Rukenvale Public School
Annual School Report

2012
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 local community is an integral ingredient in the life of the school and a strong bond has been established. The school is proud of the achievements made through the support it receives from parents and the wider community.

Rukenvale Public School aims to deliver educational learning programs that equip students to develop skills which will enable them to begin a journey of lifelong learning. A strong commitment has been established to support all students in the achievement of Literacy and Numeracy.

Our school offers students varied opportunities in the arts, sport, technology and the environment. We establish high expectations for all students and provide the support necessary to meet and achieve beyond these expectations. Students share the learning journey with experienced and supportive staff in a well resourced school. 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.

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 2012 the following staff worked as a team to ensure the delivery of quality education, efficient administration and a safe and clean school environment:

- Kathleen Johnston - Senior class teacher and Principal
- Linda Jones - Junior class teacher
- Abby Sawford - RFF and LaST teacher
- David Hausen - Computer co-coordinator
- Ann Martin - School Administrative Manager
- Darcy McDonald - General Assistant
- Maureen McNiece - Cleaner

Significant programs and initiatives

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. Learning programs 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 following the sudden and tragic death of year 4 student in Term 1. I was extremely proud of the students, staff and community as they supported each other through this very difficult time. Later in the year a special handmade seat was placed in the playground overlooking the soccer field. Students also presented the library with three books about motorbikes. Jake loved soccer and motorbikes.

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.

Our 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 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 message

The P&C support the staff at Rukenvale School to achieve quality education for all their students. This year parents and community members 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 and 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, subsidising school excursions, the swimming scheme and supplying books for each student to acknowledge their classroom achievements on Presentation Night.

Narelle Hand (President)

Student representative’s message

The student council was active within the school during the year. After the death of our friend Jake, we decided to hold an Easter Raffle to raise funds to buy some motorbike books for the library in memory of Jake.

In Term 3 we donated money from tuckshops to the Developing Foundation for children with Tuberous Sclerosis.

Other funds from tuckshops throughout the year were spent on paints for painting the outdoor chess area, new sandpit toys and for new soccer nets.

Aiden Matthews
School context

Student information

Student enrolment profile
As is the trend in many of our small rural schools, numbers are slowly declining.

Student attendance profile
We had a few students take extended (including overseas) holidays throughout the year. Attendance is generally extremely good, with very few absences.

Year 2008 2009 2010 2011 2012
K 90.7 86.2 95.3 94.3
1 90.1 84.5 89.9 96.5
2 95.9 92.9 94.2 96.2
3 94.6 95.1 93.8 88.8
4 95.5 93.6 93.8 96.3
5 95.2 95.6 97.2 96.7
6 94.1 97.1 93.6 96.5
Total 95.3 93.9 92.9 94.0 95.2

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.

Staff information

Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

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>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>3.032</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 30/11/2012

Income
- $29786.92 Balance brought forward
- $41899.12 Global funds
- $10535.81 Tied funds
- $4129.43 School & community sources
- $1500.25 Interest
- $3106.01 Trust receipts
- $0.00 Canteen
Total income $90957.54

Expenditure
- $13508.80 Teaching & learning
  - $2284.77 Key learning areas
  - $1981.85 Extracurricular dissections
- $1421.23 Library
- $1461.79 Training & development
- $8111.80 Tied funds
- $5356.35 Casual relief teachers
- $13323.76 Administration & office
- $0.00 School-operated canteen
- $8096.47 Utilities
- $5746.65 Maintenance
- $3062.58 Trust accounts
- $0.00 Capital programs
Total expenditure $64356.05
Balance carried forward $26601.49
Rukenvale Public School collects and administers funds from the Community of Learners of Upper Richmond Small School (COLOURSS). Although there appears to be monies in Tied funds, these funds have been committed and would be utilized before the end of the 2013 school year. A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

Our students enjoyed a Beat Box experience at Wiangaree Hall. Instrumental, body percussion and voices were recorded as students explored the concept of beat and rhythm, and the variety of sounds which are able to be made, even without instruments.

