School context
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. We particularly welcome and appreciate the level of parental interest and involvement in our school each year.

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. We have maintained and built on our very strong Academic and Sporting records again this year. Our special traditions such as Reading Buddies, Value of the Week, Interest Groups and student leadership (just to mention a few) continue to make Rukenvale a very special place to learn and work.

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.

We are fortunate to have a strong and supportive P&C at Rukenvale Public School. Several barbeques were held to raise money to subsidise
the Year 5/6 Canberra trip, the Junior excursion and to raise funds for other school projects. Thankyou especially to our following parents who did a great job during 2013:- Narelle Hand– President; Ian Crawter-Vice President; Charlene Crawter– Secretary; Jaimie Walters-Treasurer

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

This year has been busy. We had a few fundraisers at IGA and one at Bunnings. All BBQs were quite profitable. The money raised has been used to subsidise the school excursions, pay for the books for Presentation/Christmas tree night and to subsidise the bus for swimming. At the beginning of each year the P&C also pay for student insurance.

I would like to take this opportunity to thank the P&C committee for their dedication and work throughout the year. This year’s committee members were Ian and Charlene Crawter, Jaimie Walters, Lenore Ryan, David Hausen, Abby Sawford and myself. I also thank the parents for their on-going support of the P&C.

As this is my last year, I wish Rukenvale staff, students and their families all the best in the future. It has been a pleasure to have been a part of such a great team.

Narelle Hand

Student information

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.

<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 Teacher(s)</td>
<td>0.126</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>2.11</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

**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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>100</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>26601.49</td>
</tr>
<tr>
<td>Global funds</td>
<td>45064.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>8725.85</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11525.03</td>
</tr>
<tr>
<td>Interest</td>
<td>1037.01</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5545.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>98499.14</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas        10851.89
- Excursions                8382.18
- Extracurricular dissections 1813.39

Library                     595.84
Training & development      783.17
Tied funds                  9428.02
Casual relief teachers      5152.72
Administration & office     14155.01
School-operated canteen    0.00
Utilities                   7834.97
Maintenance                 2618.68
Trust accounts              4354.96
Capital programs            0.00
Total expenditure           65970.83
Balance carried forward     32528.31

A full copy of the school’s 2013 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 2013**

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

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

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</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 excluded)</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>
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In all areas of Literacy (including Reading, Writing, Spelling and Grammar and Punctuation) we achieved more than 60 points above the state and Similar School Group (SSG). This was an outstanding achievement with all students in the top 2 bands.

Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>474.7</td>
<td>394.9</td>
<td>418.7</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>0.0</td>
<td>5.6</td>
<td>16.7</td>
<td>33.3</td>
<td>5.6</td>
<td>38.9</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>4.1</td>
<td>14.6</td>
<td>23.1</td>
<td>28.0</td>
<td>14.6</td>
<td>15.7</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>11.2</td>
<td>17.3</td>
<td>24.3</td>
<td>17.7</td>
<td>26.0</td>
</tr>
</tbody>
</table>

NAPLAN Year 3 - Numeracy

In Numeracy, we achieved almost 100 points above the State average and 120 points above Similar School Groups- a very strong result reflective of the commitment of the staff and students to teach explicitly and target individual student needs.

Year 3 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>513.6</td>
<td>409.5</td>
<td>430.3</td>
</tr>
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</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>0.0</td>
<td>0.0</td>
<td>16.7</td>
<td>27.8</td>
<td>16.7</td>
<td>38.9</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>5.4</td>
<td>10.3</td>
<td>19.6</td>
<td>23.6</td>
<td>21.0</td>
<td>20.1</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.9</td>
<td>8.6</td>
<td>15.3</td>
<td>20.8</td>
<td>22.8</td>
<td>28.5</td>
</tr>
</tbody>
</table>

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

Once again our school achieved results an average of 60 points above the State and Similar School Group in Reading, Spelling and Grammar and Punctuation. Our results in Writing were within 20 points of the State and Similar school group average.

Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>567.1</td>
<td>487.0</td>
<td>500.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>0.0</td>
<td>4.8</td>
<td>19.1</td>
<td>23.8</td>
<td>23.8</td>
<td>28.6</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>2.0</td>
<td>14.0</td>
<td>30.0</td>
<td>28.7</td>
<td>15.5</td>
<td>9.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>2.2</td>
<td>11.2</td>
<td>24.3</td>
<td>28.2</td>
<td>20.3</td>
<td>13.8</td>
</tr>
</tbody>
</table>

Year 5 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>598.4</td>
<td>487.3</td>
<td>501.3</td>
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</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>33.3</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>4.8</td>
<td>0.0</td>
<td>28.6</td>
<td>14.3</td>
<td>23.8</td>
<td>28.6</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>6.6</td>
<td>13.6</td>
<td>26.6</td>
<td>22.8</td>
<td>17.4</td>
<td>13.0</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>5.8</td>
<td>10.9</td>
<td>23.0</td>
<td>21.4</td>
<td>21.4</td>
<td>17.4</td>
</tr>
</tbody>
</table>

NAPLAN Year 5 – Numeracy

In Numeracy, we achieved well above the state and Similar School Groups, with all students in the top 3 bands.

Year 5 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>536.7</td>
<td>475.6</td>
<td>490.1</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<tr>
<td>Number in Bands</td>
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<td>0</td>
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<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
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<td>0.0</td>
<td>66.7</td>
<td>0.0</td>
<td>33.3</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
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<td>0.0</td>
<td>9.5</td>
<td>38.1</td>
<td>14.3</td>
<td>38.1</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>6.8</td>
<td>21.2</td>
<td>28.5</td>
<td>24.1</td>
<td>10.6</td>
<td>8.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>6.3</td>
<td>17.0</td>
<td>25.9</td>
<td>24.8</td>
<td>11.8</td>
<td>14.2</td>
</tr>
</tbody>
</table>

Other achievements

ICAS – University of NSW International Testing

Our students have challenged themselves again during 2013 in the ICAS tests run by the University of NSW with our students achieving commendable results in:-

Science— Ayla, Deagan and Oliver gained Credits, with Tabitha scoring a Distinction.

Spelling—Oliver and Holly scored Credits, with Tabitha scoring another Distinction and Ayla, Deagan and Oliver gained Credits, with Tabitha scoring a Distinction.

Maths— Tabitha scored a Distinction and Holly a Credit

English- Tabitha and Ayla each scored a Distinction.
Newcastle Permanent Mathematics Competition
Our students challenged themselves in the state wide Newcastle Permanent Math Competition with outstanding results. Two students, Kayla and April, achieved Merits, with four students, Holly, Malachi, Estelle and Ayla, achieving Distinctions.

Sport

The COLOURSS Swimming Carnival, held early in Term 1, was a great experience as our students competed in many events throughout the day, supported by a great number of parents and community. Junior class students also participated in a variety of fun events in the small pool with students from the other small schools in the COLOURSS group.

Four of our students were Runner-up Champions: Holly Walters-Senior Girl; Dylan Hahn– Senior Boys; Harry Crawter-11 Yrs Boys and Oliver Hausen– Junior Boys. Our relay team—Holly, Estelle, Kayla and Dylan qualified for the Zone Swimming carnival later in the term. Holly also qualified for the 50m butterfly event.

Our students trained hard throughout the term for the Kyogle District Cross Country which was a wonderful day. We had great community support with many parents sharing the day with us. We had seven students place in the top ten in their age division - Congratulations to Harry, Deagan, Malachi, Sharni-Lee, Ayla, April and Holly. Harry has also qualified for the Northern Rivers Zone Cross Country.

Our students have always been keen athletes who look forward competing in the COLOURSS Athletics Carnival. Most of our students qualified for the District Carnival with several competitors- Holly, Kayla, Dylan, Malachi, Harry, April, Ayla, Estelle, and Sharni - qualifying for the Northern Rivers Zone Athletics in Lismore.

Five of our students (25% of our school) - Holly (3 events), Kayla (2 events), April, Sharni and Malachi qualified for the North Coast Athletics Carnival with our PP6 relay team then qualifying for the State Championships in Sydney. Holly Walters also placed second in the Long Jump, jumping a ‘Personal Best’ qualifying for this event at State Championships.

