Our school at a glance

Rukenvale Public School is a two teacher school located 23 kilometres north of Kyogle in the North of NSW. It is set in attractive, well-maintained grounds and is well resourced in terms of buildings, equipment and learning resources. Community participation has been a feature of the school for many years, with parents, grandparents and members of the wider community giving their support to the school. This has developed a close family atmosphere, with a strong sense of shared values and common purpose between the school and the community. The atmosphere is calm and industrious. Students have a strong work ethic and become increasingly responsible for their own behaviour and learning. They were most excited about the new sports uniform which was designed in collaboration with the students and the P&C this year.

Throughout 2010 our school has aimed to implement the guiding principles and goals of the N.S.W. Department of Education and Training and the values and goals of the North Coast Region.

As a school community we are proud of the diversity of opportunities offered to our students and we enjoy celebrating their achievements and successes. Throughout this report there are many examples of the accomplishments of our students, our parents and our staff. We particularly welcome and appreciate the level of parental interest and involvement in our school each year.

The completion of a new Junior classroom through the Federally funded ‘Building the Education Revolution’ was a welcome highlight of 2010. The building was handed over early in term 2. A new school sign was also designed and erected on the Summerland Way inside the school grounds.

Students

Our students work hard to achieve their best. They are a credit to their school, their teachers, their family and themselves. They are polite, respectful and well behaved and make the most of the various learning opportunities presented to them. We are very proud of our students at Rukenvale PS.

Staff

Our school’s staff is dedicated and hardworking. Making learning stimulating, challenging, relevant and rewarding is important to all staff.

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

Student achievement in 2010

We are delighted with the achievements of our students in many areas of their learning. As you will see as you read this report our students have excelled academically, physically, socially and culturally.

Messages

Principal’s message

Rukenvale Public School aims to meet the educational needs of the children in the surrounding rural areas through quality educational programs for all students. The curriculum is balanced, challenging, rewarding and enjoyable. Proficiency in literacy and numeracy is closely monitored. It aims to assist the students to become life-long learners through a self-directed and positive values based curriculum. Self-esteem, confidence and teamwork are developed through Rukenvale’s educational programs and strong community links.

I would like to take this opportunity to congratulate the students of Rukenvale Public School for their hard work during the year. The students have continually achieved great results and have made steady progress through diligence and commitment to their studies. They have participated with enthusiasm, in a variety of academic, cultural and sporting events, displayed
good competitive spirit and succeeded on a number of fronts. Lastly I would like to thank them for their outstanding behaviour in and out of the classroom. The students at Rukenvale are kind, well mannered and courteous to staff and peers alike.

I sincerely extend my thanks to the parents and wider community for their outstanding support throughout the year. I would also like to acknowledge the invaluable support and contribution of all our staff who work together to achieve the best for our students, our school and its community.

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.

It has been my privilege to lead this school in 2010.

Kathy Johnston
Principal

P & C message

The P&C support the staff at Rukenvale Public School to achieve quality education for all their students. This year parents have been volunteering their time, skills and expertise to enhance students’ learning by working alongside staff in Interest Groups, the school garden and ecology centre. By participating in these activities, students, staff, parents and grandparents have developed a good rapport and built a solid working relationship. The P&C have actively fundraised this past year. Monies raised go towards helping the school with such activities as paying student insurance, subsidizing school excursions and supplying books for each student to acknowledge their classroom achievements on Presentation Night.

Narelle Hand
P&C President

Student representative’s message

The Student Council met regularly again during 2010. The elected representatives bring issues to the meetings on behalf of their peers and then discuss issues and make decisions with their peers. Having a say in what could happen in the school and getting a result lets these students see, as well as all students, that their participation in the decision-making is valued.

The SRC held a Crazy Dress up Day in Term 1 to raise funds for the Rural Fire Service and a Bamboozled day in term 2 to raise funds for children’s Cancer research.

Year 6 students also run the tuckshops twice a term.

Madison Walters and William Wasson
Student Representative Council
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

Our school’s enrolment increased during 2010 with several new students enrolling throughout the year.

Student attendance profile

There was some significant illness among several students throughout the year including the effects of swine flu which led to a slight increase in absences.