The school enjoyed an entertaining NORPA (Northern Rivers Performing Arts) presentation of Bugalugs Bum Thief in Lismore.

As part of a unit about Dinosaurs, Junior and Senior students worked together after Reading Buddies building puzzles of Dinosaurs. It was a challenging activity with a very successful outcome. It was lovely to see our older students supporting and encouraging our younger students.

There was great excitement during Interest Groups in Term 2 with students eagerly immersed in their chosen activity. Ms Sawford, along with guest artist Connie Munro prepared inspiring and very creative pottery activities; Mrs Jones led the cooking group making some tasty treats. Parents and community members offered their assistance with Vicki Wurr leading a cooking group and Jim and Kay Crawter organising a special project for the woodwork group to work on. Our dancers had an enjoyable time exploring a variety of dance genres.

Once again our COLOURSS small schools held an Art Exhibition at the Roxy Gallery in Kyogle. The theme this year was *Creative Creatures*. Peter Piaud, Regional Arts Coordinator, along with School Education Director Peter Campbell, attended the official opening of the exhibition and were extremely impressed with the quality and variety of different media used in the art works.

Being an Olympic year our 2012 Cultural Day had an Olympic theme. Our students presented a ‘sporty’ item with music, dance and poetry, which was well received by the audience. Our P&C provided a wonderful array of food for sale, running the canteen for the day.

Our annual Christmas Tree and Presentation night was a wonderful evening with fantastic community support and an amazing supper provided by our ‘Rukenvale family’. I was so proud of our students, who provided us with wonderful entertainment and outstanding performances. It was also great to see so many former Rukenvale students in attendance, as well
as our new Kinders for 2013. Grevilla Rural Fire service brought Santa to us which was a wonderful surprise for the students!

**Sport**

We were thrilled with the number of parents and grandparents who were able to attend our **Small Schools Swimming Carnival** in Term 1. The weather was certainly in our favour and our students gave of their best. I believe a great day was had by all who attended and participated.

We were certainly blessed with excellent weather for the **Small Schools Cross Country**, held at The Risk Public School. Our students competed with great enthusiasm and did themselves and their school proud. We also had plenty of parents and community who were able to come along and support us. We had 5 students placed in the top 5 of their age division—that’s 20% of our school! They went on to represent the school at the Northern Rivers Cross Country.

At the end of term 2 we held our **Small Schools Athletics Carnival in Kyogle**. Our students trained hard and competed with great sportsmanship. We were fortunate to have 16 of our students qualify to represent us and the Small Schools at the Kyogle District Athletics Carnival. Our students did very well and once again we had plenty of support from our Rukenvale family who came along to support our school. Seven students from Rukenvale qualified for the Zone Athletics in Lismore. They represented our school so well and displayed great sportsmanship.

Senior Students joined with The Risk PS and Stratheden PS for our annual **Cricket Challenge** at Don Gully Oval in Kyogle in Term 4. We were very proud of the skills and sportsmanship demonstrated by our students. Although we were not the winners, a great day was had by all.

Our Intensive Swimming Program is Term 4 was extremely successful with students involved in developing water safety and rescue skills, stroke correction, intensive swimming lessons, and water awareness. We really appreciate the assistance of our parents who helped out: Vicki Wurr, Alissa Hahn, Lenore Ryan, Narelle Hand, Veroncia Graham, Abby Sawford, David Hausen and Joanne Estrich. Thank you. It was lovely to receive positive feedback from the swimming instructors regarding the excellent manners and enthusiasm of our students. Well done!

We also participated in the Premier’s Sporting Challenge. Students monitored their activity time at home and we increased physical activity time at school, including training for the athletics carnivals.

**Other**

Our Junior class participated in the **Simultaneous Reading Challenge** again this year, reading “The Very Cranky Bear” at the same time as 380,000 other students around Australia. Students also completed a variety of related activities. Students presented their responses to the text at a special assembly.
Book Week was celebrated at Rukenvale Public School with a wonderful ‘dress up day’ and sharing of quality literature.

Our Small Schools Social was a tremendous success in Term 1. Students from the COLOURSS schools practiced their dances at school prior to the social. We had outstanding support from our community who provided an incredible array of gastronomically appealing treats, so many delicious cakes and sweet treats. Attendance was excellent and the students embraced the fun of the evening with lovely manners and terrific dancing.

The Term 4 COLOURSS Social was certainly a popular and very enjoyable event. We had 100% attendance, with all our students enjoying the evening!

Excursions

Lake Ainsworth Camp – Years 5 and 6 students enjoyed a fantastic week at Lake Ainsworth Sport and Recreational Centre for the COLOURSS (Small Schools) Camp. Students were involved in a variety of challenging physical activities as well as some fun social games.

Our whole school excursion to Currumbin Wildlife Sanctuary, on the Gold Coast, was an outstanding success. Despite the high temperatures, students and parent helpers were refreshed by the ocean breeze. Students were able to view and touch a variety of native animals. Parents and the community enjoyed reading about our day, and many other events, in The Achiever.

Community

Parents and community were invited to attend the Welcome Barbeque at the school early in Term 1. This is an opportunity for new families to get to know others in the school, as well as an opportunity for our school community to socialize together. The BBQ was followed by the AGM of the P&C.

Christmas In July Students from years 2-6 entertained ‘Christmas In July’ luncheon guests at Bungeam Hall with a variety of musical items. They did a splendid job. I was very proud of them as were the luncheon guests.

Our students were treated to a visit from the Local Rural Fire Service, to enhance our Fire Education Program. Local RFS members Kath and Ian Rodgers and Brett Ryan imparted important information to our students, and provided a very special experience to our students. The day also included a mandatory evacuation practice.

Science Connections Day - Students from the small schools were involved in a variety of “hands on” science activities based on ‘Sustainable Energy’. Windmills, solar power, hydro and sustainable alternative power activities enjoyed by students were covered at the three venues. This was not only another great opportunity for the small school
students to mix with their peers, but an educationally enriching day.

**Seniors Week -Seniors from Care Connections** came on a bus to visit our school. Students read poetry they had written and performed some songs for our visitors. The students performed beautifully and their behaviour was exceptional. Everyone brought in a plate of delicious food to share. Year 5 and 6 helped to lay out the food, and sat and chatted to the seniors. After morning tea, students showed the seniors around the school, including the interactive white boards and the ecology centre. The Seniors were very keen to visit classrooms and spend time with the students.

Rukenvale SRC entered the **Giant Pumpkin Competition** this year. Thank you to John Leadbeater for visiting the school to give advice on growing Giant Pumpkins.

Darcy with the help of Aiden and Harry, began digging our plot.

Scientific study was put into practice also with our **Streamwatch** activities led by Tara Patel, from Richmond River Landcare. Students were involved in a variety of hands on activities gathering water bugs and testing the quality of the water in Roseberry Creek.

‘The Achiever’, our school ‘newspaper’ is published twice a year. Students enjoyed having their work published in a magazine that is read and enjoyed by the school and wider community.

Our students were thoroughly engaged in the ‘**National Word Mania Challenge**’ this year. Students used 15 random letters to create as many words as they could in three minutes. There is a limit to how many games they can play, so students are challenged to think of the most ‘complex’ words they can to enhance their score. The challenge has strengthened both the vocabulary and spelling skills of our students, not to mention that they also had a very enjoyable time challenging themselves against the clock!

We are always eager to find out how our former Rukenvale students are going. It was a delight to have former student, Jared Flower, complete his Year 10 Work Experience at Rukenvale PS. Jared worked with both the Senior and Junior class. His calm and positive nature was most welcome. It was great to see him reflecting on his experiences at Rukenvale.

We are also very proud to announce that ALL of the Major Award winners from Year 12 at our feeder high school, Kyogle HS, were former Rukenvale students. We are so proud of our former students. In addition, Lachlan Crawter, Year 12 travelled to France to play Rugby League. He was selected by the Australian Institute of Sport.

** Academic**

In addition to our strong Literacy and Numeracy programs, we aim to provide a vast range of opportunities and experiences for our students to enhance and demonstrate their skills.

**World Education Games** – Our students participated in the ‘World Games’ in Spelling and Maths. Just like World Maths Day, students competed against students of similar age from all over the World as they answered hundreds of Spelling and Maths questions. Senior students also mapped where their opponents were from on a world map. The students not only had lots of
fun, but refined their skills in Maths, Spelling and world Geography!

Premier’s Reading Challenge – Our students also participated in the Premier’s Reading Challenge reading up to thirty books from the selected list.

Public Speaking - Our students were involved in a school based public speaking competition at the end of Term 3 – planning, writing and presenting their own speeches. Our students travelled to Barkers Vale PS where selected students from each small school presented their speeches in the COLOURSS ‘Interspeak” competition. I was impressed with all our students, particularly those who presented their speech in front of their peers and a wider audience. One of our students was announced the inaugural winner of the Stage 3 competition. All senior students who completed and presented their Speech received an award as an acknowledgement of their research, effort and courage presenting a speech to their peers.

Spelling Bee - Students were again given the opportunity to participate in the Premier’s Spelling Bee with 4 students qualifying for the regional finals in Alstonville.

ICAS – Our students participate in the University of NSW ICAS tests in Maths, Science and Reading with the achievement of Credits and Distinctions in all three areas by some students.

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.

Minimum Standards data

<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>

Reading – NAPLAN Year 3

Our results in Year 3 Reading and Spelling were well above the State and Similar School Group average with Grammar and Punctuation substantially above. Results in writing were marginally just below the state average, but above the Similar School Group.

Numeracy – NAPLAN Year 3

Our results in Numeracy were well above the State Average and substantially above the Similar School Group with all students achieving band 4 or higher. A very pleasing result.

Reading – NAPLAN Year 5
Once again our results here were above both the state and similar school group with all students achieving Band 5 or higher.

### Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>0.0</td>
<td>33.3</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>0.0</td>
<td>5.0</td>
<td>25.0</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>11.9</td>
<td>15.1</td>
<td>28.4</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>9.3</td>
<td>11.2</td>
<td>23.7</td>
</tr>
</tbody>
</table>

As can be seen, our results were again above both the state and similar school group, with all students in the top 4 bands.

### Numeracy – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>0.0</td>
<td>33.3</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>0.0</td>
<td>5.0</td>
<td>25.0</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>11.9</td>
<td>15.1</td>
<td>28.4</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>9.3</td>
<td>11.2</td>
<td>23.7</td>
</tr>
</tbody>
</table>

As can be seen, our progress in spelling has been steady and sits closely to the state average.

### Progress in numeracy

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

Progress in Numeracy is very pleasing. The introduction of some new strategies is obviously having a positive effect on student learning.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

### Significant programs and initiatives

#### Aboriginal education

Aboriginal Education is embedded into all key learning areas. There is a particular focus on the significance of culture and the experiences of Aboriginal people in our local area. As in the previous year, our school provided programs designed to educate all our students about Aboriginal history, culture and contemporary Aboriginal Australia.

#### Multicultural education

Ensuring we equip our students with knowledge about other cultures is vital. 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. Our school rules and
values are a focus of our Monday assembly with a new powerpoint presentation highlighting each week. This underpins what we do and fosters an environment conducive to a happy, secure place of learning. Assembly awards and leadership by senior students consistently reinforce respect and responsibility. 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, 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 and vegetable garden.

Ecology Centre

Our students had a very productive time in the vegetable garden this year, under the guidance of Anne Hartigan and Jane Flower, planting a variety of vegetables and herbs. The children enjoyed harvesting and cooking a huge variety of produce from the garden. They tucked into savoury pancakes and a fresh green salad – all made with fresh produce from our garden!

Progress on 2012 targets

Target 1 - 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.

Our achievements include:

- Our results in Year 3 Reading and Spelling were over 100 points above the State and Similar School Group average with Grammar and Punctuation substantially above.
- 60% of students in Yrs 1-3 progressing more than 3 reading levels
- 72% of students achieving at or above their spelling age with 33% achieving well above their Spelling Age

Target 2

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

Our achievements include:

- More structured, sequential delivery of Maths program across the school
- Progress in Numeracy has increased substantially and is above state average
- Greater engagement of students in Math sessions through interactive learning tools (Studyladder, Get Smart and Mathletics), dice and card games and use of concrete materials.
School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of School Culture and Homework

School Culture

Background
The culture of a school is defined by the values and beliefs that exist within the school community.

Findings and conclusions
As part of the self evaluation process, parents were surveyed. 74% of families responded to the survey. The analysis of the results revealed that parents were very positive about the culture of the school and indicated the following:-

- Teachers, parents and students have high expectations
- The school has a supportive parent body
- The school has good communication processes
- The school has high quality teachers
- The school is well resourced and has an attractive environment.

85% of students in years 3-6 believe that:-

- Students receive a good education at Rukenvale Public School
- Staff and students work well together
- The school has clear rules and the school has a good reputation

Future directions
Generally the results were very positive indicating that the Culture of the school is providing a firm foundation for students.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about Homework. Their responses are presented below.

75% of parents who responded felt that Homework was important especially in the senior years
87% felt that the Home Reading Program was important
12% felt that the Senior Homework needed some changes.

Professional learning
All staff at Rukenvale Public School participated in professional learning. These included Best Start, Persuasive Writing, workshops regarding the Literacy and Numeracy Continuum, Support Teacher Learning training, IWB, CPR and Emergency Care. Professional learning for the Principal also included Conferences and Teaching Principal’s workshops covering a variety of topics including the new Curriculum implementation, Communication with the community, Leadership, Student Welfare and Individual Learning Plans, to mention just a few.

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
School based and external data will show improved student outcomes in Writing

2013 Targets to achieve this outcome include:

- 75% of Years 3 and 5 students will achieve in the top 2 bands in Writing
- Student engagement in writing will be improved across the school
- Students progressing along the Literacy Continuum

Strategies to achieve these targets include:

- Analysing NAPLAN results to target areas of writing need
- Explicit teaching of writing skills
• Professional learning in persuasive writing
• Use of the Literacy continuum to track students and inform teaching
• Collaboration with COS group focusing on Writing skills.
• All staff trained in NAPLAN writing criteria

School priority 2
Outcome for 2012–2014
To improve numeracy outcomes for all students, in particular, Thinking Mathematically
2013 Targets to achieve this outcome include:
• All students achieving in top 3 bands in NAPLAN
• Students progressing on Numeracy Continuum
Strategies to achieve these targets include:
• Providing teacher professional learning opportunities to familiarize and use the Numeracy Continuum
• Focus on the use of the North Coast Mathematics Scope and Sequence
• Continue to engage students in Mathematics online programs
• Newman’s Analysis in breaking down multi stage questions.

School priority 3
Outcome for 2012–2014
Moving all students forward with a focus on Gifted and Talented
2013 Targets to achieve this outcome include:
• Improved student growth for all students including G&T
• Demonstration of critical and Mathematical thinking
• Improved inferential comprehension
Strategies to achieve these targets include:
• KEEP program
• Explicit teaching of comprehension including Professional development.
• Strategy Games
• Newman’s Analysis in breaking down multi stage questions.
• Differentiation of teaching and learning programs
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: Teaching Principal
Linda Jones: Classroom Teacher
Abby Sawford: RFF and LaST Teacher
Anne Martin: School Administrative Manager
Narelle Hand: P&C President

School contact information

Rukenvale Public School
2303 Summerland Way, Rukenvale
Ph: 66364151
Fax: 66364296
Email: rukenvale-p.school@det.nsw.edu.au
Web: rukenvale-p.schools.nsw.edu.au
School Code: 3013

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: