It is with much pleasure that I present the Annual School Report for 2014. Avalon Public School is a wonderful school with high expectations for our motivated students. All members of the school community work collaboratively and harmoniously ensuring excellent learning opportunities for our students. The very evident partnership that our school and teachers have with the parent and wider community greatly supports all aspects of student learning. The very strong sense of community is highly valued by all involved with our school.

As a result, our school enjoys a well-deserved reputation for providing students with excellent opportunities to attain results in a variety of endeavours including academic achievement, the performing arts, sports and leadership. These broad ranging learning opportunities can largely be attributed to the school’s dedicated and highly professional teaching staff, who in conjunction with a well-resourced learning environment, provide high quality teaching and learning in a positive and engaging school climate. This report highlights and celebrates many of these excellent achievements by our students.

Long-serving Avalon teacher, Linda Godsall, retired during the year, but fortunately she will be able to remain on staff in a temporary capacity. Linda has made a great contribution to public education within the Department of Education and Communities (DEC) for an extended period and this will continue in 2015.

Parental involvement at Avalon is very much appreciated and takes place in a variety of ways. The school’s Parents and Citizens Association (P&C) continues to work extremely hard for the benefit of all students. I congratulate Anton van der Vegt on his excellent leadership of the P & C in his first year as President and acknowledge and sincerely thank Peter Birrell who, in 2015, is stepping down after four years as an extremely committed member of the P & C senior
executive. I thank all parents who occupied a position on one of the many P & C committees, all of which have one main focus; providing quality learning opportunities for Avalon’s students.

This report acknowledges many outstanding achievements of our students, including the wonderful effort of our Senior Girls’ Football Team in winning the NSWPSSA State Football Knockout Competition for the second successive year, our Tournament of Minds Team that won the Northern Sydney Primary, Language Literature competition against all schools from all educational sectors, the achievement of Pia Lenarduzzi winning medals at the National Schools’ Swimming Championships and the performances of Ellie Kerr, when representing NSW Primary Schools at National Football and Touch Football Championships. Our students’ excellent achievements are many and varied and all involved are to be warmly commended for their efforts.

We are looking forward with much excitement to 2015, a year that will bring an increase in student enrolment to Avalon and know that our school will continue to enjoy widespread support from our wonderful 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.

Graham Phillips - Principal

P&C President’s Message

In 2014 many new faces appeared on the Avalon P&C executive team, including Denny Neave as Treasurer, Allegra Frost & Krithia Edwards as head of OOSH, Rob Coles as Band Committee President and Vanessa Edwards headed the Dance Committee. The resulting blend of fresh ideas combined with the experience from the old hands made for a very productive year.

First and foremost the P&C is tasked with allocating money to areas of need around the school. In 2014 the P&C spent more than $72,000 on such areas including:

- $20,000 on classroom resources. These primarily supported the English and Mathematics programs, and to a lesser extent, preparation for the introduction of the new Science syllabus. Types of support included reading texts, larger ‘big books’ and a range of hands-on equipment for practical maths study
- $20,000 to supplement the DEC’s Student Learning Support Officers (SLSOs) previously known as teachers’ aides, to support classroom learning
- $7,000 to increase the Visual Arts teacher time
- $15,000 towards the supply of iPad technology to students
- $4,400 for replenishing equipment in the Home Sports Program as well as the PDHPE and PSSA programs

All allocated amounts were within the budget approved at the end of the school year 2013. In addition to these budgeted allocations, many other ad-hoc contributions were made as needs arose. For example, the supply of new PSSA (sports) uniforms for our rugby league, softball, soccer and netball (bibs only) teams. The provision of some welfare payments to families in need and contributions towards the cost of state level sports participation for those students selected.

Despite this considerable contribution, the P&C maintained a healthy financial position with incomes exceeding budget by more than $10,000, primarily as a result of the excellent management of the canteen, uniform store and OOSH committees.

The canteen, under the stewardship of Nicky Ward and Di Cutrie, has excelled yet again this year. With expanding popular offerings for students including healthy homemade muffins, fruit breads and quiches has been most successful. The use of Flexi-schools expanded to over 100 orders per day and twice that on Thursdays and Fridays. In addition the team has managed to provide a $15,000 contribution to the overall P&C finances.

Nicky Ward and Sam Baum also forged ahead in the Uniform Store with the provision of a further $15,000 contribution back to the overall P&C fund. Sam negotiated carefully with many suppliers so that stock was not only cheaper but also less stock was purchased for inventory. For example previously, the minimum order quantity for socks and tights was 300 whereas now only what is required is ordered. Sam also changed suppliers where necessary to reduce costs such as with the summer dresses.

It’s worth noting that the contributions by the canteen and the uniform store amount to nearly as much as that produced by the biennial fete alleviating the ‘off-year’ stress that comes with large P&C outgoings and relatively small incomings.

After many years under the successful stewardship of Lisa Archibald, Avalon P&C’s Out of School Hours (OOSH) facility is now managed by Allegra Frost and Krithia Edwards. This year, for the first time, the OOSH was required to pay the DEC around $6,000 as a rental fee. In
addition the facility invested in air conditioning ($6,270) and new computer technology. As part of its ongoing improvement a new software system, called “Hubworks”, was implemented supporting bookings, updating student/parent details, invoicing and enrolment management. Avalon OOSH will start 2015 with a professional and experienced group of employees and a better facility to support the children.

Vanessa Edwards headed up the Dance Committee this year. Three dance groups were formed, which is testament to the popularity of Dance within the school. It was a very successful year with all three dance groups performing at the Glen Street Theatre for the Sydney North Dance Festival and a smaller group of 12 students performing in the Schools Spectacular at Sydney's Qantas Credit Union Arena. Vanessa did a great job of not only supporting all the dance troupes but also managing the financial side of the committee. Vanessa has raised the possibility of reducing pupil fees next year with a considerable funding surplus arising in 2014.

The band committee, headed by newcomer, Rob Coles, had a terrific year managing 3 bands and around 200 children. Performances were held throughout the year including at Avalon Market Day and the school's Musicale. Sarah Shaw, the Musical Director and Jono Wills, the Band Conductor provided inspiration and a lot of hard work to make this a fun and rewarding year for all the children.

Denny Neave, among his many treasury jobs, worked hard this year to secure funding and select a parent ‘app’ to improve communication between the school and parents. This widely used mobile app, called “SkoolBag”, provides a simple way for parents to tap into events and activities that their children are engaged in. At the end of 2014 Denny worked on system setup so that it will be ready for trial during 2015.

Our journey this year in 2014 as Avalon Public School Captains has been a wonderful experience.

Throughout the year we have taken on many different aspects of being a School Captain at Avalon. Some of the responsibilities we have experienced this year are running weekly assemblies, organising the Student Representative Council (SRC), carrying out special duties around the school and organising whole school fundraising events. We have continued to learn the skills of being a leader and have given support to our peers at Avalon.

We trained every Wednesday in Term 1, with other leaders from neighbouring schools in the PCS Leadership Program at Narrabeen Sports High with Mrs Smithies. This experience helped us learn the skills of being a School Captain. In Term 4, we were invited to NSW Parliament House, where we met Mr Rob Stokes and reflected on our year as leaders.

This year our school promoted our new code: Respect, Responsibility and Personal Best. This is a great summary of what we do at Avalon. We always give respect to each other, our teachers and peers; we strive to be responsible in the way we do things and we always aim to achieve our personal best in all that we do.