Management of non-attendance

Our student attendance is rigorously monitored by all staff. Non attendance of more than a few days is followed up with a phone call from the school. All families are provided with ‘Absence Forms’ to ensure clear communication with the school in regard to absences.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUNIOR K</td>
<td>3</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>JUNIOR 1</td>
<td>3</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>JUNIOR 2</td>
<td>5</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>JUNIOR 3</td>
<td>6</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>SENIOR 4</td>
<td>4</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>SENIOR 5</td>
<td>6</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>SENIOR 6</td>
<td>4</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

There were two classes at Rukenvale Public School in 2010 – a Junior class of Kinder, Yr1, Yr2 and Year 3 (for the morning and middle sessions); and a Senior class of, Yr 4, Yr 5 and Yr 6. Year 3 joined the senior class during the afternoon session as well as Wednesday mornings for Literacy. On Tuesdays and Wednesdays, the Yr 3 had a special middle session to focus intensively on Writing and Maths with RFF teacher, Mrs Turner.

Staff information

We are fortunate to have a very experienced Junior Classroom teacher, Linda Jones, who provides students with a variety of interesting and engaging activities in a positive and calm learning environment. The senior class is led by the principal, Kathy Johnston, who also brings over 25 years teaching experience to the school. There are no indigenous staff at the school.
**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.252</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2.336</td>
</tr>
</tbody>
</table>

**Staff retention**

2010 saw some major staffing changes. After 26 years service at Rukenvale, Mrs Turner retired at the end of term 2. She has contributed immensely to our school and its community in her role as Teacher/Librarian and Music teacher. Mrs Turner always provided students with a wide variety of learning experiences and presented these in a caring and compassionate manner.

Our School Administrative Manager, Heather Bendall, retired at the end of 2010 after 32 years service to Rukenvale Public School. A special morning tea was held in her honour. Heather always performed her role to the highest standard, managing a most efficient office. She was always the caring, compassionate and smiling face of the front office. She will be replaced by Anne Martin who had been a School Administrative Manager at another small school in the Richmond Valley.

Both ladies will be dearly missed by all.

**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>
<tr>
<td>Postgraduate</td>
<td>33%</td>
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</tbody>
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**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>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>43387.31</td>
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<tr>
<td>Tied funds</td>
<td>10337.54</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>6839.28</td>
</tr>
<tr>
<td>Interest</td>
<td>1687.19</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2080.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>109028.63</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>11827.16</td>
</tr>
<tr>
<td>Excursions</td>
<td>8299.53</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5226.97</td>
</tr>
<tr>
<td>Library</td>
<td>635.52</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>885.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>10614.12</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4100.32</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>22340.73</td>
</tr>
<tr>
<td>School-operated canteen</td>
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</tr>
<tr>
<td>Utilities</td>
<td>5270.61</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5853.43</td>
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<tr>
<td>Trust accounts</td>
<td>5758.88</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>80813.06</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>28215.57</td>
</tr>
</tbody>
</table>

A full copy of the school's 2010 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.
Achievements

Arts

Performing and Creative Arts Programs are recognised as one of many strengths of our school and are characterised by strong parental support and encouragement and by exemplary teaching. A range of extra curricula activities are on offer to our students. In 2010 students participated in a variety of events.

A highlight of Term 1 was Interest Groups which had a Creative Arts theme. With the valued assistance of two parents and three teaching staff students were able to explore a variety of creative activities. A highlight was a ‘display and presentation of the students work.

All students from years 3 – 6 participated in the North Coast Dance Festival in term 2 in Lismore. With the valued assistance of Marnie Johnston students worked hard throughout terms 1 and 2 to learn a jazz/modern routine which was choreographed by Marnie and performed to the music ‘Can’t Touch This’ by MC Hammer.

The Small Schools Cultural Day in Kyogle was held in Term 2. Students in Yrs K – 6 presented a dramatization of ‘The New Australian National Anthem.’ Senior students presented their dance routine from the North Coast Dance Festival. All students presented several songs as part of the Small Schools Choir.

Students also presented these items at the Education Week Open Day. Students also presented a variety of poetry they had written. This special day to celebrate Public Education was well attended by parents and community.

A display of art works from our students featured at DET District Office in Lismore in Term 2. Digital art as well as paintings using a variety of media featured in the display.