The State Athletics Championships were held early in Term 4 in Sydney. Holly placed mid-field with a personal best Long Jump of over 4 metres at State. In very hot, windy (and smoky) conditions our relay team – Holly, Malachi, Kayla and April competed in the PP6 relay. After finishing 2nd in the heats, we qualified for the finals! It was a close finish in the finals with three teams battling it out for third position. We placed 4th with a personal best time of 59.64 seconds! It was an amazing experience for the students to compete at this level at Olympic Park. We are so proud of them.

Our Touch Football Gala Day was held in Term 4. I was so proud of all the students as they demonstrated excellent sportsmanship and leadership as they competed against The Risk, Wiangaree and Old Bonalbo Public Schools. We were triumphant in 2 out of 3 games, however, Old Bonalbo were once again, the stronger team on the day. We had wonderful support from our parents who assisted with transport and cheered us on.

Our annual Jump Rope For Heart, raising money for the Heart Foundation was held early in Term 4. For several weeks before, the students practiced and experimented with a variety of skipping tricks and skills. On the day students dressed in red and were actively engaged in a variety of skipping and other physical activities. Special thanks to Linda Jones for her organisation prior to this special event. Thank you also to Lenore, Chris, Narelle, Linda, Jo and Tamsin for helping us out and joining in the fun!
The Geoff Turner Cup Cricket Challenge was held in the last week of Term 4, with Rukenvale triumphant on the day as they competed against The Risk and Stratheden Public Schools. The day was followed by a Senior Class Campout at school.

Cultural

Our Year 3 and 4 students participated in a Lantern Making workshop at Collins Creek school in term 2 along with other students from the COLOURSS network. In June our students carried their lanterns in the Lismore Lantern Parade, a major community event in the Northern Rivers area.

Our annual COLOURSS Cultural Day was held in Kyogle in Term 3. The theme was ‘Water’, and each school presented a diverse range of performances including song and dance, drama and instrumental. After the performances the COLOURSS students enjoyed an afternoon of Ball games at the high school oval.

Community

Our school holds close links with the community in many different ways. A ‘welcome’ BBQ was held at the school in February to welcome new and existing parents and community.

An application for a Tree Levy through the NSW Teacher’s Federation in Term 1 was successful. A huge thank you to Jane Flower for preparing the submission, and for the local branch of the Federation for endorsing our application. This meant an additional $400.00 was available to the school for the purchase of native trees and shrubs. We now have another wonderful garden near the classrooms. The garden can be seen from the Summerland Way and will add to our already picturesque school grounds.

Ann Hartigan also worked with both the Senior and Junior students refreshing, replanting and regularly tending our vegetable garden. We had some wonderful vegetables to eat for our efforts. Anne helped the students prepare a delicious salad with the produce from the garden.

We also entered our gardens in the Kyogle Garden Club competition. We entered our vegetable garden and our new native memorial garden for Jake. We were elated when Mandy Roy from the Garden Club, visited our school to present us with prizes and certificates for our entries. We are so proud of the work by the students, and to Jane Flower and Ann Hartigan for fostering the enthusiasm, knowledge and skills of our students in gardening and environmental awareness.

Interests Groups were again a highlight of Term 1. Community members are invited to share their special skills with the students in a session per week over 4 weeks. Chris Leonard led students in ‘Strategy Games’, Liz Scott and Mandy Roy showed students the skill of knitting. Lenore Ryan led a cooking group, Ms Sawford shared the skill of batik and I led students in ‘Fun and fitness activities. Our students are very fortunate to have the support of our parents and community sharing their
Parents and grandparents also joined us for Book Week Open Day celebrations. It was wonderful to see all of our students dressed as book characters. We not only celebrated Public Education but also Literature as each student presented book reviews from the Shortlisted Books of the Year. We are grateful for all the work and organisation of this event by our Librarian, Ms Sawford and the students.

It was a pleasure to have senior members of the community from Care Connections visit us in Term 3. Our students did a wonderful job entertaining our guests with poetry, stories and speeches they had written. They also sang beautifully. Our parents and community also sent in some delicious treats for morning tea. Comments from our guests were very positive and complementary.

Thanks to Kyogle Council, the whole school enjoyed an educational ‘Trip to the Tip’ in June. The local council paid for the bus to and from this event supporting our Environmental Education program. Students were able to view how local ‘garbage’ is recycled and treated, and what they can do to be more environmentally friendly.

Our Year 6 students attended the annual Year 6 COLOURSS Camp held at Wiangaree Public School. Student leaders from Kyogle High School and their future Year Adviser (Dave Stewart), along with Alison Coote our school counsellor, also spent some valuable time with the students. On Friday morning they enjoyed a great session with the Marimbas, thanks to Jamie from Barkers Vale Public School. Despite the return of the rain, students were still able to engage in a variety of activities, led by COLOURSS principals Mrs Grove and Mr McCartney.

Our annual Christmas Tree / Presentation Night was held in December. The students did an amazing job, organising all of the items with minimal assistance from the staff. There were some standout performances, particularly from Malachi, Ayla and Deagan. Such energy, enthusiasm and creativity! We also said farewell to several families as their children move onto High School. Presentations were made to students recognizing their hard work and achievements throughout the year. Narelle Hand, Jaimie and Tracee Walters were recognised for their many years of service to the Rukenvale P&C.

**COLOURSS- Community of Learners of Upper Richmond Small Schools**

COLOURSS held two Socials throughout the year with great participation from students from all of the small schools. Students really enjoyed dressing up in the themes of ‘Alphabet Soup’ and ‘In The Jungle’. The costumes were amazing. We certainly have some very creative parents!

Other significant COLOURSS events include Sporting Carnivals, Public Speaking, Science Connections Day, Cultural events and Professional Development.

**In The Media**

We regularly share our achievements and school activities through the local media. We submitted several articles throughout the year to the Northern Rivers Talking Turkey Community Newspaper. Each fortnight one of our COLOURSS schools had an item in this community newspaper.

Rukenvale Public School again participated in the Newspapers In Education project. Students were engaged in weekly activities relating to the newspaper culminating in the preparation of a page of articles which featured in The Northern Star newspaper. Each week we have class sets of newspapers (The Northern Star) delivered for free as part of the program. This enables our students to engage in a variety of learning experiences with real texts. We submitted an article about fundraising for our Year 5/6
Canberra trip. We were also interviewed on ABC Radio National about our fundraising for our trip to Canberra.

We received a phone call from Robert Dwyer informing us that Kyogle Tidy Towns would donate $500 towards the Canberra Excursion. This was wonderful news and really showed the benefits of linking with the local community.

**Significant programs and initiatives**

We always seek to offer our students additional opportunities to extend and enrich their learning. There have been numerous programs and initiatives undertaken by our students during 2013.

Firstly, Rukenvale students from Kinder to Year 6 embraced the challenges of the World Education Games. Students engaged in a variety of Literacy, Spelling, Maths and Science challenges. They competed with other students from all over the world, answering a variety of different questions at varying levels of difficulty. Students also located on maps, the countries of fellow competitors.

We were proud to have four students involved in the KEEP (Kyogle Educational Enrichment Program) in Kyogle. Students travelling into Kyogle twice a term engaging in Mathematical, Literacy, Scientific and Cultural activities.

Our school promotes reading through Scholastic Book Club. Students benefit from being able to purchase discount books, and the school is rewarded with bonus points to purchase books for the school library. In term 1 our students were involved in a Scholastic competition which involved various activities for different stage levels. One of our students was the winner for the Wombat Competition and part of her prize included a book for each student at the school and a copy for the library plus a $50 voucher for our library to spend on Scholastic Books.

By all accounts our COLOURSS Science Connections Day in Term 3 was a great success. It was such an inspiring day with students of each stage gathering at different COLOURSS school to engage in some amazing Science activities and experiments.

Our students once again challenged their Spelling Skills in the Premier's Spelling Bee. We held our own ‘Spell Off’ at school selecting 4 students to represent us at the regional finals in Alstonville. Sharni and Oliver represented Stage 2 and Estelle and Holly represented Stage 3. Tabitha was also selected to compete however the finals clashed with an eisteddfod in which she competed. I am sure the Spelling skills of all participants have benefitted from this experience.

**Public Speaking** develops so many skills in students. Students need to plan, write, memorise and present a speech in front of their peers and other adults. Senior students were then involved in judging and assessing each speech according to 8 different criteria, in order to select our finalists. Malachi, Ayla, Tabitha and Sharni competed in the ‘Interspeak’ Public Speaking Competition – a competition among our COLOURSS schools at Barkers Vale PS. Our whole Senior class travelled to Barkers Vale to support our speakers and learn pick up some helpful tips from other speakers who competed.

The Intensive Swimming Program in November saw proficient swimmers involved in developing water safety and rescue skills, and others involved in intensive swimming lessons and water awareness. Parents again provided invaluable support and assistance with this very important program.

**Excursions**

As already noted, our Senior students travelled to Canberra for their major excursion in 2013. This is part of their Civics in Education Program. This
excursion involved major fundraising, and was definitely worth it. We also managed to squeeze in a day in the snow, which for most, was a sight they had never seen. Among the attractions visited were Parliament House (Old and New), The WAR Memorial, Questacon, Cockington Green, Australian Institute of Sport and the Australian Film and Sound Archives. I was very proud of the manner in which our students conducted themselves at the different venues.

This excursion would not have been possible without the assistance of the Year 5/6 students, Rukenvale P&C (donating $900), Kyogle Tidy Towns (donating $500), Rohana Austin from Sea World, Wiangaree Store, Ripples on the Creek and the Parliamentary and Civics Education Rebate (PACER). Special thanks also to Mr Hausen for his invaluable assistance on the excursion.

Our Junior students enjoyed a wonderful 2-day excursion to Ballina. The weather was kind to us as we explored rock pools at Shelley Beach, walked the north wall, built sandcastles, learnt about the threats to sea turtles and sea birds, saw turtles close up at our visit to Australian Seabird Rescue and enjoyed many other exciting and educational experiences.

Our Senior class also had a ‘camp out’ at school in the last week of Term 4. Students set up their tents, assisted with food preparation and engaged in some great ‘team bonding’ activities.

**Aboriginal education**

All special events including weekly assemblies commence with an ‘Acknowledgement of Country’ and the playing of the Indigenous version (with didgeridoo) of our National Anthem. 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.

Along with other COLOURSS schools our students attended a Cultural Infusion performance at Wiangaree Hall, a show certainly worth waiting for.

**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.
School planning and evaluation
2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

In 2013 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 100% of parents agreed that the school regularly communicated information about the school’s programs and activities, and student progress.
- 87% of parents agreed that information about student learning is shared between school and home, teachers and families work in partnership to support students’ learning and that parents and carers are supported to assist their child’s learning at home.
- 100% of parents agreed that Rukenvale PS is a school where positive relationships exist between the school and its community and that families are invited and encouraged to be involved in classroom and school activities.
- 100% of students agreed that English is an important subject to learn and 78% of students agreed that teachers clearly explain what literacy skills they are learning and why.
- 93% of students agreed that teachers tell students what they are doing well in English and 93% of students believed that teachers expect them to do well in English whilst 86% believed that their parents expect them to do well.
- 100% of students agreed that Mathematics is an important subject to learn and that parents, teachers and the school expect that they will do well in Mathematics.
- 100% of staff believe that school leaders build relationships based on trust, collegiality and mutual respect. They also believe that school leaders demonstrate an interest in, and accountability for, student learning outcomes.
- 100% of staff hold high expectations of students succeeding in literacy and numeracy.

School planning 2012—2014: progress in 2013

School Priority 1

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

Evidence of progress towards outcomes in 2013

- 100% of students achieved this target in Year 3, but only 50% of Year 5.

Student engagement in writing will be improved across the school

Evidence of progress towards outcomes in 2013

- through explicit teaching of writing skills, collaboration with our COLOURSS group focusing on Writing skills and use of the Literacy continuum to track students and inform teaching students were more receptive and displayed greater enthusiasm for writing activities.

School Priority 2

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

Evidence of progress towards outcomes in 2013

- we achieved this target with all Year 3 and 5 students achieving in the top 3 bands. All students recorded good growth along the continuum.
School Priority 3
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

We had four students participate in the KEEP program. Feedback from the students was very positive. In addition to KEEP, all students had opportunities to extend their skills in Public Speaking, University tests, Premier’s Spelling Bee and Newcastle Permanent Maths Competition.

Differentiation of programs in Multi-stage classes constantly offer opportunities for all students to extend their learning.

School Priorities for 2014

School Priority 1

- Improved literacy outcomes for all students with an emphasis on Writing

Strategies to achieve these outcomes in 2014

Professional Development

- Teaching staff to develop Best Practice – through self-evaluation, and viewing examples of Best practice.
- Teaching Staff to continue training in the use of interactive whiteboards
- Take advantage of suitable locally developed online courses.

Quality Teaching

- Reflect on Best Practice
- Emphasis on high expectations and student engagement
  - Use of Writing Rubrics to ensure CTJ (Consistency of Teacher Judgement) highlight strengths and areas for improvement

and provide student feedback

Small School Network

- Work with COLOURSS to ensure consistency of teacher judgement – attendance at Workshops, sharing of Clustered writing samples (D. Booth -Best Start Lit & Numeracy Leader)
- Using the tools of Quality Teaching to increase student’s levels and responsibility for quality work
- Analyse, compare and plan from NAPLAN Writing results and students’ work against syllabus outcomes with COLOURSS group.

Programming

- Focus on Audience, ideas, punctuation and sentence structure
- Focus on engaging students in writing through the use of a variety of media, including digital media
- Publishing and sharing work in school and with the community
- Analyse, compare and plan from NAPLAN Writing results and students’ work against syllabus outcomes.

School Priority 2

- Improved Numeracy outcomes for all students with an emphasis on Number, Patterns and Algebra and Working Mathematically

Strategies to achieve these outcomes in 2014

Professional Development

- Teaching Staff to be trained in the use of interactive whiteboards in numeracy.
- Build teachers’ capacity to identify and address all students’ Numeracy needs through professional development courses

Quality Teaching

- Emphasis on high expectations and student engagement
- Use of games both ‘hands on’ and digital
- Online digital media to support and enhance student outcomes -Get Smart website, Studyadder, Mathletics and Rainforest Math

Small School Network

- Work with COLOURSS to ensure Consistency of Teacher Judgement
- Enrichment days to promote GATS – KEEP program

Programming

- Focus on Higher Order Thinking and applying numeracy knowledge to problem solving
- Tracking students on Continuum – to inform teaching practice and content
- Use of inferential questioning techniques in numeracy.
- Newman’s Analysis
School Priority 3

- Working closely with community to maintain and improve positive relationships and student enrolments

Strategies to achieve these outcomes in 2014

- Positive School Promotion – leaflets in community especially Real Estate Agents,
- School Website regularly updated
- Informative Newsletter
- Visit to local Pre-school
- Promote through local media – special events, achievements
- ‘Dead Dog’ audit
- Presentation of school entrance and office foyer.
- Review phone message

Professional learning

Staff have completed mandatory training in anaphylaxis, and several modules relating to the new Curriculum and its implementation.

Regular staff and COLOURSS meetings included Professional Development mainly around the implementation of the New English Curriculum, but also the sharing of ‘Best Practice’ in accordance with Professional Standards.

I attended the North Coast Principal’s meeting in Coffs Harbour where Dr Michelle Bruniges (Director General of Education), Greg Prior (Assistant Director General of Education) and Mark Youngblutt (Acting Regional Director) and other educational specialists addressed 275 Primary and Secondary principals from across the region. With the realignment of Regions across NSW, the implementation of The New National Curriculum, LSLD (Local Schools, Local Decisions), the rollout of LMBR (Learning Management and Business Reform), ESES (Every Student, Every School), to mention a few, there was plenty of information to impart and some robust discussion.

Staff from our COLOURSS group met with Kylie Wilkinson (DEC Promotions Officer) at The Risk Public School to develop plans to promote our small schools and market our small schools across the area and show the wider community that we have so much to offer. It was a very positive day and plans are already in action to design and distribute a brochure to business houses, especially pre-schools across this area of the Richmond Valley.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school in regard to Homework.

Responses varied greatly from parents and students who highly valued Homework, to others who did not believe homework should be set. Those who wanted homework liked the current format but felt more variety in activities needed to be included.

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
Linda Jones: Classroom Teacher
Anne Martin: School Administrative Manager
Narelle Hand: P&C President

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:
