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.

The school is fortunate in having a strong parent body which supports the school in the realization of its educational goals. This has developed a close family atmosphere, with a strong sense of shared values and common purpose between the school and the community.

Our school is a community one which believes in well mannered children who are encouraged to work to the best of their ability. Rukenvale is a school where students have the right to learn and teachers have the right to teach.

The atmosphere is calm and industrious. Students have a strong work ethic and become increasingly responsible for their own behaviour and learning.

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. We endeavour to provide experiences which help to overcome isolation caused by economic and geographical factors, and programs which enable children to realise their potential academically, physically, socially and culturally.

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.

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.

During 2011 our Junior class teacher was on leave. Lisa Fahy replaced Linda Jones. Lisa was also Relieving Principal for two periods during 2011.

Student achievement in 2011
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 what was a challenging year due to some staff changes. 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.

I sincerely extend my thanks to the parents and wider community for their outstanding support throughout the year, particularly during the changes which took place during 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.

Kathleen Johnston

P & C and/or School Council 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, commencing early in the year with a BBQ at Bunnings, and later in the year catering for the Athletics Carnival. 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
President P&C

Student representative’s message

The Student Council met regularly again during 2011. 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. Our SRC are very ‘community minded’, always looking to help others less fortunate than themselves.

During 2011 our SRC initiated several events and supported some worthy causes:-

- Following the devastating Queensland floods Rukenvale responded by donating the proceeds from the first tuckshop to the flood appeal,
- At the end of Term 1 the SRC raised $37 by donating themselves as “Slave for A Day” which was entertaining and occasionally hilarious. The money raised was donated, to CANTEEN, an Australian organisation for young people living with cancer. The day finished with a fun and physical challenge designed by the Senior Students for the whole school.
- On the last day of Term 2, the SRC held a Mufti Day. Despite the wet weather the highlight of the day was a paper plane competition. Students raised $32.00 for the Rescue Helicopter.
- Term 3 tuckshop proceeds were donated to ‘Jeans for Genes’.
- The SRC decided to donate the money earned from Term 4’s tuckshop, an excellent $104.55, to fundraising for the family of Shannon Wood.
- Donations were also made to Stewart House and ‘Our Kids’ local charity.

For fairness, equity reasons and to provide leadership opportunities, the SRC changes each Semester. Leading roles were held by Eloise Crawter, Remy Leonard, Sam Walters, William Wasson Lachlan Gordon and Justin Cox throughout 2011.
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 student enrolment remained quite steady throughout 2011, and as can be seen by the graph, had a higher percentage of boys. With year 6 mainly comprised of boys, there should be a closer gender balance next year.

Student attendance profile

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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Structure of classes

There are two classes at Rukenvale Public School. Due to the balance of numbers, Year 3 remained part of the Junior class, with Year 3 joining the Senior class for Sport and Science.

<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</td>
<td>K</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>JUNIOR</td>
<td>1</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>JUNIOR</td>
<td>2</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>JUNIOR</td>
<td>3</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>4</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>5</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>6</td>
<td>7</td>
<td>16</td>
</tr>
</tbody>
</table>

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</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>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>2.336</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of
their workforce. There are no Indigenous staff at Rukenvale Public School.

**Staff retention**

During 2011, Junior Class teacher Linda Jones was on 12 months leave. During this time Lisa Fahy relieved on the Senior class whilst Kathy Johnston worked with the Junior class. Linda Jones returns at the commencement of 2012.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>[Enter text]</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>
</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>28215.57</td>
</tr>
<tr>
<td>Global funds</td>
<td>47385.34</td>
</tr>
<tr>
<td>Tied funds</td>
<td>8849.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10461.72</td>
</tr>
<tr>
<td>Interest</td>
<td>1752.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2788.67</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>99453.26</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>7785.85</td>
</tr>
<tr>
<td>Excursions</td>
<td>7999.23</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1738.57</td>
</tr>
<tr>
<td>Library</td>
<td>1897.92</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>661.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>9389.24</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7313.07</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>19002.79</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6681.15</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4207.31</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2990.01</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>69666.34</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>29786.92</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the Parents and Citizens. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

**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 2011 students participated in a variety of events.

The Small Schools Cultural Day in Kyogle was held in Term 2. Students in Yrs K – 6 presented an item representing the ‘Evolution of Dance’. The item included Ballet, Line Dancing, Rock’n’Roll, Disco, Rap and modern dance. The item was extremely well received by all and greatly enjoyed by the students. A special thank you to Marnie Johnston who choreographed several sections including the finale ‘Party Rock’.

All students presented several songs as part of the Small Schools Choir.

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

A display of artworks 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.
During Semester 2 the senior students studied Australian artist, Sidney Nolan. In particular they considered his famous series of paintings on Ned Kelly. With the patient and talented guidance of Ms Sawford the students created their own interpretations of one of the artworks in the Ned Kelly series. They looked fantastic! As an element of appreciating artwork, their own and that of others, the Kyogle Library happily agreed to display their art, enabling the wider community to enjoy the artistic talents of the Rukenvale senior students.

Our annual Christmas Tree Concert was held in the school grounds again this year, much to the delight of our school community. Students presented a wide variety of items – from guitar solos and comedy acts to short skits and singing. Presentations and speeches were dispersed throughout the items, a refreshing change from our usual program.

Sport

The Small Schools Swimming Carnival was held in Kyogle early in Term1. It was a wonderful day with the weather being very kind to us. Our school was victorious taking out the overall and percentage point score.

Remy Leonard was named Senior Boy Champion, Sam Walters was 11 yrs Boy Champion, with Jack Johnston runner-up.

Finn Penrose was Junior Boy Champion, with Rudi Penrose the runner-up. Our students participated very well, giving of their best. Our PP5 relay team consisting of Remy Leonard, Sam Walters, William Wasson and Eloise Crawter competed in Lismore at the Zone Swimming Carnival. They were up against strong competition but put in a mammoth effort and came 6th.

At the end of Term 1, our school combined with students and staff at The Risk Public School for a day filled with Maths, thinking games, art, computers, sport and more. The annual competition for the Turner Cricket Trophy was a fun yet serious event, with all students participating wonderfully. Even though it began as a somewhat soggy day the weather was, overall, kind to us. As a bonus on top of a fabulous day, WE WON the Turner Cricket Trophy!

The sun also shone brightly for a great day of competition at the Risk PS for the District Cross Country at the beginning of Term 2. There were many outstanding results with several students placing in the top 6 of their age division and one student qualifying for the Northern Rivers Zone PSSA carnival.

Late in Term 2 we were able to enjoy a wonderful day of competition with our fellow small schools at the Athletics Carnival. Our P&C provided cooking and manned the canteen for the day.

At the Kyogle District Athletics Carnival our students again achieved great results. Congratulations in particular to Sharni-Lee Daylight-Rose who was the Juvenile Girls Champion and Holly Walters who was the Junior Girl Champion. We had 12 students who qualified for the Zone Athletics in Lismore where there was some very strong competition. From all reports our students gave their best in the spirit of friendly competition. Congratulations to Sam Walters who not only won both the discus and shot put, but also broke the Zone Record throwing more than 11 metres beyond his nearest competitor in discus. Eloise Crawter
came third in shot put and Remy Leonard placed third in High Jump. All three competed in the Regional Athletics in Coffs Harbour, with Sam going on to compete in two events at the State Athletics in Sydney. He achieved a wonderful 6th in the state in discus and 12th for shot put with 11.06m - an outstanding achievement.

Later in Term 3 our Touch Football team travelled to Tenterfield to compete in the Small Schools Knockout. It was a bitterly cold and wet day for the students to compete, but they gave their best in difficult conditions against some strong teams. I am sure the students will remember this day for quite some time.

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 vice 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.