The COLOURSS Art Exhibition was officially opened in week 8, term 2 at the ROXY Gallery in Kyogle. Art work from our small schools network is on display. Every student from each small school has at least one piece of artwork on display. All Rukenvale students made a contribution to our large ‘yellow’ artwork titled “Flowers for Vincent”.

Students also participated in the small schools choir as part of this special event. The artwork ‘Flowers For Vincent’ also won first prize in the Primary School category at the Bently Art Prize exhibition. This competition attracts entries from all over the state, with some interstate entries.

Late in term 2, Peter Haigh, North Coast Regional Director, visited our school. It had been 4 years since he visited Rukenvale and he was most impressed to see our new vegetable garden and the continued work in the Ecology Centre. He also passed on very positive comments regarding our Dance we performed for the North Coast Dance Festival. Mr Haigh viewed photographs of the COLOURSS Art Exhibition and was looking forward to visiting the gallery later that day.

Our annual Christmas Tree Concert was held in the school grounds again this year, much to the delight of our school community. Students presented several plays, including ‘Strawberry Jam’, ‘Santa Koala’ and ‘The Discovery and Settlement of Australia in 18 Minutes Flat!’
Feedback about the concert and presentations was very positive. It was so lovely to see our parents and community enjoying each others’ company, sharing a ‘cuppa and a chat’ after the celebrations. It’s that unity which helps to make Rukenvale such a special place.

**Sport**

Sport is recognised as another strength of our school and is characterised by students committed to doing their best and always displaying good sportsmanship.

Our **Small Schools Swimming Carnival** was held early in term 1. Attendance by our students was excellent and the level of participation in events was outstanding. We had so many students prepared to challenge themselves. As a result of a whole school effort we were the winning school on overall points. In addition there were several outstanding individual performances. Malachi was the Runner-up Junior Boy Champion, Sam and Finn were the Junior Boy Champions and Veronika was the Senior Girl Champion. Our school relay team was also triumphant, winning the PP5 relay. Veronika and our relay team (Remy, Billy, Madison and Veronika) qualified for the Zone Swimming Carnival in Lismore.

Early in May students competed in the **Kyogle District Cross Country** students participated in the District Cross Country at The Risk PS. It was a wonderful day with students giving their best efforts. Once again we had many parents who were able to attend and cheer on our students. Veronika, Remy and Jaidyn qualified to go onto the Zone Cross Country at Yamba. Jack also ran a fine race qualifying as a reserve in his age division.

The **Small Schools Athletics Carnival** was held in June with Rukenvale students again revealing their true strength in the sporting arena. We also had some excellent individual achievements: -

Veronika - Senior Girl Champion, Madison-Runner up Senior Girl Champion, Eloise - Runner up 11yrs Girl Champion, Sam - Junior Boy Champion. Sam also broke the Junior Shot Put and Discus records! Aiden was Runner up Junior Boy Champion.

Our Wilson Relay (Remy, Veronika, Madison and Billy) was also triumphant.

Congratulations to The Risk PS for their outstanding success in winning the overall carnival. Rukenvale PS was placed a very close second - a result of which we can be very proud.

It was a wonderful day with parents and students supporting competitors in a positive, respectful and encouraging manner.

Early in Term 3 our students competed in the **Kyogle District Athletics Carnival**, with great success again. Although the weather was far from desirable, it was a very proud day for Rukenvale Public School with students and community giving their best.

There were some outstanding individual results with Veronika achieving Senior Girl Champion and Madison runner up. Sam was Junior Boy Champion. Our PP5 relay team consisting of Madison, Veronika, Remy and William was also victorious. There were many individual successes. Well done to all competitors. Our P&C were in charge of the canteen at the carnival. We received many positive comments regarding the high quality of the food and the variety of choice offered. We had so many parents and a few grandparents who were able to assist, serving food and drinks—many hands make light work! It was delightful to see our school community working together.

We were represented by 9 of our students at the Northern Rivers Zone Athletics in Lismore. All representatives put in a great effort.
Sam and Veronika qualified to represent the North Coast at the State Athletics in Sydney, an outstanding achievement and very memorable experience.

Our students were again represented in the PSSA Small Schools Soccer Knockout held at Bangalow. They put in a mighty effort and played very well as a team.