Finally, our sincere thanks go to the school executive. Graham Phillips, Lisa Weber and Trudy Alcorn have provided a consistent presence at each and every one of our P&C meetings: Fielding questions, helping with our discussions and taking on various tasks, the school executive has built up a very productive relationship with the P&C making our combined efforts to improve student outcomes, as effective as possible.

We look forwards to an exciting and productive 2015.

Anton van der Vegt - P&C President

School Captains’ Report

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During 2014, our leadership team also organised a successful talent quest, led an environmental awareness program called “Take 3 for the Sea” which raised funds to support bushfire affected areas, donated to WIRES and to Pink Ribbon Day. All our leaders worked together to make all events very successful.

Thank you so much to all the teachers and students for their kind support and assistance throughout this year. We couldn’t have done it without your generous help and we would like to especially thank Mrs Weber and Mrs Shlager for giving their time to assist us. On behalf of the captains, leaders and students of Year 6, we would like to say, ‘Thank you’.

Zoe Coles, Saskia Stylianou, Ben Johns and Max Mergen.

**School Context**

**Students**

**Enrolment Profile**

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

Enrolment at the start of the year was 853 students and this figure rose to 866 throughout the year. Year 2 had the highest number of enrolments with 138 students while Year 4 was the smallest cohort with 103.

There were 3 Aboriginal and Torres Strait Islander students enrolled and 71 students from families with a non-English speaking background.

**School Enrolment**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>421</td>
<td>441</td>
<td>429</td>
<td>407</td>
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<tr>
<td>Female</td>
<td>411</td>
<td>409</td>
<td>451</td>
<td>447</td>
<td>450</td>
</tr>
</tbody>
</table>

**Attendance Profile**

Average daily attendance at Avalon was 94.9%. The majority of students attend school regularly.

Student attendance is carefully monitored. Where a student’s attendance causes concern, the matter is discussed with the parents. Where attendance remains unsatisfactory the school counsellor and home-school liaison officer provide support to the family. The following table indicates attendance percentages over recent school years.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>93.9</td>
<td>93.6</td>
<td>94.8</td>
<td>95.0</td>
<td>95.5</td>
</tr>
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<td>93.7</td>
<td>95.3</td>
<td>94.6</td>
<td>94.0</td>
<td>95.8</td>
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</tr>
<tr>
<td>5</td>
<td>94.9</td>
<td>94.7</td>
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<td>94.7</td>
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**State DEC**

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<th>2014</th>
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</thead>
<tbody>
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<tr>
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<td>94.4</td>
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<td>94.2</td>
<td>94.7</td>
</tr>
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<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
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</tr>
<tr>
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<td>94</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
</tr>
<tr>
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<td>94</td>
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<td>94.2</td>
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</tr>
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<tr>
<td>Total</td>
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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
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**Class Sizes**

The following table shows our class sizes as of the commencement of Term 3, 2014.

<table>
<thead>
<tr>
<th>Class Sizes</th>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tr>
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</tr>
<tr>
<td>1AM</td>
<td>1</td>
<td>126</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1ES</td>
<td>1</td>
<td>126</td>
<td>23</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>1RG</td>
<td>1</td>
<td>126</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1/2AS</td>
<td>1</td>
<td>126</td>
<td>13</td>
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<td>5/6MB</td>
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<td>14</td>
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</tr>
<tr>
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<td>6</td>
<td>106</td>
<td>31</td>
<td></td>
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<tr>
<td>6JS</td>
<td>6</td>
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<td></td>
</tr>
<tr>
<td>6JT</td>
<td>6</td>
<td>106</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>
Structure of classes

The students were organised into 30 age appropriate, mixed ability classes together with 3 composite classes, giving the school 33 classes in all.

Throughout the year, students participated in lessons taken by specialist teachers in library & information skills, visual arts and physical education.

Workforce Information

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

All staff are highly committed and professional and are dedicated to preparing students for life in the twenty-first century.

Workforce Composition

The allocation of staff to the school by the Department of Education and Communities (DEC) is based on the number of students enrolled. The total teacher staffing allocation was equivalent to 42.437 full-time positions. The total administration staff allocation was equal to 5.172 full-time positions.

In addition to the Principal and two Deputy Principals, the school had thirty three classroom teachers, including four Assistant Principals. As well, there were two release from face to face (RFF) teachers providing instruction in the specialist areas of Physical Education and Visual Arts. The library was staffed by a full time teacher / librarian (T/L) as well as a part time T/L working two days per week. In 2014, there were no newly permanent beginning teachers on staff.

A Learning and Support Teacher (LaST) is appointed 0.6 FTE ie 3 days per week, to provide additional support in literacy and numeracy learning. The Reading Recovery (RR) program continues to support a number of Year 1 students. The school’s P&C again provided additional funding to supplement the DEC staffing in the area of learning support.

Teachers were supported by a number of School Learning Support Officers who provide support for specific students with disabilities as part of the State Funding Support Program.

Administrative support was provided by a School Administrative Manager and three School Administration Officers. There was also a full-time General Assistant.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. No staff members identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

All teaching staff met 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 study</td>
<td>50%</td>
</tr>
<tr>
<td>Teacher accreditation (New Scheme Teachers)</td>
<td>22%</td>
</tr>
</tbody>
</table>

Financial Summary

Date of financial summary: 30/11/2014

Income $ 1,318,302.10

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>194,367.70</td>
</tr>
<tr>
<td>Excursions</td>
<td>189,594.26</td>
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<tr>
<td>Extracurricular dissections</td>
<td>128,277.57</td>
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<tr>
<td>Library</td>
<td>28,702.60</td>
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<tr>
<td>Training &amp; Development</td>
<td>5,130.62</td>
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<tr>
<td>Tied funds</td>
<td>183,143.88</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
<td>91,222.84</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td>Total expenditure</td>
<td>1,290,156.47</td>
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</table>

Balance carried forward $ 362,766.39

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, buildings and major maintenance.
A full copy of the school’s 2014 financial statement will be tabled at the first General Meeting of the P&C in 2015. Further details concerning the statement can be obtained by contacting the school.

**School Performance 2014**

**Academic**

**National Assessment Plan**
134 Year 3 students and 129 Year 5 students participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The results are recorded in bands. For Year 3, Band 6 is the highest band and Band 1 is the lowest. For Year 5, Band 8 is the highest and Band 3 is the lowest. In the following graphs, results are shown for our school.

**Literacy – Year 3**
The strands of literacy are reading, writing, spelling and grammar and punctuation. In reading 90.9% of Year 3 students achieved results in the top three bands compared with 85.3% for the Statistically Similar Group (SSG) and 72.7% for the State. 7.5% scored in Band 3, 1.5% scored in Band 2 and 0% in Band 1. 14.7% of the SSG and 27.7% of the state scored in the lower three bands.

In writing 82.8% of Year 3 students were in the top three bands for writing, 92.5% of Year 3 students were in the top three bands for spelling and 88.8% of Year 3 students were in the top three bands for grammar and punctuation.

Proud Banner Assembly Recipients
Literacy - Year 5

In reading, 78.3% of Year 5 students achieved results in the top three bands of reading compared with 74.3% for the SSG and 60.9% for the State.

In writing, 49.6% of Year 5 Avalon students scored in the top three bands compared with 57.8% for the SSG and 45.9% for the state. In spelling, 73.7% of Year 5 students achieved results in the top three bands and 84.5% of Year 5 students were in the top 3 bands for grammar and punctuation.

In both Years 3 and 5, considerably less Avalon students were placed in the lower bands for overall literacy compared with students across the state.

Healthy Harold visit with Clinton Gutherson from the Manly Warringah Sea Eagles.
The school focus has been the implementation of the revised English Curriculum, with an emphasis on reading and writing. For reading, the average growth was 76.1 points of the matched students from Years 3 to 5. Spelling growth was 90.1 points and grammar and punctuation was 85.5.

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. The performance of the students in our school in the Year 3 and the Year 5 NAPLAN Test is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

### Percentage of Year 3 students achieving at or above minimum standard

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<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<td>Reading</td>
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<tr>
<td>Writing</td>
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<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
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### Percentage of Year 5 students achieving at or above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>Reading</td>
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<tr>
<td>Writing</td>
<td>96.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Progress in Literacy**

The revised English Curriculum, with an emphasis on reading and writing, has been implemented, resulting in growth as follows: reading 76.1 points, spelling 90.1 points, and grammar and punctuation 85.5 points.
Future development / Implications for the school NAPLAN results overall show 56.2% of students achieved greater than or equal to expected growth in writing, of the matched students from Year 3 to 5. The school believes it can improve student results in writing. This will be addressed in the 2015 – 2017 planning cycle.

Numeracy - Year 3

In overall numeracy results, 85.8% of Year 3 Avalon students achieved results in the top three bands compared with 79.6% of the SGG and 65.9% for the state. Thus 14.2% scored in the lower 3 bands compared with 20.4% for our SGG and 34.1% for the state.

Progress in numeracy

Of the students matched from Years 3 to 5, the average growth in numeracy for our students was 76.1 points compared to 78.4 points for the state.

Numeracy - Year 5

In numeracy, 76% of Year 5 Avalon students achieved results in the top three bands compared with 71.7% for our SGG and 58.3% for the state.

The Arts

Dance

Three selective dance groups were formed at the beginning of the 2014 school year and students from these groups represented the school with distinction at Sydney North Dance Festival, Senior Friends’ Open Day Concert and Musicafe 2014. These groups involved 72 students, boys and girls, from Years 2 to 6 under the guidance of Anne Henderson, Michelle Garrard and Suzanne Taylor. For many students, it was their first opportunity to be part of an Avalon Public School Dance Group.

13 students from Avalon, including Sophie Rutzou who was a member of the Sydney North Junior Dance Ensemble, were selected to be part of the 31st Schools Spectacular.
Ruby Kis, Bruna Gomes, Isabella Conwell, Sophie Rutzou and Malia Edkins were selected to attend the Sydney North Junior Dance Camp 2014 held at the studios of the Sydney Dance Company.

In 2014, Avalon participated with energy and enthusiasm in the Pittwater Community of Schools Music Festival. One new dance group comprising students from Years 3 and 4 was formed for this event.

We were fortunate to have 5 students chosen for the Regional Talented Dance Camps on at Sydney Dance Company in the city early in the year. Mrs Garrard, who teaches the 5/6 group, was also asked to teach at the State Dance Days for Years 2-4. Many of the students will be moving onto high school next year and several, after a successful audition, were selected to attend Mackellar Girls Campus which is known for its dance program.

Choir

The Avalon Public School choir comprised of 60 members from Year 2 to Year 6, including male and female students. The choir completed a program of choral repertoire arranged by the DEC’s Performing Arts Unit.

In addition to the Avalon School Choir, the range of choral programs included:

**Avalon Senior Choral Group.** This choir comprised of 20 students in Years 5 and 6. The Senior Choral group performed at Welfare Assemblies, the School Musicale and the Peninsula Community of Schools Music Festival.

**Primary Proms Choir.** This choir was made up of 20 students, selected from Years 3 and 4. They performed in the Uluru Concert at the Sydney Town Hall during the Primary Proms Concert Series.

Peninsula Community of Schools Choir. This choir comprised of 20 students in Year 2. They performed in the Peninsula Community of Schools Music Festival at Pittwater High School.

The Avalon School Choir has also performed at:

Avalon School ANZAC Day Ceremony
Open and Senior Friends’ Day
Welfare Assemblies
Preschool Concert
School Christmas Carols Morning
School Musicale

Band

The school band program in 2014 comprised of the Training Band, Combined Band, Senior Band, a Stage Band, as well as Junior and Senior Drum Corps. The bands regularly performed at School Banner Assemblies and major school and community events. 2014 again saw a growth in numbers, with 120 students enrolled in our band program. Mrs Sarah Shaw continued to direct our band program alongside our long-term conductor Mr Jono Willis.

Highlights for 2014 included:

- The ANZAC Day Service at Palm Beach RSL Sub-Branch, with the Last Post played by Frazer Geelan and the Reveille played by Max Mergen. The Senior Drum Corps led the march from the wharf down to the cenotaph.
- The Northern Beaches Celebration of Music Festival held at Pittwater High School. All 3 of our bands performed.
- In June, a number of our band students and Drum Corps participated in a workshop and watched a performance by the NSW Public Schools Millennium Marching Band at Narrabeen Sports High School.
- Our school Band Camp, which was held at Narrabeen Sport and Recreation Centre in Term 2.
- Northern Beaches Symphonic Wind Ensemble concert, where our Senior Band performed.
- Avalon Market Day where our three bands, Stage Band and Drum Corps performed. All were well received well by the Avalon community.
• The School Musicale in December, with performances from our 3 bands and Drum Corps. The Drum Corps also performed at the PCS Music Festival in August.
• Our end of year ‘Big Band Breakfast’ followed by our school Christmas Carols morning, where each of our three bands accompanied the school singing a mix of traditional and more contemporary carols.

Visual Arts
Walk around Avalon Public School and you will see diverse and dynamic artworks inside classrooms, along corridors, adorning our library and on playground walls.

Art is explored cross-curriculum and all students engage in art making and investigation.

Our Visual Arts program gives children experience in drawing and painting, mixed media, sculpture, ceramics, printmaking, textiles and art appreciation.

Again this year for the remembrance ANZAC Day Service our senior students responded to the history with a thoughtful and moving art display.

NAIDOC Week is another important cultural focus where students reflect and express themselves through art. Many of our students work were part of a travelling exhibition around NSW schools.

Mrs Henderson’s class collaborated in a collaged painting to be part of “The World’s Biggest Classroom” DEC initiative displayed at Warringah Mall. This year 3/4 class also painted large-scale copies of the Children’s Book Council of Australia “Book Week” winners cover designs for an annual library display.

Mrs Henderson has overseen this creative project now for 10 years … an amazing achievement, which reflects her love of literature and visual arts.

Drama
In 2014, we continued The Avalon Public School Drama Club Program. The junior group met once a week and was made up of 14 students in years 3 and 4. The Drama Group performed at the ArtsNorth Festival of Drama held at Parade Theatre, NIDA. They also performed on Open Day for Education Week and at the 2014 Musicale. During lessons, students are given the opportunity to develop self-confidence and performance ability. They have completed a program based on the DEC’s Drama Syllabus. The core elements of the program include building students ability in Vocal technique, Mime, Improvisation and Play building.

Sport
There is a strong emphasis and tradition on physical activity and a healthy lifestyle in the school. All primary grades were involved in home sport activities and minor games. Year 2 students participated in DEC’s School Swimming Scheme. All classes had regular physical education lessons with a specialist teacher.

Primary Schools Sports Association (PSSA)
Avalon Public School retains a strong reputation across the district for our successful participation in PSSA, zone carnivals and sporting competitions. 2014 was a great year for area and state representation for students from Avalon Public School.

The following teams were premiers in their inter-school competitions:
• Senior B Boys Softball
• Senior A Girls Eagle Tag
• Senior B Girls Eagle Tag
• Junior A Girls Netball
• Junior A Boys Softball
• Junior B Boys Softball
• Junior A Boys Cricket
• Junior B Boys Cricket
• Junior Girls Netball Gala Day Premiers
• Senior Girls Football Gala Day Premiers

Carnivals
In 2014, the school held swimming, cross country and athletics carnivals. Once again, Avalon, under the guidance of Kym Charles, co-ordinated and ran the Pittwater Zone Swimming Carnival. An individual highlight was that of Pia Lenarduzzi, Year 6, who was named “Swimmer of the Meet”.

Avalon students competed with pride at each of these zone events and numerous students
qualified to represent the Pittwater Zone at the respective Sydney North Area Carnivals.

**Representatives**

A number of students were selected on their performances to represent the school and the Sydney North Area at state level in a variety of sports.

- **Athletics**: Ellie Kerr, Gina Hawson, Jessica McGuffog, Tyella Toll, Anja Carlen-Jorgensen, Tallulah Lewis, Ned Patterson, Louis Sprouster, Ben Schuetrumpf, Milo May
- **Touch Football**: Ellie Kerr
- **Football (Soccer)**: Ellie Kerr, Bronte Di Nallo
- **Swimming**: Pia Lenarduzzi
- **Netball**: Chelsea Mann
- **Basketball**: Jake Crooks

Special mention to the Girls’ Touch Football Team coached by Judy Malcolm, who were runners up in the State Knockout Competition.

Congratulations to the Girls’ Football Team, which won the NSWPSSA State Knockout Competition for the second year in a row, under the guidance of coach, Jo Connolly. The team won eight matches throughout the campaign, including a tremendous 4 – 0 final victory over Forster Public School. This is a wonderful achievement by the girls.

Finally, another special mention should be made of the following girls who represented the NSWPSSA at School Sport Australia National Competitions. Ellie Kerr represented in Football and Touch Football and Pia Lenarduzzi represented in swimming. What a fabulous achievement!

Students participate as a class over a period of ten weeks in numerous physical activities like playground games, organised school sport, outdoor recreation programs, dance, community sport and incidental activities, such as riding and walking to and from school, as well as helping wash the car and even includes walking the dog. The class works together to achieve award goals and complete log books with supervision. It is a wonderful opportunity for everyone including teachers to keep fit and active.

Avalon Public School encourages all students aged 5-13 years, along with their teachers to participate in at least 60 minutes per day of moderate to vigorous activity and limit sedentary behaviour.

Every school in the Primary School’s Sport Challenge receives a grant while all students who complete the 10 week challenge receive a personalised certificate. This certificate acknowledges the award achieved by their class. Many others will be awarded a second Certificate of Encouragement and one very special student will receive the NSW Premier’s Sport Challenge medal. This medal allows the school to acknowledge a student who is not necessarily among the elite, but who; consistently tries hard in school sport, has a great attitude to participation and fair play and inspires others to join in and do their best. Avalon’s recipient for 2014 was Ben Johns.

**NSWPSSA State Football Champions**

**NSW Premier’s Sporting Challenge**

The NSW **Premier's Sporting Challenge** is a NSW Government initiative that aims to engage young people in sport and physical activity and encourage them to lead healthy, active lifestyles. It includes a range of programs with one common purpose: to have more students, more active, more often!

Significant Programs and Initiatives

**Policy and equity funding**

**Aboriginal background**

Our few students who identified as Aboriginal or Torres Strait Islander worked from their individualised learning plans for the year.

**Socio-economic background**

Funds received for students whose families are in need were expended supporting students’ participation in the school’s programs and some excursions. Some funds were also expended on SLSO time for students in out of home care.

**English language proficiency**

Our students from a language background other than English who need support in English are only few in numbers. While we have no formal teaching allocation in this area, the school receives a small amount of funds which are used to provide support for these students. If
appropriate, application can be made to also support needy students via the new arrivals program.

**Learning and Support**

Our Learning and Support teacher has been an invaluable asset to support students, staff and parents. The Reading Recovery Program continued for Year 1 students with five children receiving daily individualised teaching in literacy.

Further information regarding Learning and Support can be found in this report in the "Learning and Support" and "Reading Support" sections.

**Other initiatives and programs**

**Best Start and PLAN**

In 2014, Avalon Public School continued to implement the Best Start Kindergarten Assessment process involving the administration of standard assessment tasks designed to identify the literacy and numeracy knowledge, skills and understandings that each child brings to school as they enter Kindergarten.

The assessment data was analysed, recorded and entered into Best Start software and early learning plans were developed to meet the individual student needs. Feedback was printed and distributed to parents and caregivers following the completion of the assessment process.

The Kindergarten teachers also record the end of year assessment data into Best Start software. This information can then be passed on to the Year One teachers so they can access this information for their 2015 class.

In 2014, Year One continued to record their end of year assessment data into Best Start Software. At the commencement of 2015, the Year 2 teachers will generate early learning plans for individual student needs based on this data.

In 2014, Year 2 will record their end of year assessment data into Best Start Software. At the commencement of 2015 the Year 3 teachers will generate early learning plans for individual student needs based on this data.

All grades K-6 are now able to use the PLAN software to record student assessment data. This year our staff have received professional learning in the numeracy continuum and will be recording two aspects of the numeracy continuum which allows information to be passed on to the 2015 teachers. This allows the ongoing process of assessment on the learning continuum to continue through from Kindergarten to Year 6.

Professional learning for all staff will continue in 2015 on the literacy and numeracy continuums. Use of the PLAN software will be an on-going process during 2015 and onwards. The use of PLAN allows teachers to share valuable information about individual student progress and enables explicit planning to cater for individual students’ needs.

**Peninsula Community of Schools (PCS)**

**Background:** The Peninsula Community of Schools (PCS) commenced at the beginning of the 2007 school year. The PCS comprises of three high schools and ten primary schools. Our school is part of this collaborative learning community pooling the resources of these schools to partner with each other and with Macquarie University (MU). Over 9000 students from K-12 have been provided with new and dynamic learning opportunities. The 2014 strategic plan includes the following targets:

- To provide relevant and appropriate professional learning opportunities to support quality teaching and learning and improved practice.
- To enhance the opportunities and delivery of technology enabled schooling.
- To extend enrichment opportunities for students through links with our partners MU, Pittwater Council and Warringah Council.
- To increase opportunities to build social cohesion and participation in the wider community.

**Findings:**

1. **PCS Professional Learning** PCS staff have been able to participate in specialised workshops supported by university staff, teachers and community partners, in which they are immersed in innovative teaching and learning practices designed to improve student outcomes across the board.

Opportunities delivered for 2014 were:

FOCUS GROUPS:
- 23 Early Career teachers participated in a conference and workshops in Terms 1, 2 and 3.
- 16 teachers participated in the Executive Leadership Mentoring project attending a conference and workshops in Terms 1, 2 and 3.
- 15 Deputy and Assistant Principals continued to meet each fortnight working on the implementation of the Australian Curriculum for English, Mathematics and Science.
TERMS 2 and 3 TPL Workshops

- 468 staff attended various workshops held across the PCS allowing staff to share their expertise

2. Technology

A technology committee was established to support the ongoing implementation of Adobe software and to assist the technology integration into teaching and learning, to implement BYOD and increase Pedagogical competences in technology.

3. Enrichment

A strong focus was maintained in the areas of Senior Shared Curriculum, Enrichment Programs for students and the Young Leaders Program. Warringah Council hosted the Year 6 leadership presentation. Pittwater Council’s Coastal Environment Centre supported the Science Fair. Macquarie University supported the First Lego League Regional competition, students in Leadership, Sustainability and Indigenous Education Programs.

4. Social Cohesion

The Peninsula Community of Schools believes in reducing the inequalities and closing the gap between Indigenous and non-Indigenous students. Schools are active in promoting and recognising culture, history and important annual events through initiatives such as the PCS Art Festival.

Future Directions: The Peninsula Community of Schools is constantly evolving as a learning community. A strong focus on our STEM programs will continue through the Science Committee, participation in the Youth Eco Summit and Robotics programs. Professional learning for staff and enrichment programs for students will continue to be at the core of our operation.

Aboriginal Education

At our school, an appreciation, awareness and a better understanding of Aboriginal and Torres Strait Island cultures, past and present, is an integral and valued part of the curriculum and culture of the school. The children have participated in a number of individual, small group, class, grade and whole school activities and learning experiences, focusing on not only Indigenous and Torres Strait cultures but, also Australia’s rich cultural diversity.

Along with excursions to significant local Aboriginal sites such as Gibberagong Environmental Education Centre, traditional Aboriginal Performers (Fred Reid and his two sons), Units of Work in HSIE, artwork, music and writing as well as separate art and writing competitions; throughout the year we also, as a school and as part of the Peninsula Community of Schools, celebrated, Harmony Day (‘Together We Can’), Reconciliation Week (‘Let’s Walk the Talk’), the Guringai Festival (‘Wellbeing and Wellness for All’) and NAIDOC Week.

A number of the pieces of artwork completed by Avalon students were chosen and displayed as part of the Peninsula Community of Schools Art exhibition held at Mona Vale Public School at the end of Term 2 called ‘Land Beyond the Sands’. Some of the pieces which scored highly in the exhibition’s ‘People’s choice Awards’ then went on display around the Peninsula Community of Schools in a ‘Travelling Art Exhibition’.

On the second last night of Term 2, several Avalon students, indigenous and non-indigenous, travelled to Mona Vale Public School and participated in a variety of indigenous workshops and activities throughout the afternoon and into the evening. Following this, some of the older students had the opportunity to camp out on the school grounds overnight.

Nura Djaroba, the school’s Aboriginal eco-garden is a special learning space here at Avalon Public School, reminding us daily of the Garigal people who once lived here.

The continued acknowledgement of the original custodians of the land is a feature of all school assemblies.

Student Welfare

Student Welfare

Preparing students to become responsible, caring members of our community is an important task of educators. A strong welfare program underpins our school organisation. Avalon Public School implements a comprehensive range of programs to foster mutual respect and consideration for others and promotes good discipline and effective learning strategies to enable students to learn to their full potential. Various initiatives continued in 2014, ensuring a safe and happy school for all were:

- creating class and whole school environments that encourage positive social behaviour and clear behavioural expectations;
- the introduction of a school pledge, fostering a strong school spirit where we are working together;
- the promotion of our new code “Respect, Responsibility and Personal Best”;
- the promotion of the “Avalon All Stars” and “Code Cards” to acknowledge students for exemplary behaviour;
• our K-6 Peer Support Program which had an emphasis on “Promoting Harmony” – focusing on values which are essential in fostering relationships, personal achievement and improved student well-being;

• Personal Development programs focused on Child Protection, Drug Education, Life Education, Road Safety, Anti Bullying, self-esteem, friendship and resilience;

• the introduction of class “Circle Solution” sessions with activities and games designed for students to promote positive communication skills, friendship skills, empathy, class cohesion and communication skills; and

• participation in Walk Safely to School Days, Bike Safety Education (Year 5), Class Patrons, Peer Support, SRC and Leadership Programs (Years 5 and 6).

Student Leadership

The Student Leadership programs offered at Avalon Public School provide opportunities for all Stage 3 students to learn about the qualities of a good leader as well as how to work together as a team. Our Year 5 students participate in class-based leadership activities before embarking on the Student Leader nomination, election and mentoring process in Term 4.

In Term 1, our newly elected Student Leaders attended the 2014 National Young Leaders Conference at the Sydney Entertainment Centre. Apart from learning leadership skills, our leaders listened to high profile speakers imparting knowledge, skills and inspiration that will enable them to be more effective leaders in their school community.

Our senior students and Student Leaders participated in

• weekly school assemblies including Banner Assemblies, ANZAC Day and Presentation Day;
• fundraising activities run by the SRC to support our school charities;
• the Class Patrons program which enables Year 6 students to assist K-2 teachers at lunchtime in a variety of ways;
• a variety of special roles and responsibilities around the school;
• our Peer Support program, which involves all students from K-5 capably led in small groups by Year 6 students over an eight week period;

• a number of PCS Leadership activities with neighbouring schools including a School Captain’s Leadership Program and “Take 3 For the Sea” initiative involving the whole school;

• our Year 6 “Buddy School” program with Cabramatta Public School; and

• the attendance of our School Captains at a morning tea at Parliament House hosted by our local member, Mr Rob Stokes.

STUDENT REPRESENTATIVE COUNCIL (SRC)

A meeting of the Student Representative Council (SRC), facilitated by the School Captains and School Leaders, is held twice a term. It is a formal and structured meeting which provides a forum for students to express their views on school and wider community issues. All Leaders are involved in planning the agenda, announcing meeting times, collecting and collating class suggestions and preparing and presenting their committee’s report. The School Captains lead the SRC meetings and the School Leaders report on tasks their committee has undertaken and what they have done to follow up on suggestions from the previous meeting. This includes forwarding approved suggestions to the Principal for his careful consideration. There are four committees: Grounds and Environment; Community, Care and Charity; Sport, Health and Safety and Culture, Leisure and Recreation. A variety and scope of fundraising activities are run by the SRC committees to support our school charities. Some examples during 2014 have been Green Sea Turtle Day and a Talent Quest.

Respect and Responsibility

Avalon Public School’s Code of Conduct supports respect and responsibility for oneself, for others, for property and the environment and it underpins our student welfare program.

In addition to the empathetic and supportive culture created in each classroom, students are given many opportunities for developing their leadership skills and behaving respectfully and responsibly. The school’s values of Respect, Responsibility and Personal Best are a key focus and are widely promoted. Supportive programs and activities include “Keeping the Code” units of work, student led assemblies, Child Protection, special days to support charities and Peer Support.

Peer Support

In 2014, ‘Promoting Harmony’, a module Developed by Peer Support Australia, to focus on values, was implemented. It was funded by the Australian Government Department of Education. The module was designed to build students’ social skills, resilience and responsibility. Its goal
was to enable them to take risks within safe boundaries and to empower them to actively participate in a school community.

The peer led sessions were conducted for 40 minutes once a week for 8 weeks. Peer leaders facilitated the sessions with the support of supervising teachers. The program provided students and teachers with the opportunity to interact with the same small group, consisting of K-6 students, on a regular basis in a familiar environment.

The module encompassed nine core values: Care and Compassion; Doing your best; Fair go; Freedom; Honesty and trustworthiness; Integrity; Respect; Responsibility; Understanding, Tolerance and Inclusion. This provided the students with an opportunity to acquire the skills, knowledge and attitudes to assist them in making more informed choices about their life and their community.

Premier’s Spelling Bee

In 2014, Avalon Public School children participated in the annual Premier’s Spelling Bee Competition. Students in Years 3-6 participated in class and grade competitions. Students in Years 1 and 2 held a school based spelling bee to coincide with the primary competition. Four school finalists were selected with Curtis Fishburn and Holly Sargent in the junior division and Sophie Rutzou and Will Vallis in the senior division representing Avalon Public School at the regional finals.

The junior and senior representatives successfully reached various rounds at the regional finals held at Collaroy Plateau Public School in the final stages of Term 3. The staff and students of Avalon are very proud of their level of achievement.

Challenge and Enrichment Programs

Enrichment and Extension Opportunities.
This year has been very successful for our students participating in enrichment and extension studies. Over the course of the year, eight Year 6 students attended the Northern Beaches Secondary College Stage 3 Primary & Enrichment Challenge Program (PECSP) at Freshwater Senior Campus. This program caters for gifted and talented students by providing enrichment and challenge activities and problem-solving based learning. Oliver Craw, Josie Curtin, Bruna Gomes, Lilli Teale, Will Vallis, Claudia van Bruggen, Ben Walter and Van Whiteman joined other nominated students from neighbouring primary schools each week.

Public Speaking
Avalon Public School students continue to demonstrate an extremely high standard of public speaking skills. The annual Public Speaking Competition held in Term 3, enables all students K-6 to participate and develop their confidence when speaking in front of an audience.

The theme this year was “Sometimes I Wonder….” One winner was selected to represent their class at the School Finals in September. Judges were invited to the final, which included Avalon staff members, together with Amanda Thompson and Daniel Inness from Barrenjoey High School.

Our 2014 School Finalists were Ella Wood (Kindergarten), Finn Ralston (Year 1), Esme van der Veg (Year 2), Claudia Cole (Year 3), Jake Molloy (Year 4), Elise Inger (Year 5) and Lilli Teale (Year 6).

Multicultural Perspectives Public Speaking Competition.
This year, four talented speakers (Jade Andersen, Bonni Kis, Felix Wood and Tyson Letts) were selected to represent our school at the district Multicultural Perspectives Public Speaking Competition. We were excited to learn that Felix was awarded a “Highly Commended” by the judges.

Australia My Country Competition
A record number of students in Years 3, 4, 5 and 6 took part in a state-wide “Australia: My Country” competition promoted by Avalon Beach RSL Sub-Branch. At the local level, ten students were awarded prizes for their Written Compositions and a further three for their Art entries. At the District Council level, Letitia van der Veg, Written Composition, and Ana Stankovic, Poetry, were awarded winning entries!
Elise Inger, Michael Donald, Ruby Hume, Cosmo Jackson and Fin Arnold had their written work selected for entry in various competitions and have had their pieces recognised for excellence and published in a variety of formats.

**Learning and Support**

The Learning and Support teacher (LaST) provided “Circle Solutions” to three classes in Stage 2, one class in Stage 1 and two Kindergarten classes in 2014, building students emotional literacy and resilience. A “Friendship Skills” group was implemented for Year 2 students in Terms 3 and 4, to assist students with friendship skills both in the playground and classroom. Support was also given to Kindergarten classes throughout the year within the classroom, teaching Social Skills in small groups using simple games that focus on the language and skills of friendship.

We continued the initiative this year of “Welcome to Avalon” afternoon teas, specifically for students who did not start Avalon PS in K, but enrolled throughout the year. This provided the students with an opportunity to get to know other students who were also new and a small environment where they could ask any questions and discuss any issues they may have had settling into Avalon Public School.

Selected Year 6 students participated in a weekly transition lesson in preparation for high school in Term 4. They looked at timetables, problem solving and organisational skills that might be required in Year 7. This helped students feel more comfortable with the transition and allowed them to support each other in the process. A small group of Year 6 students also participated in a activities fokusing on anxiety in preparation for high school.

The LaST also facilitated professional development for 10 Avalon staff in Dyslexia and Significant Reading Difficulties. This online 10 week course, approved by the DEC, focusses on staff refining and improving their skills in the classroom in relation to reading difficulties. The role of the LaST is a relatively new one and continues to be developed and adapted to suit the needs of Avalon PS.

**Reading Support**

Reading Recovery is a program designed to help the lowest progress readers, leaving Kindergarten, to accelerate their acquisition of literacy skills to enable them to ‘catch up’ to their peers. Reading Recovery has been in operation at Avalon School for 14 years and is an invaluable program. Many children who participate in the Reading Recovery program become proficient readers, who need no further support.

For those who do need more support we provide the Volunteer Tutor program. The Volunteer Tutor Program (VTP) provides individual learning support for students by way of the implementation of various strategies including Multilit and Multilit Extension, Comprehension Strategies and spelling, and Year 1 and 2 Reinforced Reading Sessions.

This year we have had a Student Learning Support Officer, Alex Montefiore working for two hours every day, to supplement our volunteers. This has helped ensure more students receive their literacy sessions. Alex has been trained in the implementation of these programs at the Multilit Centre. We also rely on a team of volunteers with different degrees of training and experience to implement these programs, trained, supervised and organised by Cathy Carlsson.

The VTP for reading is now in its eighteenth year of operation. We offer sessions every school morning throughout the year. Students usually access three or four sessions weekly. The program utilizes Multilit style sessions, individually tailored to a student’s needs. Students progress through a sequential program, targeting phonetic word attack skills, sight words and reinforced text reading.

We have also introduced the Multilit Extension Program, for older students, who have completed the Reading Tutor program and are still experiencing difficulties with reading. This program focuses on contractions, prefixes, suffixes and more complex phonetic patterns. Six students have completed the Extension program this year, while a further fourteen worked on the Basic Reading Program. Several students improved their reading by more than 10 PM Benchmark levels, this is a fantastic result and shows what an explicit, individualised phonetic program coupled with diligent, appropriate, supported practice can achieve. Improved reading skills help students function more independently in the classroom.

We have continued to implement a new “mini” Multilit style program for twelve lowest readers in Year 1 who were either waiting for a place on Reading Recovery or have completed Reading Recovery.
This year a new program was trialled in Term 3 for the lowest progress readers in Kindergarten. While one of the Kindy teachers had an intern teaching her class, she was released to implement individually structured one on one programs to these children. The results have been excellent and will help these children as they begin Year 1 next year.

We continue to offer other individual programs including; individual reinforced reading programs for students in Years 1 and 2 who are reading below grade level, individualised spelling programs as well as individual comprehension support for students who have good phonic skills but do not fully understand what they read.

We also offer the “Home Reading” Program, where children who are not quite independent readers (Years 2 to 6) are able to borrow books, at their reading level, without embarrassment. 48 children have taken advantage of this program with many of them becoming dedicated weekly borrowers. This enables them to practise more efficiently at home. We will continue this program next year for needy students.

More than 90 children have been able to participate in the various support programs we offer and we are very proud of the effort shown by these students and progress they have made. Most have been able to demonstrate significant improvements in their literacy skills and their confidence has increased accordingly.

Thank you to all our wonderful volunteers who make this possible.

Robotics

A whole school Robotics program has been developed to further excite students about science and technology. Currently our Robotics program includes the use of Bee-Bot's, Pro-Bots and NXT Robots. Students have access to these resources during Computer Mentoring, within the classroom plus scheduled access to robots owned by the Peninsula Community of Schools.

In 2014, extracurricular activities included the Robotics Club, where students in Year 4, 5 and 6 learnt advanced principles of robotics and design. It included building and programming robotic solutions to real life problems, giving students hands-on experience with sensors, motors and icon based programming. These challenge based activities allowed the students to work collaboratively to build a wealth of knowledge about effective programming and team work. Students from this club participated in the NXT Robotics introduction organised by the Peninsula Community of Schools.

The students also took part in the FIRST LEGO League (FLL) competition held at Narrabeen Sports High School. FLL is a global program created to get children excited about science and technology. FLL uses challenges based on real world scientific problems to engage children in research, problem solving, and engineering. Competitors had to build, drive and program an NXT robot to fulfil as many challenges as possible. Our team did extremely well and the judges were impressed with the way the team worked together. The complex problem solving, programming and teamwork of the team was outstanding.

Tournament of Minds

Tournament of Minds is a problem solving program for teams of students from both primary and secondary years. Tournament of Minds is an opportunity for students with a passion for learning and problem solving to demonstrate their skills and talents in an exciting, vibrant, and public way. Students are required to solve demanding, open-ended challenges. Two Avalon Primary teams competed in the Sydney North Regional Competition of Tournament of Minds. One team participated in the Maths Engineering and the other in the Language Literature.

Each team consisted of students from Years 4 to 6. They were given 6 weeks to work on a Long Term Challenge. This required dedication and commitment and both teams worked after school and on weekends preparing their creative solutions.

On Sunday, 24 August our very excited and well organised teams represented Avalon Public School with pride and enthusiasm. Both teams performed extremely well and we were thrilled to hear that our Language Literature Team had won their division.

Frances Chapman, Max Mergen, Holly Sargent, Imogen Morgan, Dion Carrothers, and Ives
Chisman-Duffy from our Maths Engineering Team constructed a model, which distributed sugar simultaneously and evenly to 4 different points. They performed an original play detailing how this device could save an imaginary world. The judges commented on how well they worked together, learnt their lines and staged the solution.

Our Language Literature team, Lillian Teale, Euan Bates, Jade Andersen, Cosmo Jackson, Tom Partington, Robbie Sanderson and Bronte Coles presented an entertaining and humorous story. They were required to read 8 classic stories from past and present and deliver a contemporary story which linked at least 3 characters from the texts. They independently wrote an engaging story which cleverly entwined the lives of 6 well known characters. Their lively, energetic performance was judged to be the best and they would go on to represent the Sydney North Region at State Level.

On 14 September, the team competed at State level at the University of New South Wales. They had 3 hours to independently work on a solution to a new problem. Once again they delivered a creative and energetic performance, demonstrating good team work and excellent drama skills. It was a wonderful experience for each of these children.

Author Visit
In Term 4 we hosted a visit by a new Australian author Lesley Gibbes. Her book *Scary Night* is illustrated by Stephen Michael King. Lesley spoke to our Year One students about the process of becoming a published author and then she presented a writing workshop for students in 3/4AH and 1/2AS. Lesley attended Avalon Public School herself and also completed part of her teaching practice at our school.

Book Week
Celebrations in Term 3 centred on the slogan *Connect to Reading*. Our Primary students participated in a week of thinking challenges. These included design and make projects, art based responses and several creative writing exercises. We were able to create large library displays of this work and students were presented with small certificates at our daily assemblies.

Donate a book
During Education Week we offered parents the opportunity to donate a book to our school library. We had over 700 new books donated. This is a wonderful way to boost our collection and creates a renewed enthusiasm for reading across the school.

Interactive Whiteboard
Our Teacher-Librarian, Margot Lindgren, delivered a number of professional development afternoons to assist staff with ideas for using our school SMART boards to enhance pedagogy and to explore the advanced functions in SMART Notebook which can be used for teaching and learning activities.

Library

Year 6 Boys’ Literacy Night
Our literacy nights have been running since 2001. This year over fifty boys attended the evening with their father or another family member. After a sausage sizzle and some warm up activities, including a scavenger hunt and computer simulation game, everyone gathered in the library. The boys were able to borrow up to ten books from a very large display which included new books purchased for the night.

Pre-school Orientation
The library hosted four events for our 2015 pre-school students. In Term 2 parents visited the library for a demonstration of SMART Notebook and a story. In Term 3 groups of pre-schoolers visited the library once each week for a puppet show and a library tour. In Term 4 the library participated in a literacy night. We set up an extensive book display and parents were invited to read with their child. On this night parents were given an information pack with ideas about the importance of daily reading to children. In Term Four the parents were invited to an information session, held in the library, which discussed the procedures for starting school. On this night we prepared a display of Kindergarten art.

Technology
The school is committed to the integration of technology across all aspects of education. There are two fully equipped computer labs, along with a minimum of four computers and an Interactive Whiteboard in all classrooms. The school employs an additional specialist Computer Mentor Teacher, who provides both the students and the teachers with technology mentoring lessons once a fortnight, as well as on site, on hand technological expertise. The focus in the sessions is to increase teacher and student knowledge in the use of technology to support and enhance teaching and learning outcomes. These lessons continue to be a very popular part of the teachers’ and students’ program and include learning about software such as Kahootz, Reading Eggs, Photostory, Moviemaker, Monkeyjam, Mathletics, SMART Notebook, TuxPaint, Office 2010, Email, Adobe Photoshop, Google Sketchup, Tuxtype2 and Web 2.0 tools such as Powtoon, ABCYA animate, Fotot,
Wordle, Tagxedo, Voki and Storybird, StoryJumper, Prezi, and Cybersafety. Students have also been introduced to digital filming using Flipcams. In addition, the school in conjunction with the PCS, have developed a whole school Robotics program whereby students from K-6 have the opportunity to interact with Bee Bots, ProBots and NXT Lego Mindstorms.

During the year we have added an additional 24 laptops to bring us to a total of 284 computers in the school. A major focus area this year has been the extension of our network. This has involved the gradual installation of wireless access points as well as the acquisition of 35 iPads bringing the total to 41 throughout the school. Along with this charging and synching stations and a master notebook computer has been purchased to support the technology. Mentoring sessions guided students and teachers through the educational opportunities available using this technology. Over 45 apps were provided and in mentoring Pic Collage, Chatterpix, Poplet, Adobe Voice, Google Earth, Lego Stop Motion animation, Puppet pals and Explain Everything were explicitly taught. Teacher Professional Learning (TPL) opportunities have been made available through the PCS and offsite professional development courses. Teachers and students have benefited greatly from this instruction, leading to more creative, dynamic and interactive learning experiences. Work has continued on improving school communication through using technology to manage data, to share teaching resources in an agreed format and to provide TPL opportunities for staff.

Environmental Education

In 2014, Avalon continued with its environmental program. Curriculum focus on environmental awareness in areas of recycling, energy usage reductions, reusing resources, preserving our ecosystems and topical issues such as global warming are addressed in class programs. Teachers accessed CSIRO and Coastal Environment Excursions and incursions to provide students with practical activities and specialised models illustrating many of the concepts introduced. Additionally, Year 2 visit Kimbriki tip to view the enormity of waste and recycling initiatives.

At school, 6JG has been diligent in their weekly collection of all class recycling wheelie bins. Staff work to save energy and reuse resources, double-side their printing and rely more on electronic administration and communication.

Composting from both K-2 and 3-6 Crunch and Sip programs has been maintained with the children from various classes undertaking the responsibility of taking the compost up to the bins, stirring and tending them. Class 5JR began a refurbishment of the vegetable gardens with weeding sessions during Term 4, 2014. The orchard, established several years ago, has continued to be productive, particularly the prolific passionfruit and limes. Many of last year's plantings in the 3-6 playground area have flowered and grown considerably.

As part of a program of beautification of the school grounds and to celebrate National Tree Day, bush care workers from Pittwater Council delivered 100 native plants and shrubs during Term 3. Class representatives from all classes planted one plant each. Year 5 prepared the area, completed the planting, mulched and watered. We sincerely thank the school's P & C for funding additional garden tables, seats and seating platforms around our school.

Avalon students also participated in Clean Up Australia and the Peninsula Community of Schools Project “Take 3 for the Sea”. This program increased awareness of litter and pollutants contaminating our coastal environment. The Year 6 Leaders, under the guidance of Mrs Shlager, prepared an entertaining and educational video for presentation at an area forum. A school digital competition for the project was enthusiastically embraced by the student body.

Progress on 2014 Targets

Target 1 - Literacy
To improve student literacy learning outcomes in writing and composing texts, inclusive of spelling and grammar for all students, in line with current English curriculum outcomes.

Our achievements include:

- Teacher professional learning opportunities and resourcing were undertaken in writing. The explicit teaching of writing strategies were introduced and implemented in each grade across the school;
• Teacher training was undertaken for all staff, in the Reading Eggs and Reading Eggspress program from Kindergarten to Year 6 to enhance student classroom learning opportunities in reading comprehension and literacy skills;

• Resourcing of quality literature for use in classroom literature programs. These literature programs were written and implemented on every grade across the school;

• Technology integration and professional learning for all staff, in the use of multi-modal texts, which were introduced, sourced and implemented across all grades;

• Professional learning was undertaken by all staff in the teaching visual literacy, rich texts, the concepts of print, in line with our current English curriculum outcomes;

• The designing of a scope and sequence on literacy learning across all grades from Kinder to Year 6, in line with our current English curriculum, in order to identify and enhance the continued development of student learning;

• Use of NAPLAN data and a survey review of current classroom practice in the teaching of reading undertaken by all teaching staff, to identify strengths and areas for improvement in student achievement;

• Years 1 - 6 students participating in a spelling competition and entering Years 3,4,5 and 6 students into the NSW Premiers Spelling Bee competition; and

• Kinder to Year 6 students participating in our school Public Speaking competition. Speaking and Listening program assessments and teaching were further developed and improved.

Target 2 - Numeracy

To continue to improve student learning outcomes in numeracy for all students K-6.

Our achievements include:

• Continuing to use a consistently formatted, differentiated Mathematics Program K-6, based on the new Australian Curriculum;
• Updating the Sharefile regularly with newly formulated grade programs;

• Professional learning for teachers on the new NSW syllabus for the Australian Curriculum;
• Professional learning for teachers on the Numeracy Continuum and it’s aspects;
• Professional learning for teachers on the diagnostic test SENA 1 and 2 and how to place students on learning framework;
• Training for teachers on how to access PLAN;
• Demonstrations from teachers for teachers on how to plot students on the Numeracy continuum for all aspects on PLAN;
• Recording results for all students on Aspect 2 (EAS) and Aspect 4 (Place Value) to pass on to 2015 teacher;
• Continued implementation of the Mathletics Program K-6 to provide consolidation and support for all students;
• Ongoing support and guidance provided by Mathletics personnel for teachers, parents and students;
• Continued delivery of the Maths Olympiad program to skilled Stage 2 and 3 students;
• Providing new, appropriate resources K-6 for implementing the syllabus across all strands.

Additional focus areas in 2014.

The implementation of the NSW Syllabus for the Australian Curriculum particularly in English and Mathematics was a major focus for all Avalon teaching staff in 2014.

All staff members were involved in targeted professional learning in both curriculum areas. Meetings among staff focussed on professional dialogue, planning and implementation of programs to facilitate the effective delivery of the new syllabus documents. Work in this area will continue in 2015, together with the implementation of the new Science and Technology Syllabus.

Self -Evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. The evaluation processes used include;

Parent surveys, staff surveys, targeted discussion groups, general feedback from
parents and the community and gathering the thoughts of our students.

Towards the end of 2014, the school undertook a wide ranging series of evaluations covering parents, staff and students that focussed on three central question; What do you love about our school?; What can we improve?; and what would you like to see our school look like in 5 years?

Essentially we were seeking input regarding our strengths and challenges and the aspirations that parents hold for their children and that the community has for its local school. The input will help to shape the School Plan for 2015 – 2017.

Parent Involvement

Parent and Caregiver Involvement and Participation

Avalon Public School’s parent body is extremely supportive of the school and many parents are actively engaged in supporting the school.

Parents are involved directly with their children’s education by helping in the classrooms particularly with literacy and numeracy activities.

Outside the classroom they assist with band and dance programs, sport activities, excursions and running the uniform store and school canteen.

The Parents & Citizens’ Association (P&C) provides much support through a wide range of fundraising activities and initiatives. The staff of Avalon Public School greatly appreciates the outstanding support and involvement provided to the school by parents and carers.

Professional Learning

Professional Learning is recognised as a major factor improving teacher competency and improving learning outcomes for students.

In 2014, the staff of Avalon Public School engaged in teacher professional learning (TPL) activities on site as well as attending various external professional learning programs including sessions run by the Peninsula Community of Schools.

Each year a program of professional learning is developed in conjunction with school targets and provided for all staff. The program is developed to address the needs of individuals, small groups and the whole staff. As mentioned previously, significant TPL was provided to support teachers with the implementation for the new curriculum in English and Mathematics.

The school is allocated funding from DEC to provide professional learning opportunities for staff. As well as paying fees for staff participation in training, a major component of the expense incurred is in providing relief for staff from their regular duties so that they can attend training.

The five school development days, numerous before and after school staff meetings and PCS workshops, provided further inexpensive training opportunities.

The focus of staff professional learning has continued to involve the;

- enhancement of teaching of literacy, particularly spelling and writing;
- enhancement of teaching of numeracy, including problem solving and creative thinking;
- use of the literacy and numeracy continuum to track student learning;
- ongoing support for teachers in the use of using technology in highly effective classroom practice; and
- development of strategies for differentiating the curriculum for all students.

Many teaching staff also completed the following training programs in 2014;

- On-line behaviour management;
- Work, Health and Safety;
- First Aid training including asthma and anaphylaxis; and
- A variety of TPL opportunities provided by the DEC and the PCS.

Future Directions 2015-2017 School Plan

The NSW DEC is implementing a new school planning process for 2015-2017. The new plan will be published on the school’s website from 1 May, 2015.
As a result of information obtained from parents, staff, students and community in the 2014 self-evaluation process and the subsequent consideration and discussion of these findings, Avalon’s school plan for 2015-2017, will be based around three strategic directions:

**Successful and engaged learners.**
To provide engaging, innovative and purposeful learning for all students to achieve their personal best.

Students at Avalon Public School will become successful learners who demonstrate an engaged, focused and self-motivated desire for learning.

**Highly effective and collaborative professionals.**
To create and maintain a culture of reflective and collegial quality teaching through targeted professional development in order to build the capacity of all staff working within a highly effective team environment.

**Inclusive and engaging community partnerships**
To establish explicit and effective organisational, administrative and communication practices that engage both our local community and our Community of Schools.

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**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 has determined targets for the school’s future development.

Members of the school self-evaluation committee included:
- Graham Phillips – Principal
- Lisa Weber – Deputy Principal
- Trudy Alcorn – Deputy Principal
- Melanie Wright – School Administrative Officer
- Anton van der Vegt – P&C President

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**2014 Touch Football team - State Runners Up**

**Pia Lenarduzzi**  
NSWPSSA State Swimming Champion

**Ellie Kerr**  
NSWPSSSA State Representative  
In both Football and Touch Football