Interest Groups

Our annual ‘Interest Groups’ commenced in Term 2. Students were able to choose from a variety of six activities including Gymnastics, Tie Dying, Pottery, Guitar/Music, Maths and Chess. Parent and community helpers ensured a variety of skills, knowledge and fun times were shared. Interest groups continue to inspire and challenge the minds and bodies of our students and are an eagerly anticipated part of the school year.

Newspapers In Education

Our senior class again featured in the Northern Star NiE section. Students worked very hard on their articles. Photos and fonts were carefully chosen and work edited carefully. They were deservedly proud of their efforts. The Rukenvale Times 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.

Education Week

In Term 3 parents, grandparents and community were invited to attend our Education Week celebrations on Open Day. Well done to our students who entertained our guests with songs, dances, Reader’s Theatre and outstanding Narratives. Our guests then enjoyed time in the classrooms viewing student work and familiarizing themselves with the Interactive Whiteboards and other technology available to our students. Winners of the Book Week colouring competition Dylan Cox, Jake Condon and Holly Walters were presented with a $10.00 voucher each to spend at Book Club.

Premier’s Spelling Bee

We again held our own school based Spelling Bee. Our Spelling Bee finalists—Remy, Sam, Estelle and Holly then competed in the Spelling Bee Finals in Alstonville. It was a tough competition with pronunciations of some words giving rise to some confusion for some competitors. Despite this the students represented us well.
Community of Schools -COLOURSS

**COLOURSS Socials**

Our first social was held at the end of term 1. Yet again, we were very proud of how well behaved Rukenvale students were throughout the night. The theme of the night was the letter ‘B’. Their costumes and quality dancing skills shone through on the dance floor. Dylan and Aiden showed their moves on the stage and Billy was a regular ‘volunteer’ to assist Mrs Clarke with demonstrating some of the moves.

**Connections Day**

A Science based ‘Connections Day’ was held in Term 2 and was an outstanding success! Another Community of Schools initiative where K,1,2 students engaged in ‘hands on’ Science activities at Rukenvale, Stage 2 students at Wiangaree Public School and Stage 3 students at Kyogle High School. Our students enjoyed a variety of Science activities demonstrating the effects of some interesting chemical reactions.

**Excursions**

Going to Wiangaree to see The Hectic Brothers in Term 1 was a great excursion. Additionally, we were very proud of the behaviour and manners of all our students. You all represented yourselves and our school very well. Great job everyone! Here is one student’s report about our excursion:

*Today we went to the Hectic Brothers. They did flips, juggled and they walked on their hands. My favourite thing was when they flipped over the table. I also liked when one of them had a glass ball and they balanced the ball on them. It was a fun day.*  
By Tabitha Leonard, Year 2

**Canberra**

In Term 2 eight of our Year 5 and 6 students were able to combine with students from several other small schools to be involved in a great educational excursion to our nation’s capital, Canberra. During this excursion our students participated in a variety of educational programs focused on Australia’s history, culture, heritage and democracy.

The Australian Government recognizes the importance of all young Australians being able to visit their National Capital as part of their civics and citizenship education. As an active way to support students and to support families the Australian Government contributed $60 per student towards the travel costs.

**Arena Spectacular ‘Walking with Dinosaurs’**

In Term 2 the whole school travelled to Brisbane to attend the arena spectacular ‘Walking with Dinosaurs’. It was certainly well worth the trip! What an amazing show, catering to all ages, with incredible props and life—like dinosaurs! The commentary was most informative for all ages. I’m sure everyone came away from the show with new-found knowledge.

**Year 6 Camp**

Yr 6 enjoyed a fantastic camp at Toonumbar Dam along with other Yr 6 students from our Community of Small Schools. It is a wonderful opportunity for students to make connections before commencing high school and a valuable
initiative of the COLOURSS small schools community. Again our parents supported the school in providing transport to this wonderful event.

**Enrichment Day**

In Term 3 years 5 and 6 participated in an Enrichment Day at Kyogle High School. Students returned with positive comments and stories of the day’s events. This activity was part of the Middle Schools Project.