At the end of Term 4 our students were again involved in 2 weeks of Intensive Swimming Training, with our juniors enjoying a variety of water confidence and basic swimming lessons.

The success of our students at all these special events would not have been possible without the outstanding support of our parents at Rukenvale Public School.

Other Excursions

Students attended the Richard Bradshaw Puppet Show in term 1 where they enjoyed an amazing show as well as learning about the history of shadow puppets and how they are made.

In term 2 our Dance group travelled to Lismore for a rehearsal for Robyn Ludeke, the director of the North Coast Dance Festival. Robyn was able to provide valuable feedback to us regarding our dance.

Whilst in Lismore for the dance rehearsal students attended the Art Gallery, where they were able to view a diverse range of portraits painted or drawn in a variety of styles and media. Our visit to the Richmond River Historical Society Museum was most informative with students enthusiastically engaged in finding out about what life was like in the local area many years ago.

In term 3 our students were entertained, amused and inspired by a NORPA theatre performance of ‘Wombat Stew’ in Lismore. It was an extremely creative and musical representation of this classic story. Although the weather was very threatening for most of the day we were fortunate to have a patch of fine weather for our lunch break at Wade Park in Lismore after the show — even a patch of sunshine for about half an hour!

Whole School Excursion

Our whole school overnight excursion to Jondaryan, Toowoomba, Mt Cootha Botanical Gardens and the Planetarium presented the students with a variety of quality educational and social experiences in term 3. Students witnessed sheep shearing displays, cattle dog training, blacksmiths at work as well as many other historical displays at Jondaryan. The educational programs at the botanical gardens and the planetarium were inspiring, informative and interactive for students, staff and parent helpers.

We were particularly happy with the accommodation and food at Camp Toowoomba (just ask the students!). We had some great games of Celebrity Heads during our quiz night.

The success of this excursion was attributed to the excellent behaviour of all the students at all venues, the financial support of the P&C, the invaluable assistance of staff, parent helpers and our local bus company, Watsons.

Senior Camp

Instead of travelling away, senior students enjoyed a ‘camp out’ at school in the last week of term 4. The 2 day camp commenced with a game of ten pin bowling in Lismore, followed by lunch. Students returned to school and participated in a variety of craft activities before enjoying a ‘waterslide’ down the gentle slope of the playground. Whilst homemade hamburgers were being prepared, students set up their tents and had showers ready for dinner. It was great to be able to use the IWB for a quiz and
‘movie night, before settling into bed. After breakfast on day 2 circus skills specialist, Rena, challenged the students to develop some amazing circus skills, acrobatics and balancing tricks. A picnic lunch and cricket match with parents and all students capped off a wonderful term.

**Student achievement in 2010**

**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)

Six students in Year 3 and five students in Year 5 sat the NAPLAN tests in 2010. Due to the small cohort of students comparative graphs and data are not included in this report.

It must be noted here that the number of students who sat for the NAPLAN is so small that trend and group analysis do not provide reliable or informative data. Individual differences are noted and form the basis of learning plans.

**Literacy – NAPLAN Year 3**

Our school achieved well above the National Average in Literacy with excellent results in Reading with 50% of students achieving Band 6 in 3 out of 4 Literacy areas. We were more than 60 points above the state average in Grammar and Punctuation our results were 88 points above those of similar or ‘like schools’.

**Numeracy – NAPLAN Year 3**

Results in Numeracy were also well above the National Average. 50% of students achieved in the top 2 bands. Our results were 38 points above the state average and 58 above those of similar or ‘like schools’

**Literacy – NAPLAN Year 5**

Our school achieved above the National Average in all areas of Literacy. Our most outstanding results were in Reading with 60% of students achieving in the top 2 bands (7 and 8). Our results in Reading were 83 points above the state average and 111 above that of similar or ‘like schools’

**Numeracy – NAPLAN Year 5**

Our school also achieved above the National Average in Numeracy with 40% of students achieving above the top band. Our results were 61 points above the state average and 90 points above those of similar or ‘like schools’

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

All students in year 3 achieved above the minimum standard in reading, writing, grammar and punctuation and numeracy.

All students in year 5 achieved above the minimum standard in reading, writing, grammar and punctuation, spelling and numeracy.

**Significant programs and initiatives**

**Aboriginal education**

Evaluation of programs, particularly units of work in HSIE / COGS units indicate that the students have an enhanced knowledge of Aboriginal history, culture and current Aboriginal Australia.

As in the previous year, our school provided
programs designed to educate all our students about Aboriginal history, culture and contemporary Aboriginal Australia. In literacy programs students have read or had read to them Aboriginal Dreamtime stories, as well as texts written by Aboriginal authors. Students also participated in the annual Reconciliation March at the conclusion of the Athletics day in Kyogle.

**Multicultural education**

Rukenvale School has a racist free, all inclusive working environment. Units of work which develop understanding of cultural, linguistic and religious differences, and that explicitly teach about racism and discrimination are part of the school program. Our students value the important role people from other countries have played in the development of our culture. Harmony Day afforded us the opportunity to recognise and appreciate the contributions which have been made to Australia by people from other cultural backgrounds. Our student teacher, Miss Blackburn, from Southern Cross University, explored how food from different nations has influenced our culture. Students enjoyed following a procedure to make ‘sushi’.

The CWA Country of the Year project focused on Scotland this year. All students completed a project about Scotland. Two students achieved District CWA awards. Mrs O’Neill from the CWA visited our school to present the awards.

**Respect and responsibility**

Our school places great importance on these areas of development. Regularly promoting and explaining our school rules fosters an environment conducive to a happy, secure place of learning. Assembly awards and leadership by senior students consistently reinforce respect and responsibility. Aussie of the Month, Person of the Week and Star of the Week classroom activities are a part of our program. Children are consistently commended for showing respect at all times to teachers, other school staff and helpers, following class and school rules, speaking courteously and following instructions. Our students have a good reputation in this regard and we regularly receive positive feedback concerning their excellent behaviour. Whilst on excursions and camps our students continue to be complemented on their outstanding behaviour and respect toward others.

Our school’s Student Welfare Policy reflects the Department of Education and Training’s Core Rules for student discipline in government schools.

**Connected learning**

Indonesian lessons were conducted using the video conferencing connected classroom facilities. We linked with Kyogle Public school and teacher Tony Page for fortnightly lessons.

Sadly, due to a break-in early in term 2, the junior classroom’s interactive classroom equipment was stolen. We are still waiting for the replacement equipment to be installed.

**Other programs**

**Environmental Education**

Our school prides itself on an excellent Environmental Education program. Our students, under the guidance of active parental leadership are able to enjoy weekly learning activities in the school’s Ecology Centre. In term 4 our students participated in the ‘Streamwatch’ program led by Tara Petel from Landcare. Senior students tested water temperature, pH, salinity, oxygen content and turbidity. Results indicated that our river is very healthy. Junior students thoroughly enjoyed dip-netting to discover the diversity of life in the creek.
Enrichment Programs

Twice weekly our students engage in Partner Reading where a younger student is paired with an older student. On Tuesday the older student reads to the younger student and visa versa on Thursdays. This has proven to have a very positive impact in many ways, improving social skills, leadership skills and of course enhancing reading enjoyment.

In Term 1 students participated in the World Maths Day Challenge. This challenge was open to students from all over the world. Students had to reach a specific time target and specific level of accuracy to be credited with their points. Our students correctly answered 23,491 mathematical questions over a 48 hr period and enhanced their computational speed and accuracy as a result.

Our senior students were also involved in the Newspapers in Education Program. As writing was a focus for 2010, it was a valuable experience to be involved in this program. The supply of a class set of The Northern Star each week as well as task cards assisted students to undertake a variety of learning activities using the paper as a ‘real resource’. Students also created their own ‘newspaper’ page which was published in the Northern Star. This featured student reports and stories, and enabled students to experience the roles of journalist, editor and sub editor. We were the second school to feature so our page was due very early in the year.

In term 3 students painted a life size cow as part of the Dairy Industry’s ‘Picasso Cow’ project. Students presented research projects about different aspects of the dairy industry and dairy food, and from their learning, designed how they would paint their cow, They voted to name her Chelsea. In addition to presenting their ‘Picasso Cow’ and learning journal, Jaidyn also wrote a ‘rap’ about the whole process, which was presented by the class. Their efforts won them first place in the regional competition.

This year our school participated in the Premier’s Spelling Bee. We held our own in-school competition. Our school was represented at the North Coast Regional Spelling Bee finals at Centaur PS by Estelle Hand and Finn Penrose in the Junior Section and Sam Walters and Veronika Kosmider in the Senior section. Our students competed extremely well through many rounds of very difficult words.

As mentioned, students also participated in Interest Groups in Term 1. This year we had a Creative and Practical Arts focus with students able to choose from a variety of musical activities.

Ten students from Rukenvale School recently participated in the University NSW English competition. Remy, Veronika and Madison gained credit certificates and Sam, a distinction.

Our school continues to be involved in the Live Life Well @ School program and Kyogle Active Program which both focus on healthy lifestyle choices – healthy food choices and staying active. Students have been involved in Jump Rope For Heart, led by Linda Jones, the Premier’s Sporting Challenge, ‘Crunch and Sip’ and Fruit and Vege tuckshops as part of this initiative. Our students
also completed a food and exercise journal to broaden their awareness of healthy lifestyles.

Progress on 2010 targets

Rukenvale Public School staff have worked towards implementing the strategies that were determined for achieving the specific target. We monitored the work of the students and evaluated teaching programs and strategies during 2010 and collected and collated relevant data.

Target 1
To improve student outcomes in Writing with all students achieving at or above the State average.

Strategies to achieve this target included:

- Staff professional learning opportunities to enhance teacher skills;
- Explicit teaching of individual writing skills i.e. development of character, audience, text structure, spelling, punctuation etc; as identified in the analysis of NAPLAN results and writing rubrics;
- Development of whole school writing focus;
- Dedicated literacy sessions that include modelled, guided and independent writing each week;
- Support for students identified as experiencing difficulties;
- Continuing the priority of self-editing of work.

Our success was measured by:

- Using rubrics to assess different aspects of writing
- Analysis of NAPLAN results;
- Students engagement in Writing;
- Weekly spelling assessment results;
- Transfer of Spelling skills to writing;
- Use of correct punctuation, grammar, sentence structure and usage in text writing;
- Results of diagnostic testing from NC Spelling –Feb and June, S.A. Spelling- April and Sept.
- Improvements in student outcomes as identified in formal data such as NAPLAN (see below)

Results
Average progress in writing for matched students

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>46.4</td>
<td>37.4</td>
<td>87.3</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>63.0</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

As can be seen, our progress in writing was extremely pleasing, compared to previous years and is now well above state average.

Target 2
Integration of ICT learning tools and interactive technologies across all KLA’s through quality teaching and learning activities.

Strategies to achieve this target included:

- Expanded use of Interactive classroom technologies
- Staff professional learning opportunities to enhance teacher skills and confidence in the use of ICT
- Increased use of TaLe and DET approved learning activities
- Interactive challenges such as ‘Murder Under The Microscope”, World Maths Day, Rainforest Maths and ABC Reading Eggs.
- Explicit teaching of Publisher, Word, Powerpoint and Notebook(IWB).

Our success was measured by:

- Students being able to locate and process relevant information
- Student engagement with technology
• Student competency using word, publisher, powerpoint and relevant tools
• Improved outcomes
• Senior students able to design their own interactive page using notebook on IWB.

**Results**

The Interactive Whiteboard in the senior classroom provided students with a new and exciting learning tool. Staff and students became far more proficient in maximizing learning experiences through the use of this technology. Mrs Bendall shared her computer expertise with students in small group sessions throughout the year. Students are far more confident and competent in the use of Publisher, Powerpoint and Word documents. Some senior students have developed their skills in the use of notebook on the IWB.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Enter text here

**Educational and management practice**

Parent, student, and teacher satisfaction about Literacy at RPS

In 2010 the school sought the opinions of parents, students and teachers about the school.

Literacy is a high priority at Rukenvale Public School. It underpins the majority of learning processes and experiences. We wanted to assess attitudes to Literacy and Literacy learning to ensure programs are of the highest standard, that individual needs are met and the quality of teaching remains high.

38% of families returned surveys. Survey results were very positive with all respondents agreeing (and strongly agreeing) that:

• Literacy is an important subject for their child.
• Students are engaged in Reading and Writing and activities every day.
• Their child has improved in Reading, Writing and Spelling this year.
• Their child enjoys Literacy learning experiences.
• They can confidently assist their child in Literacy.
• They are provided with useful reports about their child’s progress in Literacy.
• Home reading is a valuable part of their child’s learning.
• There is good student access to computers and strong technology programs and resources to support Literacy learning.

When asked ‘if training was available for parents to help with reading at home’, 28% of respondents indicated that they would attend.

**Student attitudes to reading were also surveyed.**

• Senior students were asked to rank 8 different types of text in order of preference. Fiction books and Newspapers were ranked as favourites with 91% noting Fiction and Newspapers as the top 2 types of texts to read. It was surprising to note that only 9% ranked emails in their top 2.
• 71% of Senior students really like reading.
• 95% of students indicated that reading made them feel calm, happy and/or excited.
• 24% read at home every day, with 52% reading most days at home.
• 91% still enjoy someone else reading to them.
• Despite the strong interest in, and enthusiasm about reading, 28% find it frustrating or ‘boring’ answering questions about a text they have read.
• 100% of Junior students enjoy reading and feel confident about their reading, however 25%
feel worried when asked questions about a text they have read.
• All indicated that they really enjoy being read to.

Curriculum
Writing was again a target this year, and as a result of previous NAPLAN and classroom assessment, continued to be a target in line with the Regional Plan.

Findings and conclusions
Writing, with a particular focus on Spelling, was one of our targets for 2010. Students have definitely become more engaged in Writing with the quality of work showing a marked improvement. We will continue to teach explicitly and to engage consultants to ensure we are doing all we can to improve student outcomes. Our 2010 NAPLAN results reflect significant improvement in student outcomes in this area.

Professional learning
Staff engaged in Professional Learning opportunities throughout the year. Activities included Writing workshops, Visual Arts, ICT, Aboriginal Education, PD/H/PE, Quality Teaching and Principal’s Conferences.

School development 2009 – 2011

Shorter-term school strategic goals:-
• Explicit teaching of Spelling, Punctuation and Grammar leading to improved performance in this important aspect of writing.
• Improved outcomes for students in Numeracy with a focus on Measurement, Space, Fractions and Decimals.
• Expand use of ICT based curriculum resources in Quality Teaching and learning activities.
• Regularly update school Web Page.

Targets for 2011
Target 1
Spelling, Punctuation and Grammar -Focus on explicit teaching of Spelling, Punctuation and Grammar leading to improved performance in this important aspect of writing.

Strategies to achieve this target include:
• Use of spelling and editing strategies from North Coast Spelling Strategy.
• Attendance at Professional Learning activities.
• Focus on explicit teaching of punctuation and grammar– use of SMART data and diagnostic testing to establish areas of strength and weakness.
• Use of NAPLAN teaching strategies from website.
• Liaise with District Office Literacy consultants- Carol McMahon.

Our success will be measured by:
• NAPLAN Test results.
• Use of Rubrics to assess writing –CTJ.
• Weekly spelling dictation results.
• Spelling, Punctuation and Grammar awareness in text writing.
• Use of correct sentence structure and usage in text writing.
• Diagnostic testing from NC Spelling –Feb and June.
• S.A. Spelling- April and Sept.
• Improved outcomes for all children.

Target 2
Creation of a learning environment with opportunities for increased use of computer based technologies that is relevant and engaging and will help prepare students to succeed in the modern world.

Strategies to achieve this target include:
• Programming of units of work integrating the use of computer based technologies.
• Explicit teaching of Word, Publisher, Excel and Powerpoint.
• Video conferencing with other classes (eg. Indonesian).
• Professional learning regarding computer based technologies IWB use, school web page ideas and maintenance.

• Review Rukenvale Public School ICT Scope and Sequence.

Our success will be measured by:

• Students are able to locate and process relevant information.

• Development of word processing, researching and publishing skills.

• Students are engaged and enjoying activities.

• Improved outcomes for students.

• Up to date and user friendly School Web Page.

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School Code: 3103

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:

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Kathleen Johnston, Principal
Linda Jones, Classroom Teacher
Heather Bendall, School Administrative Manager
Narelle Hand, P&C President