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 materials. Community participation has been a feature of the school for many years, with parents, grandparents and members of the wider community involved in 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.

Throughout 2009 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.

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.

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.

Student achievement in 2009

All students achieved above the minimum standard in NAPLAN testing. Results overall were very pleasing, in particular our Maths growth results which topped the Richmond Valley.

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 2009.

Kathy Johnston – Principal
P&C Message

Rukenvale School is very fortunate to have such a vibrant and healthy P&C Association. P&C meetings are held every 2nd Wednesday of the month, commencing at 6pm. The meetings are always well attended and informative.

Without our P&C fundraising events throughout the year, it would not be possible to contribute funds to student excursions and still keep a healthy bank balance. Our fundraising events for the year included:

- Easter Chocolate Drive;
- Street Stall;
- Christmas Raffle.

Money raised from these fundraisers helped subsidise trips to Dorroughby Environmental Education Centre, Ballina and Lake Ainsworth.

Without the continued support of our parents and local community, this would not be possible. To everyone involved with Rukenvale P&C, I thank you for your help and support throughout the year. A job well done.

Ian Crawter
P&C President

Student representative’s message

The Student Council met regularly again during 2009. 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 an ‘Aussie’ dress-up day at the end of Term 2 to raise funds for the local Rural Fire Service.

Year 6 students also run the tuckshops twice a term.

Sebastian Ryan, Veronika Kosmider and William Wasson

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 2009 with three students moving away from the area mid-year and four new students enrolling throughout the second half of the year.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>17</td>
<td>14</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>17</td>
<td>17</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

Our student attendance is above the State and Regional average. It 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 2009 class size audit conducted on Wednesday 18 March 2009.
Structure of classes

There were two classes at Rukenvale Public School in 2009 – a Junior class of Kinder, Yr1 and Yr2; and a Senior class of Yr 3, Yr 4, Yr 5 and Yr 6.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</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></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2.336</td>
</tr>
</tbody>
</table>

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

Financial summary

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

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>44 459.99</td>
</tr>
<tr>
<td>Global funds</td>
<td>40 267.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>9 804.62</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>8 046.32</td>
</tr>
<tr>
<td>Interest</td>
<td>1 614.32</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6 519.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>110 712.70</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>11 931.85</td>
</tr>
<tr>
<td>Excursions</td>
<td>4 419.45</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1 106.69</td>
</tr>
<tr>
<td>Library</td>
<td>3 094.06</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>97.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>10 810.99</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2 880.50</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>13 134.88</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4 476.46</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3 229.29</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2 718.95</td>
</tr>
<tr>
<td>Capital programs</td>
<td>8 114.74</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>66 015.59</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>44 697.11</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

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 2009 students participated in a variety of events. A highlight of Term 1 was Interest Groups which had a musical theme. With the valued assistance of two parents and three teaching staff students were able to explore a variety of musical activities.
A highlight was a ‘mini concert’ featuring the skills and knowledge the students had developed through the interest groups.

The Small Schools Cultural Day in Kyogle was held in Term 2. Students in Yrs 2 – 6 presented a dance routine to “School’s Out For Summer” and Junior students presented a song and dance routine entitled “The Scarf Dance – Elke’s Song”. All students presented several songs as part of the Small Schools Choir. Students also presented these items at the Education Week Open Day. This special day to celebrate Public Education was well attended by parents and community. Mrs Jones was also presented with her 30 Years Service Certificate by former principal Mr Geoff Turner.

A display of art works from our students featured at DET District Office in Lismore in Term 3. Digital art as well as paintings using a variety of media featured in the display.

Our annual Christmas Tree Concert was held in the school grounds this year, much to the delight of our school community. Students presented several plays, including the ‘Queen Bee Blues”, “Second Storey Window”, “Slurping Beauty” and “Rock around the Christmas Tree”.

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 on a very wet and cool day. Despite this and as a result of outstanding participation and effort Rukenvale Public School were runners-up in the Percentage Point score. Veronika Kosmider and Justin Cox were the 11 years Age Champions and Madison Walters was runner-up. Our school was also represented at the Zone Swimming Carnival.

During the term our school was visited by members of the ARL, including Mario Fenech. Our surrounding small schools also joined us for the day. Mario and his team were promoting “Live Well, Play Well and Stay Well” and spoke to the students of the importance of sport and good nutrition. It was a very special day.

Our students also had the opportunity to participate in football skills training early in the year at the school. The students really enjoyed the various games and activities involved.

Funds from a Premier’s Sporting Grant enabled us to purchase a variety of sports equipment for the students during the year. Students were able to select some equipment featured in the Circus Challenge Workshop in Term 1.

Former student, Will Matthews, who was recently signed by the Titans, ‘dropped in’ by helicopter accompanied by a media crew for an afternoon at Rukenvale Public School in Term 1. He spoke of how sport at school had inspired him to set a goal to become a professional rugby league player. It was a very inspiring visit for the students, staff and community.

Early in May students competed in the Kyogle District Cross Country with 2 students, Veronika Kosmider and William Wasson, qualifying for the Zone Championships. Veronika went on to compete in the Regional Cross Country at Murwillumbah. A Mini Cross Country was also held for our junior students where they were able to join in the spirit of friendly competition.

The Small Schools Athletics Carnival was held in June with Rukenvale students again revealing their true strength in the sporting arena. We achieved an
outstanding result with Rukenvale Public School being announced the Overall and Point Score winner of the Small Schools Athletics. We also had some excellent individual achievements -

Harry Crawter was the Juvenile Boy runner up. William Wasson was the Junior Boys Champion. Veronika Kosmider was the 11yrs Girl Champion, with Madison Walters the Runner up. Our Relay team consisting of Billy Wasson, Veronika Kosmider, Madison Walters and Sebastian Ryan also won the prestigious Wilson Relay.

Early in Term 3 our students competed in the Kyogle District Athletics Carnival, with great success again. Both Sam Walters and Billy Wasson were runner up Junior Boy Champions. Veronika Kosmider was the 11yrs Girl Champion with Madison Walters runner up. It was a great day with students giving their best efforts as usual. Holly Walters, Eloise Crawter, Veronika Kosmider, Madison Walters, William Wasson, Sam Walters, and Graydon Leonard qualified for the Northern Rivers Zone Athletics. As a result of this Madison Walters qualified for discus at the State Athletics Championships in Sydney.

Our students were again represented in the PSSA Small Schools Touch Football Knockout in Kyogle. We are extremely grateful to parent Paul Wasson who gave many hours to train our students however they narrowly missed out on a place in the State finals in Sydney.

In term 4 our students also travelled to The Risk Public School to compete in the Geoff Turner Cricket Challenge.

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

As part of our Environmental Education Program our students travelled to Moore Park. It was a wonderful opportunity for students to explore one of the few remaining areas of ‘The Big Scrub’. Our Ecology Centre ladies- Jane, with the assistance of Narelle, Dianne and Tamsin organised the day. Early in Term 2 Rukenvale students went on a whole school excursion to Dorrroughby Environmental Field Studies Centre. Although the weather wasn’t the best, our students were able to enjoy a variety of environmental activities.

In Term 4 our senior class went to the Marine Rescue Centre in Ballina, The Printery as a follow-up to our ‘Newspapers In Education Program’ and then to Lake Ainsworth Sport and Recreation Centre for 2 days. It was a wonderful experience, with students building on their knowledge of caring for our waterways and beaches and the impact of humans and plastic waste on marine life, understanding the process of newspaper production and the technology involved; and some exciting and challenging physical and group activities at Lake Ainsworth.

The junior class also went to Ballina for their end of year excursion. They were able to observe marine creatures in rock pools at Shelley Beach, have fish and chips by the river and explore the Maritime Museum in Ballina. A great day was had by all!

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 the 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)

Three students in Year 3 and four students in Year 5 sat the NAPLAN tests in 2009. 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**

In Reading all Year 3 students achieved Band 3 or higher, with 33% of students achieving in the top skill band which was above that of ‘Like School Groups’.

In Writing all Year 3 students achieved in the top 3 skill bands.

**Numeracy – NAPLAN Year 3**

All students achieved in the top 2 bands in Numeracy, with 66% in the top band. Again our results here were outstanding and 94 points above the state average and other ‘Like School Groups’.

**Literacy – NAPLAN Year 5**

Year 5 results in Reading were well above the State average with all students achieving in the top 3 bands.

Results in Writing were also well above the State Average and other ‘Like School Groups’.

Results in Spelling, Grammar and Punctuation were also well above the state average and above those of a ‘Like School Group’, with all students achieving in the top 3 bands.

**Numeracy – NAPLAN Year 5**

In Numeracy in Year 5 our school results were absolutely outstanding with all students in the top 2 bands, 50% in the top band! Our Numeracy results were 106 points above the State Average.

**Progress in Literacy**

Progress in Reading between Year 3 and 5 was pleasing and close to the state average. Our progress in writing was a little lower than last year.

We will continue to make writing a focus across the school.

It must be again 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.

**Progress in Numeracy**

Progress in Numeracy at Rukenvale Public School was outstanding with our growth almost double the state average. An excellent result of which we are very proud.

**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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

All students achieved above the minimum standard.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
All students achieved above the minimum standard.

**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 have had read to them Aboriginal Dreamtime stories, as well as texts written by Aboriginal authors. In Term 4 our Small Schools Group (COLOURSS – Community of Learners of the Upper Richmond Small Schools) enjoyed an Aboriginal performance named “Miri Yulugi”. Students were able to increase their understanding of Aboriginal culture through Aboriginal dance, traditional stories and language. Students also learnt about traditional weapons, hunting tools and musical instruments. Many students commented that it was one of the best performances they had attended.

**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.

The CWA Country of the Year project focused on Egypt this year. All students completed a project about Egypt and a special “Egyptian Feast” was held in the library. Students assisted with the preparation of this feast. It gave students the opportunity to experience a variety of different traditional cuisine. 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.

**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. We also were successful in applying for a Coles Landcare Grant to set up a sustainable vegetable garden in the school.

**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 2009, 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.

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 Banora Point by Sam Walters and Remy Leonard in the Junior Section and Madison Walters and Veronika Kosmider in the Senior section. Our students competed extremely well through many rounds of very difficult words.

Students were again given Public Speaking opportunities in 2009. Students participated in a school based Public Speaking Competition. Finalists from this competition went on to compete in the **Small Schools Public Speaking Competition** which was hosted this year by our school. It was a great opportunity for students to build on their knowledge, skills, and especially their confidence through participation in this activity. Veronika Kosmider presented a very sensitive speech on an extremely delicate topic to win the Senior Section. The junior section was won by a student from Clunes PS with a speech about ‘Vegemite. It was a wonderful day with our P&C catering for the day.

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

Our school became involved in the Live Life Well @ School program which focuses on healthy lifestyle choices – healthy food choices and staying active. Student have been involved in Jump Rope For Heart, the Premier’s Sporting Challenge, ‘Crunch and Sip’ and Fruit and Veg tuckshops as part of this initiative. Our students also enjoyed a wonderful Circus Skills Workshop earlier in the year. With the Premier’s Sporting Grant the school was able to purchase additional sporting equipment including some circus skills equipment enabling students to continue to be active in a variety of physical activities.

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 2009 and collected and collated relevant data.

**Progress on 2009 targets**

**Target 1**

**Improved performance in Writing and explicit teaching of Spelling.**

Strategies to achieve this target included:
- Attendance at Professional Learning activities;
- Involvement of District Office Literacy consultants;
- Explicit teaching of grammar and spelling– use of diagnostic testing to establish areas of strength and weakness;
- Use of spelling and editing strategies from North Coast Spelling Strategy;
- Focus on explicit teaching of editing skills;
- Use of Scope and Sequence adapted from What When & How to Teach English.

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

Results

There was a strong focus on Writing in particular this year. In addition to our day to day focus on improving outcomes in Writing (including spelling, grammar and punctuation), our Community of Schools was able to secure a grant for a Writing Project. Carol McMahon, Literacy consultant, was able to work with staff from the COS to assist with a variety of Writing and Spelling strategies. Staff also had opportunities to share ideas and strategies. Students have definitely become more engaged in writing with the quality of work showing a marked improvement. We are confident our 2010 NAPLAN results will reflect the improvement in student outcomes in this area.

Target 2
Improved outcomes for all students in Numeracy with a focus on Measurement, Space, Fractions and Decimals.

Strategies to achieve this target included:
• Incorporating Quality Teaching Techniques into class programs;
• School Scope and Sequence established;
• Use of Diagnostic testing to establish areas of strength and weakness;
• Liaising with District Office Numeracy consultants;
• Challenging activities for Gifted & Talented;
• Speed and Accuracy Challenges to achieve personal best;
• Differentiating the curriculum.

Our success was measured by:
• NAPLAN Test results;
• Results of daily and weekly computation challenges;
• Results of diagnostic assessment, which showed improved outcomes for all children;
• Student engagement.

Results

Our results in Maths this year were outstanding. NAPLAN results and progress of students as noted earlier in this report clearly show the achievement of this target - with results in Year 5 being 106 points above the State Average. Students were also provided with a variety of activities in Maths which has a positive impact on student engagement.

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 2009 our school carried out evaluations of Teaching and Learning.

Educational and management practice

The areas of Teaching and Learning are always a high priority – our core business. We want to be sure that the students’ education is of the highest standard, their individual needs are met and the quality of teaching remains high.

Survey results were very positive with parents agreeing (and strongly agreeing) that:

• Rukenvale PS has good teachers who use quality teaching practices for every student;
• Students are engaged in Reading, Writing and Maths activities every day;
• Teachers cater to personalised learning and offer programs that cater to individual student needs and learning styles;
• Parents are welcome in the classroom;
• Rukenvale PS offers a range of extra curricular programs and opportunities for all students.

Only one survey indicated a preference for less extracurricular activities (including external competitions).

Student well being and engagement was also surveyed. All respondents agreed (or strongly agreed) that:-

• Rukenvale PS is a good place to learn;
• Achievements are recognised;
• Children enjoy coming to school at Rukenvale Public School;
Our school’s culture and practice respects and responds to every student’s aspirations and learning potential;

Teachers offer challenging academic programs;

Staff, at the school, including the principal, are approachable.

Student responses regarding Behaviour and Teaching and Learning at Rukenvale PS were very positive overall.

100% agreed or strongly agreed that:
- They are taught how to get along with others at Rukenvale PS;
- Students are friendly and well behaved;
- They feel safe in the playground;
- Their teacher takes an interest in helping them with their work;
- They have opportunities everyday to use ICT in their learning.

95% believe that:
- Rukenvale Public School is a good place to learn;
- They feel proud to be a student at Rukenvale Public School;
- They have become better at writing this year.

87% of students feel that:
- They are trusted by staff;
- They are treated fairly in class;
- Teachers provide interesting lessons;
- What they learn is important.

Future directions
Writing, with a particular focus on Spelling, is 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. We are confident our 2010 NAPLAN results will reflect 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
- Improved outcomes for all children in literacy and numeracy;
- Incorporating the elements of Quality Teaching into Planning, Teaching and Learning and Assessment;
- Expand use of ICT learning tools, interactive technologies and ICT based curriculum resources in Quality Teaching and Learning activities.

Targets for 2010

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

Strategies to achieve this target include:
- Staff professional learning opportunities to enhance teacher skills;
- 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;
- Explicit teaching paragraphs, Grammar, Spelling as identified in the analysis of NAPLAN results;
- Continuing the priority of self-editing of work.

Our success will be measured by:
• Improvements in student outcomes as identified in formal data such as NAPLAN
• Students engagement in Writing;
• Use of Rubrics to assess writing –CTJ;
• Weekly spelling dictation results;
• Spelling awareness in text 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.

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 include:
• 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 and ABC Reading Eggs.
• Explicit teaching of Publisher, Word, Powerpoint and Notebook(IWB).

Our success will be measured by:
• Students are able to locate and process relevant information
• Student engagement with technology
• Students are more competent using word, publisher, powerpoint and relevant tools
• Improved outcomes
• Senior students can design their own interactive page using notebook on IWB.

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.

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