

# Russell Lea Infants School

## Annual Report



2016



5132

# Introduction

## Message from the Principal

The purpose of this report is to inform our community of our activities and achievements during 2016. It outlines our future directions which are linked to our 2015–2017 School Plan and focuses on three strategic areas: Quality Teaching and Learning, Quality Relationships and Quality Professional Learning. Our school will also use this report to promote public education in our community.

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. Throughout the year the commitment of all our teachers to our teaching and learning programs and to the wellbeing of each and every one of our students has ensured our success. I would like to sincerely thank the whole school community, parents, students and staff for the support given to our school this year. Key features of our achievements have been identified in our self–assessment and evaluation:

- All teaching staff collaborated with their professional learning programs to support the implementation of the Australian Curricula. They had a focus on their teaching strategies as well as the Literacy and Numeracy continuums
- In 2016, our Year 3 students, sat for the National Assessment Program in Literacy and Numeracy (NAPLAN). The 2016 results were exceptional with 92.5% of students achieving results in Bands 4, 5 or 6
- The whole school consolidated the focus on 'hands on' learning, utilising new mathematics equipment across all grades to cater for different learning styles and engagement
- The school implemented the new History and Geography syllabus documents. Our teaching units and resources for these areas were linked, re–organised and catalogued alphabetically in line with our scopes and sequences
- The Positive Behaviour for Learning Program (PBL) was introduced to the school community and students
- The School Administration Manager, School Administration Officer and I undertook training in preparation for the implementation in October of a new administration system for schools, Learning Management Business Reform (LMBR).

**Lesley Pike**

## Message from the school community

The transition to Year 3 has been very successful due to the strong partnership with the Parents and Citizens Association (P&C) and the school led by Mrs Pike. The P&C executive committee fully supported the school initiatives with a great commitment of time and effort.

We are looking forward to the official reclassification of our Infants' School to a Public School. So many steps have been taken as part of the transition – the introduction of lunch time clubs, swimming, athletics and cross country carnivals, an instrumental music program and a school canteen day.

Social activities included the welcome barbecue, Mrs Pike's 40th Anniversary celebrations, Trivia Night, Art Expo, Class Dinner and Class Play Dates have all helped bring us together and of course have been great fun.

The fete in May was an extraordinary success and despite our small size resulted in a positive financial outcome.

Our use of Facebook has been very popular and a well-used part of our communication and helps past families keep in touch with the school.

Throughout the year, we have raised funds that make a real difference to our school. This year we have continued to fund classroom materials, the 'Mathletics' and 'Reading Eggs' programs for all children as well as making contributions towards DigiEd for Year 2 students.

As a result of the generosity of the school community we have also raised significant funds for Stewart House.

As always with our wonderful community, I would like to thank everyone for their generosity of spirit and for making this a special community to be a part of. We also thank the local businesses that provide us with sponsorship and donations.

Most importantly, it has been a wonderful year of learning for our students.

Next year will be an exciting year and will offer up more challenges as the school grows to a K–4 school and new initiatives are started to ensure the Russell Lea Public school students have many learning opportunities while enjoying the small environment and supportive community.

***Debbie Bell***

***P&C President 2016***

## School background

### School vision statement

We believe that working in partnership with parents, teachers and the wider community in a consistent, respectful and purposeful way builds the capacity for success as a centre for teaching and learning excellence in the 21st Century.

Our vision for all students is that they are independent, successful learners, confident decision-makers and creative, caring, well-rounded citizens who have a sense of responsibility to themselves, to others and the environment.

### School context

The Russell Lea Infants' School motto is the basis of our values– “The Golden Rule”, ‘Do unto others as you would have them do unto you’.

Our school has a reputation in the local community and beyond for quality education especially in our Literacy, Numeracy and quality K–3 educational programs. All teachers and administration staff are committed to the welfare, support and development of every student.

The strong involvement and participation of the school community, led by the School Council and P&C, is evident in their support of all school activities and initiatives.

Opportunities and activities are provided for students in creative and performing arts, sports programs and environmental initiatives.

The school has 156 students enrolled in 8 classes.

Due to an enhanced state-wide model of financing, the school received equity funding in 2016. This has enabled us to:

- support stage teams to enhance successful practice and student well-being initiatives
- purchase technology in partnership with the P&C
- further support teaching staff with quality professional learning.

The community has been strongly supportive of these initiatives.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued.

Our school undertook self-assessment using the School Excellence Framework. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Staff members at Russell Lea Infants' School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the School Excellence Framework. This ensured that our improvement efforts align with these high level expectations.

### Learning

We ensured that the NSW Quality Teaching Framework underpinned teaching and learning across the whole school. The focus was on the learning needs of all students. Teachers were involved in classroom observations and reflected on their teaching. They were given feedback from team leaders and were supported by their peers in their teaching practices. Collaborative planning of teaching and learning programs across all grades was supported by the provision of time and resources, and opportunities were given for professional learning.

### Teaching

All teachers and executive supported each other as a whole team and developed an overview for the future organisation of the school. This incorporated a Kindergarten to Year 4 plan.

### Leading

Throughout the year leadership and management practices and processes were consistent and effective for the implementation of our strategic directions. Our leaders had a focus on building the capabilities of staff in order to continue to develop a strong school learning culture. The leadership team provided a sound basis for communication across the school and in our grade teams. Opportunities were given to staff to take leading roles. Decision-making for our future directions was shared and teachers were encouraged to develop their strengths and talents.

At the end of 2016 our school undertook self-assessment using the elements of the SEF. Staff reflected on existing practices and linked these to the SEF. They discussed the impact on our strategic directions by future challenges, the major changes and the high expectations lying ahead in 2017 from parents, students and the Department of Education (DoE) as the school becomes Kindergarten to Year 4.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To foster positive learning attitudes so that all students are numerate, literate and creative learners who reach their full potential.

To build resilient learners who are innovative, confident to take risks and can communicate their ideas clearly.

To ensure teachers have the capacity to provide curricula that is flexible to meet the diverse needs of 21st century learners.

Teachers support each other through shared professional learning in developing the capacity to understand and implement the Australian Curricula.

#### Overall summary of progress

Students' achievements in internal and standardised tests were monitored.

Students with learning needs were identified early using PLAN Data.

Evidence-based practice and data analysis from observations and assessments informed teachers of student progress on the Literacy and Numeracy Continuums.

All teachers have been trained in Targeting Early Numeracy (TEN). This initiative is having a significant impact on student learning in Mathematics, particularly for equity groups in the early years of schooling.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p><b>Practice:</b></p> <ul style="list-style-type: none"><li>– Students are creative, confident and productive users of Information Communication Technologies.</li><li>– Students' achievements in Reading Comprehension and in early arithmetical strategies are measured as personal best (PB) each term.</li></ul>	<p>At the end of 2016 on the Literacy Continuum in Reading Texts, 82% of Kindergarten Students achieved level 4 or 5, 84% of Year 1 students achieved level 6, 7 or 8, 90% of Year 2 students achieved level 8 or 9.</p> <p>At the end of 2016 on the Numeracy Continuum in Early Arithmetic Strategies, 81% of Kindergarten students achieved level 2 or 3, 75% of Year 1 students achieved level 3 or 4, 93% of Year 2 students achieved level 3 or 4.</p>	\$34000
<p><b>Product:</b></p> <ul style="list-style-type: none"><li>– All students progress along the Literacy and Numeracy Continuum. Programs are modified and targets set.</li><li>– NAPLAN results to be used as baseline in 2017.</li></ul>	<p>At the end of 2016 all students are showing growth on continuums in the areas of Literacy and Numeracy. At the end of Term 2 and 4 reporting periods teachers used the continuums to report to parents.</p> <p>NAPLAN mid 2016 Year 3 students achieved:</p> <ul style="list-style-type: none"><li>– Reading, 70% Bands 5 and 6</li><li>– Spelling, 68% Bands 5 and 6</li><li>– Writing 75% Bands 5 and 6</li><li>– Grammar and Punctuation, 63% Bands 5 and 6</li><li>– Numeracy, 48% Bands 5 and 6.</li></ul>	\$15000

## Next Steps

Literacy and Numeracy targets will be set after the Term 1, 2017 Best Start and PLAN results have been analysed and evaluated. Further teaching and learning strategies for Years 3 & 4 (Stage 2) will be undertaken in 2017.

## Strategic Direction 2

### Quality Relationships

#### Purpose

To create a school community which actively works together to embed shared values creating a culture of social conscience and awareness. The well-being of students and staff is valued and supported by families and parent organisations.

To build quality relationships where students, staff and parents feel that they belong and their contributions are valued. Roles and responsibilities for all community members are clearly defined to support these relationships.

To build an educational community where there is a culture of collaboration and active communication. Empowered leadership is supported by effective organisational practices. Varied opportunities are provided to develop a lifelong appreciation of learning.

#### Overall summary of progress

Our continued school-wide focus on PBL has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school contexts.

Ongoing active communication between the school and the wider community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Practice:</b> – Wellbeing Framework and Positive Behaviour for Learning Initiatives supported by the whole school community.	A system to collate data for presentation to the staff developed. A school statement of purpose reviewed. School matrix and signage introduced. Lesson plans K–4 written. Responsibilities and Rights for staff, students and parents/carers developed. Two school mascots, merit awards and student behaviour records introduced.	\$2 000
<b>Product:</b> – Increase the number of parents accessing information through technology.	Parents' email addresses collected and organised by the P & C into 'class contacts' lists. A parent representative for each class was assigned to communicate with their own class' families via email and to be the point of contact for parents who were unable to come to school due to work commitments.	\$1 000

#### Next Steps

Engage the whole staff in datacollection and tracking systems to support the PBL ethos.

Design and implement a whole school cumulative merit system.

Inform parents of school events, school information, DoE events, parenting support and courses through our school website, P&C meetings, information sessions, the Skoolbag app and notes.



## Strategic Direction 3

### Quality Professional Learning

#### Purpose

To enhance organisational practices and systems.

To support students to achieve their best academic, personal and social capabilities.

To provide staff with professional learning opportunities which develop leadership and decision making skills.

#### Overall summary of progress

One New Scheme teacher commenced the Accreditation Process. All teachers participated in Professional Learning courses and training.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Practice:</b> – Teachers work collaboratively and collegially within a culture of trust and support to plan, assess and evaluate teaching programs.	All teachers worked in various teams throughout 2016 in grades & Key Learning Areas (KLAs). The whole staff worked together to support each other with planning, assessments and evaluations using templates for the continuums, scopes & sequences and work units. All teachers attended a workshop conducted by trained staff members on how to implement the TEN program. Time was given for planning days in Semester 2 for the establishment of Year 4 in 2017.	\$3 000
<b>Product:</b> – Evidence of New Scheme and experienced staff moving towards achieving accreditation.	<p>One New Scheme teacher was supported by a mentor and specific funding provided.</p> <p>Teachers and executive shared their learning from their courses with the whole staff. Areas were Leadership, Teaching Early Numeracy, Police and School Principal Forums, Learning Management and Business Reform, Positive Behaviour for Learning and an AUSTSWIM course.</p> <p>Executive and teachers attended various network meetings and conferences – NSW Primary Principals, Port Jackson Principals Association, Strathfield Network, Peninsula Schools, Executive Alliance, Primary English Teaching Association Australia (PETAA) Information &amp; Communication Technology, Learning Management, Business Reform, Project Reference Group and Sustainable Schools.</p> <p>All teachers and executive created their own Professional Development Plan and worked with their mentors and each other towards their goals.</p>	\$3 428 \$9 415

## Next Steps

To ensure this Strategic Direction is successfully implemented in 2017, planning for Year 4 teaching and learning will be a priority for Professional Learning.

This was the first year that we had ownership of the Year 3 NAPLAN results. Analysis of the data will be reviewed and evaluated for our Year 3 programs as well as the K– 2 programs.

PBL and the Wellbeing Framework linked to the School Excellence Framework will continue to be a major focus and will require professional learning support.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Low level adjustment for disability</b>	Targeted students were given individual support by one teacher.	\$57 590
<b>Socio-economic background</b>	A nominal amount ensured full inclusion and access for any student to all activities and provision of school equipment.	\$979.00
<b>Support for beginning teachers</b>	Funding for a mentor to be released to support a beginning teacher was provided.	\$00.00
<b>Targeted student support for refugees and new arrivals</b>	Teachers have developed units of work and collaborative assessment tasks. This assisted them to improve their understanding of student learning and effective classroom practice. Beginning teachers received support with accreditation processes. All teachers received support with the new Professional Development Framework.	\$00.00

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	85	82	60	68
Girls	84	79	60	88

Our families in 2016 represented 42 cultures. There were 28% of students enrolled with a language background other than English.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	96.6	96.5	95.8
1	94.5	96.4	95.7	96.3
2	96.6	96.6	96.1	96.5
3				96.1
All Years	95.4	96.5	96.1	96.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3				94.2
All Years	94.7	94.8	94	94

### Class sizes

Class	Total
KR	19
KP	19
KF	18
1/2G	20
1B	24
2YS	22
3KS	20
3A	20

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	3.41
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration & Support Staff	1.71
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At Russell Lea Infants' School there are no Indigenous Australians on our staff.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

All teachers and executive at Russell Lea Infants' School participated in professional development to support the School Plan.

All teachers developed a Professional Development Plan (PDP) which included the teaching and learning priorities of the School Plan as well as individual goals.

Opportunities in professional learning were given to aspiring school leaders and support was given to beginning teachers.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>118 636.90</b>
Global funds	102 435.48
Tied funds	39 080.69
School & community sources	84 879.42
Interest	1 731.37
Trust receipts	15 549.80
Canteen	0.00
<b>Total income</b>	<b>362 313.66</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	18 432.25
Excursions	9 987.18
Extracurricular dissections	35 817.16
Library	1 395.37
Training & development	4 138.56
Tied funds	36 064.95
Short term relief	13 350.39
Administration & office	66 863.07
School-operated canteen	0.00
Utilities	23 153.92
Maintenance	15 288.37
Trust accounts	21 050.29
Capital programs	29 246.49
<b>Total expenditure</b>	<b>274 788.00</b>
<b>Balance carried forward</b>	<b>87 525.66</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 17 October to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	128 394.87
(2a) Appropriation	91 171.66
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	37 173.22
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	49.99
<b>Expenses</b>	-87 481.56
Recurrent Expenses	-87 481.56
(3a) Employee Related	-34 960.33
(3b) Operating Expenses	-52 521.23
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	40 913.31
<b>Balance Carried Forward</b>	40 913.31

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	998 522.74
Base Per Capita	6 999.82
Base Location	0.00
Other Base	991 522.92
<b>Equity Total</b>	59 658.79
Equity Aboriginal	0.00
Equity Socio economic	1 084.44
Equity Language	2 394.91
Equity Disability	56 179.44
<b>Targeted Total</b>	0.00
<b>Other Total</b>	33.00
<b>Grand Total</b>	1 058 214.53

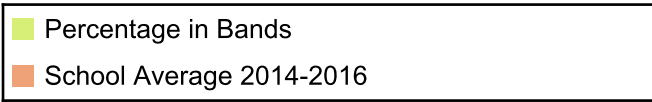
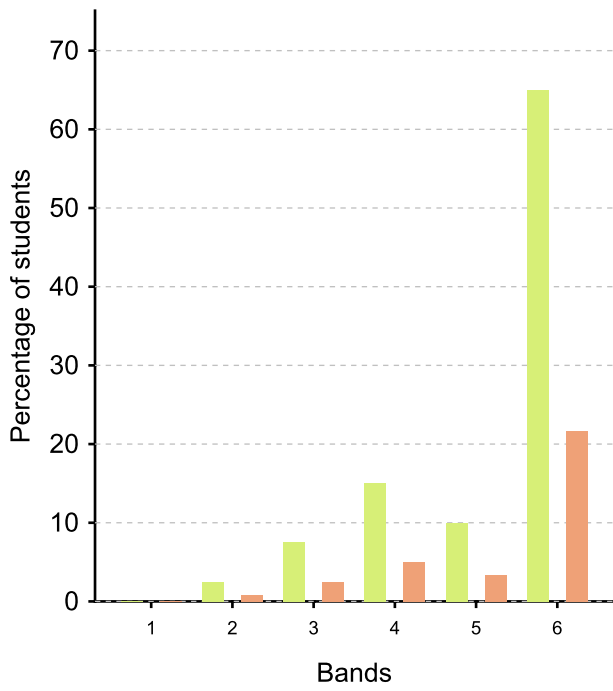
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## School performance

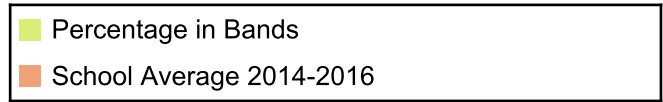
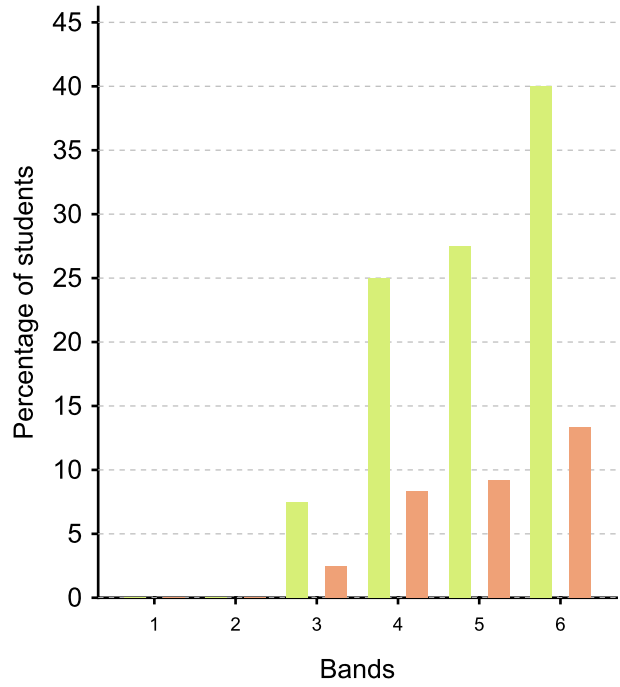
### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

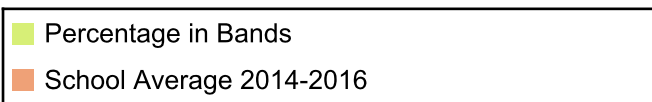
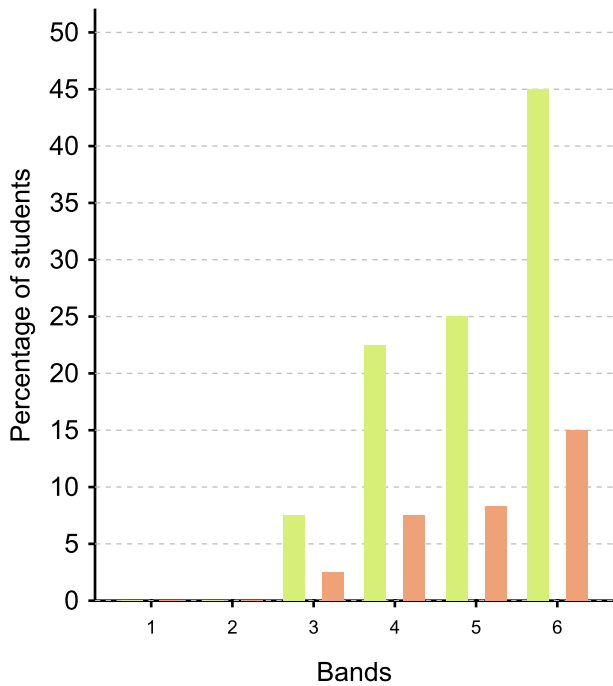
**Percentage in bands:**  
Year 3 Grammar & Punctuation



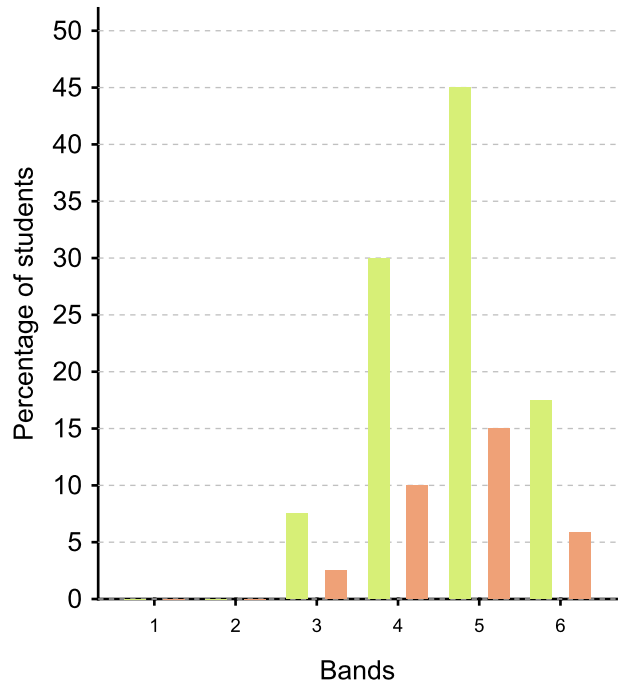
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 3 Reading



**Percentage in bands:**  
Year 3 Writing



2016 was the first year of NAPLAN for Russell Lea Infants' School. Green Band indicates true school student progress.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016 the parents, students and teachers were asked about the school, various programs, and routines and reporting. We used written surveys, meetings and interviews.

The majority of Kindergarten parents indicated that they would use the activities suggested in their Best Start (Plan) Report. Some were already doing the activities and a few felt that the suggestions were too easy.

Most parents understood the reporting processes in relation to their own child's achievements and progress, and were satisfied with the educational programs. Due to our open door policy the majority of parents appreciated the availability of all teachers in order to talk about their child.

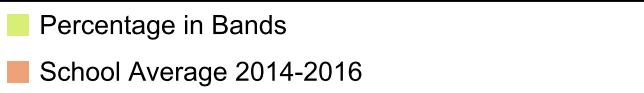
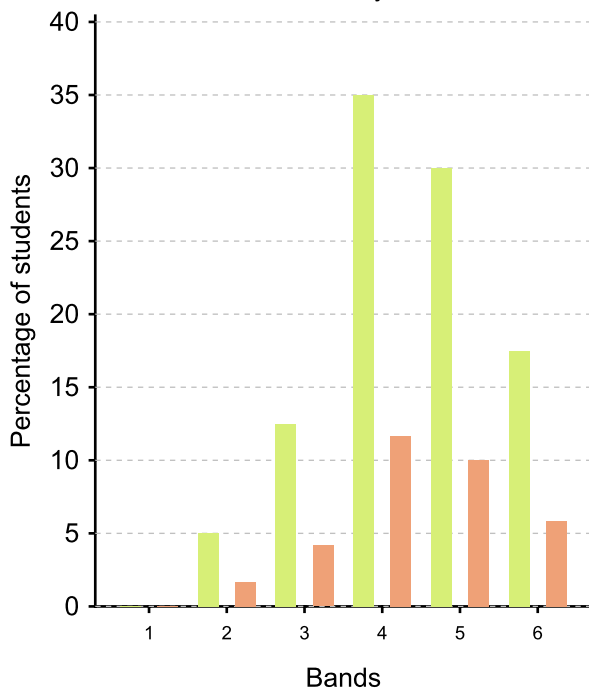
All parents preferred the parent/teacher interview earlier in the year at the end of Term 1 (instead of the end of Semester 1). Most parents preferred an interview over a written report.

Student Representative Council (SRC) students were proud of having the responsibility to care for others and to represent their classes and the school in leadership roles.

All students believed that everyone at the school worked very hard at keeping every person safe.

All teachers indicated that teamwork and collegial support were main factors in their job satisfaction and the success of the school. They indicated that the end of Term 1 parent/teacher interview was a benefit to the parents and students as well as themselves.

Percentage in bands:  
Year 3 Numeracy





# Policy requirements

## Aboriginal education

All our programs are designed to ensure that any Aboriginal and Torres Strait Islander students achieve educational outcomes comparable to their cohort. All KLA's include Aboriginal perspectives.

History units of work included a focus on current Aboriginal Australia and all students experienced Visual Arts activities with a focus on Aboriginal history and culture.

The whole school celebrated NAIDOC Week with a 'Red, Black and Yellow Mufti Day' where students brought artefacts and memorabilia, as well as information and photographs about past and present role models in sport, business, science, medicine, teaching, art, drama, film, dance, music and politics.

The whole school entered in a competition celebrating NAIDOC week. One student was presented with a NAIDOC Award of Excellence for her artistic entry.

## Multicultural and anti-racism education

The school ensured that there was an inclusive school community and a racism-free learning and working environment. Effective communication between the school, parents and community members from diverse backgrounds was encouraged.

Individual support was given in the classroom for students with English as an Additional Language or Dialect (EAL/D).

Through personal development and citizenship programs the students developed an understanding of cultural, linguistic and religious differences.

The whole school celebrated Harmony Day by all the students sharing artefacts with their classmates from their families' cultures. Every student dressed in orange-coloured clothes for the day.

## Other school programs

### **Premier's Reading Challenge**

Since its inception we have had 100% participation in the Premier's Reading Challenge (PRC). As a result there has been an on-going improvement in all students' reading and borrowing habits.

### **Sport**

The school had 100% participation in the Premier's Sporting Challenge. We provided a specialist Physical Education teacher to conduct a program throughout the year including: skipping, dance, athletics, indoor and outdoor sports skills, gymnastics and general sports skills. Students' levels of fitness increased due to their participation in various activities throughout the year. Year 3 and eligible Year 2 students participated in Swimming, Cross Country and Athletics Carnivals for the Primary Schools Sports Association (PSSA).

### **Environmental Education for Sustainability**

Two teachers attended all the Sustainable Schools network meetings organised by the City of Canada Bay. The school was supported by the City of Canada Bay in the form of a 'Sustainable Schools' grant of \$500 to establish a second native garden with a watering system, native trees and bushes. The City of Canada Bay conducted a free 'Know Waste' recycling program for all grades. Year 3 visited Bingo Industries Recycling Plant to learn about the operations of waste management.

### **Olympics**

The whole school had a focus for learning in Term 3 on the Rio Olympics, including history, literacy, numeracy, sport, art activities and the use of technology.

### **Community Events**

All our families in Semester 1 supported our annual School Fete. This 'Community Fun Day' was a very successful day. It played an important part in our school community life by developing social contacts and extending valued community business networks. Money raised by our families was used to provide resources for our teaching and learning programs.

On Grand Friends' Day the majority of students had grandparents and families visit the school. The day included class visits to show students' work and a morning-tea provided by the P & C.

### **Arts**

Students, teachers, parents, P & C and the community supported a creative arts festival, 'Art Expo', encouraging students to express themselves through a variety of art and craft media.

Festivities included a parents' band consisting of

present and past parents of the school, 'Art Expo Film Festival', 'Sculpture in the School', a photography competition, art and craft activity stalls and student performances.

All students sang in the school choir at various events during the year. All Year 1, 2 and 3 students participated in recorder lessons and were introduced to music notation. Year 3 students were given lessons in playing ukulele as part of their music program. All students experienced a varied music program which included singing popular songs and rhymes, playing percussion instruments, organising and recording sound, moving to music and performing.

The whole school participated in the national 'Count Us In' song event where hundreds of schools across Australia all sang together via a video broadcast.

Year 2 students each chose a scene from a favourite book and made a diorama for Book Week.

Visual Arts experiences in all KLAs were provided for all students. Students experimented with different media to produce various forms of artworks.

All of Year 2 entered the 'Write for Reid 2016' competition for all schools in the Reid electorate, organised by Mr Craig Laundry, Member of Parliament (MP).

Authors Michael Salmon and Ronojoy Gosh visited the school to share their writing and illustrating experiences with all the students.

### **Public Speaking**

As part of our Literacy program we had many school activities for Public Speaking. Students prepared a speech for our annual Craft Parade to accompany their item which they donated to the School Fete. This speech was delivered in front of classmates and families.

Year 2 students prepared speeches using palm cards on specific topics throughout the year. They were encouraged also to make impromptu 'thank you' speeches when visitors came to the school.

At the Stewart House Award Ceremony speeches were given by Year 3 SRC leaders and Year 2 SRC members informing the audience about how the school community raised the funds throughout the previous year.

During Book Week we held a Book Character Parade in which every student delivered a speech to classmates and visitors describing their character and their book.

Some Year 3 students prepared a speech to nominate for a leadership position.

All of Year 3 participated in the Multicultural Perspectives Public Speaking Competition. Two students continued on to the local finals.

## **Chess**

As part of their Personal Development program all Year 2 students participated in weekly chess lessons. The students were encouraged to extend their thinking, planning and decision-making skills. The majority of students developed a knowledge and understanding of fair play, winning graciously and modestly, accepting defeat courageously and striving for self-improvement. Year 3 students participated in a lunchtime Chess Club. Both programs culminated in the RLIS Chess Tournament. Awards were presented at the whole school Presentation Assembly.

## **Respect and Responsibility**

Respect for others and personal responsibility were main topics at our assemblies. All Assembly Topics were discussed in the classrooms.

During the year every student was a 'Student of the Week' and the class leader with many responsibilities. All Year 1 and 2 students were buddies for the Kindergarten students to help settle them into school routines, especially in the playground.

All Year 3 students were encouraged to be role models for the younger students. Their responsibilities included providing peer support, representing the school at various events and being environmental and safety monitors.

Six Year 3 students were elected as SRC Leaders by their peers and contributed to the decision-making processes for the school. Twenty-two Kindergarten, Year 1 and Year 2 students served for one semester each on the SRC.

The whole school acknowledged 'White Ribbon Day' by making artworks and wearing white ribbons. Our theme was kindness, respect, responsibility and rights for everyone.

## **ANZAC**

As part of our Year 2 students' citizenship studies an exhibition was presented for the school community displaying memorabilia, dioramas, family histories and information about ANZAC and Australia's involvement in conflicts and peace-keeping.

The whole school entered in the Club Five Dock RSL Sub Branch Local Schools' ANZAC Competition. Some students won awards in their divisions.

All students and staff attended our school ANZAC Day and Remembrance Day ceremonies. Year 2 and 3 students with two staff members attended the Five Dock RSL Sunday ANZAC Commemoration Ceremony during the school holidays. Their participation included marching to the Five Dock War Memorial in Five Dock Park, meeting Returned Servicemen and women, laying a wreath at the cenotaph on behalf of the school and leading the singing of the National Anthem.

## **Stewart House**

Stewart House is the 'charity of choice' for NSW DoE schools and is our school's charity.

The Principal, Mrs Pike and students accepted a special trophy – the Diamond Award, on behalf of Russell Lea Infants' School at the Stewart House Awards Presentation for 'Outstanding Achievement per capita' across NSW and ACT for fundraising during the previous year.

Our Stewart House fund-raising activities were organised by the SRC Leaders and members, and Mrs Lesley Pike. Parents, students and teachers supported these various activities.

Some activities were guessing competitions, holiday activity Book Boxes, Grand Friends' Day raffle, Easter raffle, used clothing collections, Stewart House merchandise, Mufti Days (Harmony Day, NAIDOC Day (Red, Black & Yellow Day), Crazy Hair Day, Pyjama Day, Red, White and Blue Day, Crazy Socks Day and Christmas).