**Whole School One Day Excursion**

WOW! What a fantastic day out for all of Rukenvale School. 100% of our students participated and enjoyed an amazing day of exploration, adventure and good, old-fashioned play at Amazin’ Place at Alstonville, followed by a visit to the Ballina Waterslide. A quote one parent told me from a senior student: “the best excursion ever!”

Yet again Rukenvale students showed their true colours by choosing to make the whole day great by their wonderful behaviour. In addition to our great students, two other major elements combined for success: our caring staff: Mrs Fahy, Ms Sawford, Ms Tomkins and Anne Martin; and our safe and always smiling bus driver, Judy Watson.

**Other Important Events**

In Term 2 we had a visit from Cheryl Baxter (DET Itinerant Hearing Loss Consultant) to talk to our Junior class about hearing and the care of our ears. Students were shown a model of the ear and learnt about how blowing our noses correctly can help keep our hearing healthy. It was a very interesting, ‘hands on’ session for the students.

Paul Tiernan conducted CPR and Resuscitation Awareness for some staff and senior students at the school. This proved to be a most successful day with staff and students enhancing their skills.

In Term 3 Rukenvale PS enjoyed a visit from Mr Thomas George, our local member of State Parliament. Mrs Fahy invited Mr George to Rukenvale to complement our Civics Education Unit. Senior students asked Mr George a variety of questions about his life in parliament as well as touching on some current issues such as The Carbon Tax, the Refugee situation and Coal Seam Gas Mining.

On Tuesday, 18th October Ms Janelle Saffin, our Federal Parliamentary representative visited our school for the official BER Ceremony for our new Junior Classroom. Ms Saffin also spoke with the Senior students as part of their Civics and Citizenship program.

**SES Information Session**

In Term 4 we welcomed Richard Phillips, representing the SES, who spoke with all students about the SES and ways we can all be helpfully involved in protecting ourselves, our family and our community. It was a fun and informative session.

**Kinder Orientation**

Term 4 saw us welcoming our 2012 kinders for their very first Rukenvale Public School Orientation Day. We welcomed Rhys, Riley, Clifford and Eli and their families.

Kinder Orientation ran for four Fridays and assisted our new Kinders in becoming familiar with their new school, its students and staff.

If you go down to the woods...

As a fun culmination to the four weeks of our Orientation all students happily participated in a Teddy Bears’ Picnic. The skills of buying and eating tuckshop, looking after our teddies, then a range of hilarious games and posing for ‘family photos’ was a fun way to end our week.
**Work Experience**

In Term 4 we had the pleasure of hosting Woodenbong Central School Year 9 student, Madeleine Reid, during her Work Experience. It was lovely to have Madeleine here and she has contributed positively to our school. Madeleine assisted teachers in both classrooms in a wide range of activities. The students benefited from her smiling, patient approach. She ended her week as the Activities Co-ordinator of the Teddy Bears’ Picnic.

**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)

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 always provide reliable or informative data. Individual differences are noted and form the basis of learning plans.

**Literacy – NAPLAN Year 3**

In Year 3 Reading, 50% of students achieved band 4 or above and in Writing 75% of students achieved in band 4 or above. In Spelling 50% of students achieved in band 6, an outstanding result with average scores being well above the state and ‘like school group’ average

**Numeracy – NAPLAN Year 3**

In Numeracy all Year 3 students achieved band 4 or above, with averages scores being well above the state and ‘like school group’ average

**Literacy – NAPLAN Year 5**

In Year 5 Reading 33% of students achieved band 8, with all other students achieving above band 5 and all students achieved band 5 or above in Writing, Spelling, Punctuation and Grammar results were very close to the state average with 33% of students achieving band 7 or above.

**Numeracy – NAPLAN Year 5**

All students achieved band 6 or above in Numeracy with 33% achieving band 8. Our results here were almost 70 points above the state average, an outstanding result.

**Progress in literacy**

Our progress in Reading had shown excellent growth with our results being 25% higher than that of the state. Progress in Spelling has doubled, with our results also almost double that of the state, again an outstanding result.

Results in Grammar and Punctuation had grown immensely, over 150 points. This area of learning has been a strong focus in the school and was one of our specific targets.
Progress in numeracy
Our progress in Numeracy was up by almost 40 points, however, this was the only area where we were under the state average.

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.

100% of students in Years 3 and 5, in all areas, achieved the minimum standards.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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.

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.

Respect and Responsibility
Our school places great importance on these areas of development. Regularly promoting and explaining our school rules and values that underpin what we do 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.

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 and vegetable garden.

**Veggie Garden Reconstruction**

With the energy of Ann Hartigan, Darcy McDonald, Greg and Stephanie our veggie garden received a makeover. Greg’s poles, Ann’s netting, SRC star pickets and community energy created a refreshed and productive garden. Produce from our veggie garden was used in food presented for tuckshop.

**Youth Environment Council (YEC)**

*“For a sustainable future” - student report*

On Friday 4th March the Years 5 & 6 SRC representatives travelled to Kyogle High School for the Youth Environment Council. The YEC meetings are held once a term. Mr Ian Judd was the supervising teacher and also runs the Kyogle District Youth Environment Council.

We started activities with an Environment Trivia Quiz then we discussed the Tree of Sustainability. After that we had recess. When we went back we walked downstairs to one of the science labs. There we used recycled paper and used it to make 8 sheets of new paper.

We were lucky enough to win the ‘Zero Waste’ recess and lunch school challenge. Three other schools also had zero waste so we had to pick a number out of 10 to select one prize winner. Picking the right number we won an interesting frog species poster.

*By Eloise Crawter, Yr 6, Remy Leonard, Yr 6, Meg Reid, Yr 5 & Finn Penrose, Yr 5.*

**Progress on 2011 targets**

**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 included:**

- 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 was measured by:**

- NAPLAN Test results.
- Use of Rubrics to assess writing – CTJ.
- Weekly spelling 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.

**Our achievements include:**

- Growth results in Grammar and Punctuation had grown immensely, over 150 points.
- In Year 3 Spelling 50% of students achieved in band 6, an outstanding result with average scores being well above the state and ‘like school group’; in Punctuation and Grammar all students achieved band 4 or above.
- In Year 5, Spelling, Punctuation and Grammar results were very close to the state average with 33% of students achieving band 7 or above.
- Progress in Spelling has doubled, with our results also almost double that of the state, again an outstanding result.
In addition, and most importantly, student engagement in Writing overall has improved.

**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 included:**

- 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 was 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.

**Our achievements include:**

- Increased use of technology for a wider variety of purposes
- Regular updating of the School Website to include upcoming events and newsletters
- Improved word processing skills

- Students enjoy a wider variety of online educational learning websites such as Mathletics, and Reading Eggs

Un fortunately our Interactive Whiteboard Projector failed at the end of Term 3 and was still not functional at the end of the year – a most frustrating situation.

**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 2011 our school carried out evaluations of [Enter text here.]

**Educational and management practice**

*With the change of staffing at the end of the 2011 year, an evaluation of Educational and Management practice did not take place.*

**Curriculum**

**Background**

Spelling, Punctuation and Grammar were our priorities in 2011, as this was an area of weakness identified in 2010. There was a great focus on explicit, but relevant teaching and learning around these areas.

**Findings and conclusions**

The use of authentic school-based assessment and Nation-wide student data - such as the NAPLAN provided some valuable information. As already noted, our results and progress in both areas was significant. 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 always provide reliable or informative data. Individual differences are noted and form the basis of learning plans. Students are tracked throughout the year using the North Coast Spelling Assessment Tool, and the South Australian Assessment. The combination of these provided clear evidence that good progress was being made across the school, with some really outstanding results in years 2, 4, and 6 in particular.

**Future directions**

It is important that although our achievements were good this year, we still have some students who have identified as having difficulty in several
areas of Literacy. It is imperative that we cater to all the needs of our students – extending and challenging those accomplishing great results, those struggling and of course those who consistently make steady progress.

Parent, student, and teacher satisfaction

Background
As part of our school’s self evaluation we sought the opinions of parents, staff and students on different areas of school life. Our focus was on Learning.

Findings and conclusions
Overall the responses from students, staff and parents were very positive, especially in terms of:-

- The school’s expectations of students to achieve to the best of their ability.
- Students demonstrate pride in their learning
- Teachers continually upgrading their skills
- Students having access to good equipment that helps him or her to learn
- Providing a balance of independent and group learning activities.

Some ‘sometimes’ and ‘rarely’ responses were noted for:-

- Teachers talking to parents about learning
- Students trying new and different things in the classroom

Future directions
Parents receive written reports twice a year. They are also invited to an interview to discuss their child’s progress. We have an open door policy where parents feel comfortable in contacting the school to discuss their child’s progress. This could be further discussed at a P&C meeting in 2012.

Students are encouraged to ‘have a go’, but as well all understand not all are ‘risk takers’. We may need to work on creating an environment that encourages students to have a go, rather than only attempt tasks they know they will achieve success in.

Professional learning
Throughout the year staff engage in a variety of professional learning, both within the school context and outside the school at registered courses.

Within the school we examined the different ways we teach Spelling in the school, as this was one of our Targets. Strategies and ideas were shared in staff meetings.

The COLOURSS (Community of Schools) provided a variety of learning opportunities, where we look at the ways Science was taught in the schools. A Connections Day enabled us to provide students with some wonderful ‘hands on’ experiences at both the small schools and at the High School.

Abby Sawford attended an Operation Art workshop, Anne Martin attended a SASS Conference and All teaching staff attended at Sataff Development Day at Wiangaree Public School on Spelling, one of our focus areas for 2011.

The highlight of my professional learning was during Term 3 when I attended the North Coast Principal’s Conference in Coffs Harbour, along with over 100 principals. The theme of the conference was “Into the Future”. We were treated to some outstanding speakers who highlighted the changing face of education in the 21st century and the impact and challenges the technological age presents us and our students. Given the changes in technology just in the past 20 years, and the immediacy of information and communication today, we are certain that the world our students will grow up in will be quite different to the world today.

It was a most inspiring, valuable and thought provoking 2 days which really challenged our thinking, but also provided some new ideas and strategies to put into practice at Rukenvale PS.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are
consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

*Improved Spelling, Punctuation and Grammar - particularly in the Senior Class, leading to improved performance in this important aspect of writing aiming to exceed state averages.*

**Strategies to achieve these targets include:**

- Focus on explicit teaching of Spelling, Punctuation and Grammar
- 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.

**Our success will be measured by:**

- NAPLAN Test results.
- Weekly spelling results.
- Spelling, Punctuation and Grammar awareness in text writing.
- Diagnostic testing from NC Spelling—Feb and June.
- S.A. Spelling—April and Sept.
- Improved outcomes for all children.

**School priority 2**

**Outcome for 2012–2014**

*Implementation of several strands of the North Coast Mathematics Scope and Sequence*

**2012 Strategies to achieve this outcome include:**

- Accessing the North Coast Mathematics Scope and Sequence and use of hyperlinked activities.
- Liaise with District Office Maths Consultants
- Whole school assessment of various strand of Maths to determine areas of most need—these strands will become our focus.

**Our success will be measured by:**

- NAPLAN data and other assessment and analysis of work samples
- Student engagement in Mathematics tasks
- Application of Mathematical concepts in Science and other KLA’s.
- Improved outcomes for all students

**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.

**Kathleen Johnston:** Principal

**Lisa Fahy:** Classroom Teacher and Relieving Principal

**Anne Martin:** School Administrative Manager

**Narelle Hand:** P&C President

[Enter team member and position.]

**School contact information**

Rukenvale Public School  
Ph: 66364151  
Fax: 66364296  
Email: rukenvale-p.school@det.nsw.edu.au  
Web: www.rukenvale-p.schools.nsw.edu.au  
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: