large number of the
community who came together to form a new AECG in our local area. We are now proud members of the Kumaridha AECG. Kumaridha translates into ‘north of the lake’ in the Awabakal language.

AECG meetings have continued to provide parents the opportunity to actively participate in the educational decisions made in our local area.

Multicultural education and anti-racism
Multicultural education takes place within units studied in human society and its environment, science and creative and practical arts activities.

The school promotes Harmony Day and emphasizes ‘Getting Along’ as one of the aspects in our You Can Do It program.

Our student cohort includes students with Filipino, Thai and Aboriginal heritage.

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:

School planning 2012-2014:

School priority 1

Literacy
Increased levels of overall literacy achievement for every student in line with state and regional targets with a focus on reading comprehension.

Evidence of progress towards outcomes in 2014:
- Teaching programs show evidence of NAPLAN and Best Start data to assist in the development of differentiated teaching and learning activities.
- Resources to engage at risk students have been evaluated and maintained to continue to provide engagement in learning.
- Regular assessment by class teacher and Learning and Support Teacher to monitor achievements relating to individual education plans for all students.
- Teacher professional learning, utilising ILNNP funding, with existing and new staff to further build understanding and capabilities to use data to drive teaching and learning in each classroom.
- Learning and Support teacher to target small groups of students and individuals with a focus on developing their literacy skills in reading.
- Collaborate with staff of small schools in Lake Macquarie to align teacher judgement for assessment and tracking using the literacy continuum.

School priority 2

Numeracy
Increased levels of overall numeracy achievement, specifically in multi-step processes in working mathematically for all students in line with state and regional targets.

Evidence of progress towards outcomes in 2014:
- Teaching programs show evidence of regular problem solving tasks to enable students to show deep knowledge of mathematical concepts. NAPLAN data is used to develop teaching and learning activities for each group.
- Students access Edmodo, an online learning environment, from home, to access mathematical learning and discuss mathematical ideas with fellow students. Comments indicated that the students are enjoying Maths groups, now find Maths easy and are excited by the challenging work.
- Engage students using a variety of
technology to increase their use of mathematics in real life applications.

- Assessment of students for tracking on the numeracy continuum utilising the Learning and Support Teacher to coordinate tasks and recording of data.
- Evaluate use of current resources in each class and purchase additional resources to engage students in Maths lessons.

**School priority 3**

**Engagement and Attainment**

**Outcomes from 2012–2014**

Improve student participation in learning, specifically through the purposeful and sustained engagement of students in school, classroom and home learning activities.

**Evidence of achievement of outcomes in 2014:**

- Attendance in most year groups improved from 2013
- You Can Do It Keys to Success have continued to be implemented with consistent language. You Can Do It focus keys are regularly published in the school newsletter and using other forms of communication.
- Introduction of SMS messaging via Sentral to communicate with parents about important events or to promote learning that is occurring at school.
- Equity funding used to employ an Aboriginal teacher to form stronger educational and cultural partnerships with our Aboriginal students’ families.
- Participation in ‘Better Buddies’, leadership and YCDI programs
- Regular meaningful communication with parents about child’s learning with a special focus on the use of technology.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

The processes used to collect data included:

- Best Start teacher feedback
- NAPLAN data analysis using SMART
- Improving Literacy and Numeracy National Partnerships staff and student surveys

Their responses are presented below.

- Parents, teachers and students agreed that the school provided activities that engage the students in learning;
- 95% agreed that student progress is clearly communicated to parents;
- 98% of responses confirmed that the school environment was friendly and supportive;
- Most agreed that the school would benefit from a more engaging front aspect and from more involvement in the wider community;
- Feedback from parents about the school’s successes include the friendly and welcoming approach of teachers and office staff, celebration of student achievements and involvement in a range of activities.
- 95% of respondents felt that information about the school’s program and activities is regularly communicated to parents and community members, using a variety of methods (website, newsletter, P and C meetings, school sign and SMS);

**Findings and conclusions**

A new telephone and in-school communication system and emergency evacuation warning system was required. The new technology has enabled staff to communicate effectively between rooms and to engage in emergency evacuation and lock-down drill effectively.
Students are actively participating in the aesthetic improvements of the school making it a more friendly and welcoming environment within our community.

**Future Directions**  
**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

A situational analysis provided the framework to identify directions for the development of Argenton Public School over the next three years. Aspects of the analysis included educational research including: National School Improvement Tool, Quality of School Life student survey, Improving Literacy Numeracy National Partnership Survey, NAPLAN analysis, and Community, Staff and Student Forums.

All stakeholders were involved in the development of a shared mission and vision to identify strategic long-term directions. Community members and staff collaborated to clearly identify a shared vision statement.

This process identified three strategic areas as the specific target areas for improvement: Student Learning, Staff Development and Leadership and Community Engagement.

**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.

Leanda Guy – Principal

Joy Fitness – Teacher

Jacinda Edwards – Learning and Support Teacher

Trudy Ryan – School Administration Manager

Tracie Harris – P and C Secretary

**School contact information**

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Montgomery Street ARGENTON  
Ph: 4958 1804

Fax: 4958 2032

Email: Argentonp.school@det.nsw.edu.u

Web: www.argenton-p.school.nsw.edu.au

School Code: 3904

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: