

Armenian General Benevolent Union ALEXANDER PRIMARY SCHOOL



SCHOOL REPORT 2009

This report has been prepared by

Mr Manoug Demirjian
Principal

&

Mrs Vicky Dernee
Curriculum Coordinator

and has been evaluated by the

AGBU Alexander Primary School Board

2 Namba Road, Duffys Forest NSW 2084, Australia

Tel: (+61 2) 9486 3266 Fax: (+61 2) 9486 3204

www.alexander.nsw.edu.au

TABLE OF CONTENTS

TABLE OF CONTENTS	2
MESSAGE FROM THE SCHOOL BOARD	3
CONTEXTUAL INFORMATION	4
SCHOOL ACADEMIC PERFORMANCE	5
PROFESSIONAL LEARNING, TEACHING STANDARDS,	7
WORKFORCE COMPOSITION & STUDENT ATTENDANCE	7
ENROLMENT POLICY AND PROFILE OF STUDENT POPULATION	9
POLICY	9
PROCEDURES	9
SCHOOL POPULATION	9
SAFE AND SUPPORTIVE ENVIRONMENT POLICIES	10
SUMMARY	10
<i>A - The School Welfare Policy</i>	10
<i>B - Critical Incident Policy</i>	11
<i>C - Emergency Procedures Policy</i>	11
<i>D - The School’s Code of Conduct</i>	11
<i>E - The Child Protection Policy</i>	11
<i>F - The Excursion Policy</i>	12
DISCIPLINE POLICY	13
SUMMARY	13
RATIONALE	13
RULES.....	13
POLICY SECTIONS	13
COMPLAINTS AND GRIEVANCES RESOLUTION POLICY	14
SCHOOL DETERMINED IMPROVEMENT TARGETS	15
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	18
PARENT, STUDENT AND TEACHER SATISFACTION	19
SUMMARY FINANCIAL INFORMATION	20



A.G.B.U. ALEXANDER PRIMARY SCHOOL 2009 SCHOOL REPORT

MESSAGE FROM THE SCHOOL BOARD

As AGBU Alexander Primary School prepares to celebrate its 20th anniversary, the school presents itself as capable of exponential growth, placing itself comfortably in the same class as other highly competitive primary schools in its category.

AGBU Alexander Primary School delivers to its students a confidence which they carry on through the rest of their lives. We see this common strength in graduates who form an integral part of the ongoing life of the school. We actively encourage and create new programs to nourish these connections and friendships which last a lifetime.

Parents and family approach the school seeking and expecting a high quality of learning in every aspect of their child's primary education. They understand the importance of a solid foundation. We deliver to those expectations and often find our students over achieving in particular strengths which are realised and nurtured early on and on an individual basis. Our students are nurtured in a small and supporting environment yet they are exposed to challenging and innovative experiences.

"I graduated from AGBU Alexander Primary School. Now in high school, my heart and mind feels bigger than any other student in my grade." – recent graduate.

Highlighting the year, for the sixth record time the School won the trophy in the region's debating competition. Our NAPLAN results set by the Australian Government demonstrated the boasted academic strength of our students. The school choir was lead to new heights by our young and innovative music teacher. Finally, the inaugural 'Armenian Cultural Day' brought the community together to celebrate and showcase a rich and resilient culture.

The School Board in association with AGBU Sydney Chapter are working through new and exciting plans for the years ahead. Expanding the Armenian curriculum, further adding to our already highly resourced facilities and building new infrastructure on the school grounds are some of the plans which have already been approved and being implemented.

2009 presented challenges which were overcome by the strength of the community behind this unique school. The outcomes outshone the expectations of every parent at the school and community member who expected only the same successes. The increasing amount of community involved is directly linked to the schools solid academic and artistic outcomes and its continual strengths delivered by our team of professional teachers and staff, thriving on the advantages of small group learning and unparalleled attention and care received by each and every student.

We take this opportunity to thank the AGBU Central Board of Directors in New York for granting the Armenian community here the continued opportunity to be educated in such a supportive, genuine and progressive setting. Their blessing has given the school community, its graduates and the community at large an opportunity to see different directions and avenues to grow and serve for the benefit of our future children.

AGBU Alexander Primary School strides into 2010 with unprecedented strength and opportunity. We look forward to sharing this with you all.

A.G.B.U. ALEXANDER PRIMARY SCHOOL 2009 SCHOOL REPORT

CONTEXTUAL INFORMATION

AGBU Alexander Primary is a bilingual English and Armenian Christian school, dedicated to excellence in education and the realisation of each student's potential, providing a balanced curriculum, encompassing academic, spiritual, cultural, physical and practical areas of learning. The school's clear focus is the enrichment of the individual student. This is achieved by committing to the personal development of each student by individualising programs; small class sizes; monitoring of students progress; recognising potential talents; facilitating a dynamic learning environment; encouraging active participation in school activities and performances. The school is open to all children. Parents need to show support for the Armenian heritage. It has strong affiliations with the wider community hosting cultural days and performing at community centres. The school is involved in many extracurricular activities, participating in interschool sporting and academic events such as debating. The students extend themselves in the performing arts by producing and performing in special event concerts held throughout the year. AGBU Alexander Primary School provides a safe, caring, nurturing, harmonious and conducive learning and working environment to support its motto to 'Grow and Serve'.

Further information is available at the [My School](http://www.MySchool.edu.au) website. (www.MySchool.edu.au)



**A.G.B.U. ALEXANDER PRIMARY SCHOOL
2009 SCHOOL REPORT
SCHOOL ACADEMIC PERFORMANCE**

NAPLAN

In 2009 all students in Year 3 and Year 5 participated in the National Assessment Program – Literacy And Numeracy (NAPLAN).

In Year 3

LITERACY:

100% of students achieved above the minimum standard compared with 91% of the state.

READING:

100% of students achieved above the minimum standard compared with 88% of the state.

WRITING:

100% of students achieved above the minimum standard compared with 92% of the state.

SPELLING:

100% of students achieved above the minimum standard compared with 88% of the state.

GRAMMAR AND PUNCTUATION:

100% of students achieved above the minimum standard compared with 88% of the state.

NUMBER, PATTERNS AND ALGEBRA:

100% of students achieved above the minimum standard compared with 84% of the state.

MEASUREMENT, DATA, SPACE AND GEOMETRY:

100% of students achieved above the minimum standard compared with 85% of the state.

NUMERACY:

100% of students achieved above the minimum standard compared with 85% of the state.

In Year 5

LITERACY:

100% of students achieved at or above the minimum standard compared with 95% of the state.

READING:

100% of students achieved at or above the minimum standard compared with 94% of the state.

WRITING:

100% of students achieved at or above the minimum standard compared with 95% of the state.

SPELLING:

100% of students achieved at or above the minimum standard compared with 95% of the state.

GRAMMAR AND PUNCTUATION:

100% of students achieved at or above the minimum standard compared with 94% of the state.

NUMBER, PATTERNS AND ALGEBRA:

100% of students achieved at or above the minimum standard compared with 95% of the state.

MEASUREMENT, DATA, SPACE AND GEOMETRY:

100% of students achieved at or above the minimum standard compared with 95% of the state.

NUMERACY:

100% of students achieved at or above the minimum standard compared with 98% of the state.

Table 1: NAPLAN results – percentages in skill bands

2009 Test	Year 3				Year 5			
	Bands 3 - 5		Bands 1 - 2		Bands 4 - 8		Band 3	
NAPLAN Test	School	State	School	State	School	State	School	State
Reading	100%	88%	0%	12%	100%	94%	0%	6%
Writing	100%	92%	0%	7%	100%	95%	0%	5%
Spelling	100%	88%	0%	12%	100%	95%	0%	5%
Grammar and Punctuation	100%	88%	0%	13%	100%	94%	0%	7%
Overall Literacy	100%	91%	0%	9%	100%	95%	0%	4%
Number Patterns and Algebra	100%	84%	0%	17%	100%	95%	0%	5%
Measurement, Data, Space and Geometry	100%	85%	0%	15%	100%	95%	0%	5%
Numeracy	100%	85%	0%	16%	100%	98%	0%	3%

Percentages for the components may not add to 100 because of rounding.

The results of these tests can be found at the My School website: <http://www.MySchool.edu.au>

Search for AGBU Alexander Primary School, Duffys Forest, NSW to access our school results for 2009 and 2008. My School data compares our school to the average scores for statistically similar schools nationwide, and the average scores for all Australian schools.

Statistically similar schools are schools across Australia with a number of factors in common such as the social and economic background of the students, whether the school is remote, the proportion of Indigenous students, or a combination of these factors.



**A.G.B.U. ALEXANDER PRIMARY SCHOOL
2009 SCHOOL REPORT**

**PROFESSIONAL LEARNING, TEACHING STANDARDS,
WORKFORCE COMPOSITION & STUDENT ATTENDANCE**

Professional Learning

All the teaching staff participated in professional development during the school development days in Term 1, 2 and 3. They were designed to increase staff understanding, awareness and review of their current responsibilities in each of these areas:

PROFESSIONAL LEARNING EXPERIENCE	NUMBER OF TEACHERS
ABC Symphony Teachers' In-service – Music education for students K to Yr 6	1
Senior First Aid Training	2
CPR annual update	6
Music Rhythm Safari	1
A Closer Look at Guided Reading	1
Council Chairs with their Principal	3
Music Professional Development	1
A Language Day Like No Other	1
Asthma Training	6
Interactive Whiteboards for Learner Drivers	2

The average expenditure per teacher on professional learning in 2009 was \$296.



Teaching Standards

CATEGORY	NUMBER OF TEACHERS
(a) Teachers who have teacher qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	4
(b) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher qualifications, or	0
Teachers who do not have qualifications as described in (a) or (b) but who have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such 'teachers' must have been employed <ul style="list-style-type: none"> - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity. 	0

Total teacher numbers are listed on the [My School](#) website.

Workforce Composition Including Indigenous

Information is available at the [My School](#) website.

Student Attendance

Year Level	Attendance Rate %
Kindergarten	96.7%
Year 1	95.4%
Year 2	96.6%
Year 3	98.5%
Year 4	95.9%
Year 5	97.0%
Year 6	95.5%



Students were expected to be at school for **195 days**.

The attendance rate for all classes in 2009 was **96.5%** and is consistent with 2008 where the whole school attendance rate was 95.6%.

Unexplained student absences from classes or school will be followed up by the teacher in an appropriate manner. If a student has over three (3) days of unexplained absences, the teacher will notify the Principal who will in turn contact the parents in an appropriate manner to seek clarification. If the identified attendance issue is unresolved and unsatisfactory the Principal will inform the School Board. The Board will in turn take the necessary action, including the contacting and informing of the appropriate government authorities.

A.G.B.U. ALEXANDER PRIMARY SCHOOL 2009 SCHOOL REPORT

ENROLMENT POLICY AND PROFILE OF STUDENT POPULATION

AGBU Alexander Primary School is part of the global network of bilingual Armenian schools established by the Armenian General Benevolent Union (AGBU).

(It) 'is dedicated to excellence in education and the realisation of each student's potential, providing a balanced curriculum, encompassing academic, spiritual, cultural, physical and practical areas of learning.'

Policy

AGBU Alexander Primary School is open to all children, Armenian and non-Armenian. Parents need to show support for the Armenian heritage of the school.

Financial need is not a barrier to enrolment in the school. Parents may apply in writing to receive assistance in the payment of Tuition fees.

Slightly underage children may be accepted into Kindergarten if there is demonstration of school readiness on the part of the child. These children may have a program where they take an extra year to Graduate from Year 6, should it be required later.

Children with special physical or intellectual needs will be accepted into the school if there is proof that the needs of the child will be met by the School and that Alexander Primary School is the best place for the child. Information on the special needs of the child will be sought from outside professionals before enrolment is confirmed. Parents, staff, outside professionals will meet to determine that AGBU Alexander Primary School meets the requirements of the child.

Individual Armenian programs are structured for children with little or no Armenian background. Eastern and Western dialect are catered for in the teaching of Armenian language.

Procedures

1. Applications for enrolment are made through the school office at any time.
2. The Principal will carry out an interview with all Applicants.
3. An Orientation day is planned for new Kindergarten enrollees and children spend some time in the Kindergarten room with the teacher and other students.
4. The readiness of the child will be assessed in the classroom setting by the classroom teachers who have contact with the child that day.
5. All applicants will receive a letter to inform them of the outcome of their application for enrolment.

School Population

The school had 30 students in 2009, with 16 boys and 14 girls. All students were from families of Armenian background. Most children travel to the school from either the Ryde/Dundas area or from the Chatswood/Willoughby area.

A.G.B.U. ALEXANDER PRIMARY SCHOOL 2009 SCHOOL REPORT

SAFE AND SUPPORTIVE ENVIRONMENT POLICIES

Summary

AGBU Alexander Primary School will provide its students and staff with a safe, caring, harmonious and conducive learning and working environment. The fostering of relationships between all members of the school community will support such an environment. The school views productivity to be directly related to the morale of the work/classroom environment.

The focal point of AGBU Alexander Primary School is its students, their individual needs and well-being.

The School aims to:

- ensure the development of self esteem in all members of the school community.
- ensure the safety and well-being of students and staff members within the school environment through incidental activities and planned programs.
- establish and set standards of behaviour and disciplinary measures through policies and procedures.
- promote positive attitudes and actions towards issues of human rights.
- utilize external agencies as support networks to help accomplish these aims.

All of the following policies may be accessed in the School Office or Staff Room. Parents may request to use these at any time.

The following Policies were in place during 2009.

A - The School Welfare Policy

- **Health and Safety**
Nutrition, Sun Safety, Classroom Safety, Bus Safety, Playground Safety and Supervision, Toilet Safety, Walkways, Stairs and Common Areas.
- **Strategies to Promote Good Discipline and Effective Learning**
Assigning Special Responsibilities to Senior Students - The School Captain, House Captains/Bus Monitors.
- **Respecting the Rights of Others**
Statement of Rights, Protection, Harassment and Bullying.
- **Communication**
Home Liaison via the Diary, Weekly Newsletter
- **Students With Special Needs**
Identification, Action, Remedial Support, Enrichment/Extension
- **School Medical Service**
Vision, Hearing, Speech and Language, Behavioural /Emotional, Dental, Immunisation, Fine/Gross Motor Skills – Occupational Therapy, Head Lice, Asthma, Medication.

B - Critical Incident Policy

- Definition, Reactions
- Responsibilities
- Time Line Guides for Action

C - Emergency Procedures Policy

- Fire Safety Provisions
- School Emergency Team
- Standard Fire Orders
- Conduct during Evacuations / Drills
- Equipment in the School
- Bush Fire Evacuation / Drill Record
- Lockdown



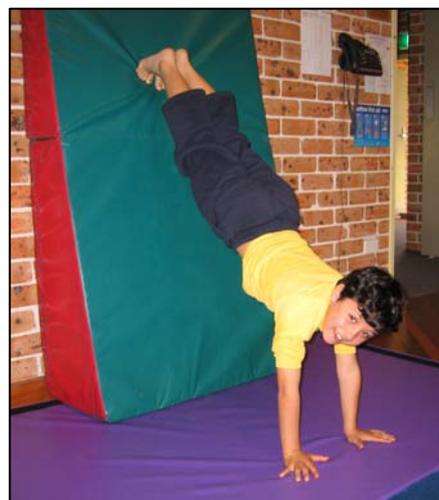
D - The School's Code of Conduct

- The Legislative Context
- Duty of Care and Legal Liabilities
- General Guidelines
 - Supervision of Students
 - Relationships with Students
 - Discipline of Students
 - Communication Issues
 - Excursions
 - Duty to Disclose
- Teaching Practice
- Student Needs
- Relationships
- Assessment and Reporting
- Programming and Planning
- Classroom Management
- Discipline
- Professional and School Relationships



E - The Child Protection Policy

- **Prevention Strategies**
 - Personal Development and Safety Programs
 - Drug Education
 - Personal Development and Puberty
 - Personal Protection
 - Staff and Parent Information Programs
- **Legislative Requirements**
 - Employment
 - Reporting
 - School's Code of Conduct
 - Responsibility of Notification – Principal
 - Responsibility of Notification – Employees
 - Notification Process Flowchart
- **Definitions**



F - The Excursion Policy

- Duty of Care
- Authorisation of excursions
- Costing and refunds
- Student Briefings and Preparation
- Safety
- Planning Excursions
- Supervisor Responsibilities
- Permission Notes
- Changes to Circumstances
- Third Party Providers
- Transport
- In the Event of Emergency
- Overnight Excursions
- Medical Information
- Student Discipline
- Parents/Volunteers
- Evaluation



A.G.B.U. ALEXANDER PRIMARY SCHOOL 2009 SCHOOL REPORT

DISCIPLINE POLICY

Summary

It is expected that students attending AGBU Alexander Primary School will maintain an acceptable level of behaviour to ensure a happy, safe, interactive and cooperative environment. Students, staff and school community must each contribute toward creating a positive learning environment by preserving school rules and routine.

Rationale

AGBU Alexander Primary School believes in a positive approach to discipline. This is achievable by ensuring that:

- Rules and expectations are clear.
- Staff-members are positive, yet firm and consistent.
- Children achieve success from an interesting and stimulating program.
- Children are involved in constructive play at break times.

Rules

- We use our common sense
- We keep ourselves safe
- We respect other people, property and the environment.
- We strive to do our best.

Policy Sections

- **Classroom Management**
Classroom Reward Chart, Encouragement Award, Teachers' Award, Honours Award.
- **Uniform Code**
- **Homework Code**
- **Detentions/Record of Misbehaviour**
Detention procedure
- **Corporal Punishment**
AGBU Alexander Primary School does not condone, permit nor exercise corporal punishment, as defined by the Education Reform (School Discipline) Act 1995. It also does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.
- **Behaviour Levels**
- **Discipline Guidelines**
- **Bullying**

The full text of the School's Discipline Policy is located in the School's Policy Folder, in the Office and Staff Room. Parents may request access when required. An abbreviated form is circulated to parents at the commencement of every year. Staff members also check and rework any sections at the commencement of each year.

A.G.B.U. ALEXANDER PRIMARY SCHOOL 2009 SCHOOL REPORT

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

AGBU Alexander Primary School promotes an open and effective Complaints and Grievances Policy to ensure that all complaints are dealt with in an effective, fair and time efficient manner.

Communication on such matters is prompt and follows procedural fairness.

The School Community is encouraged to treat all complaints with confidentiality and fair-mindedness.



**A.G.B.U. ALEXANDER PRIMARY SCHOOL
2009 SCHOOL REPORT**

SCHOOL DETERMINED IMPROVEMENT TARGETS

Area	Priorities	Achievements
STUDENT ACHIEVEMENTS	Maintain standards set by previous class in State and National Testing in Literacy, Numeracy and Writing.	The students in 2009 maintained standards at or above the national minimum standard in overall literacy and numeracy in the NAPLAN tests given to Years 3 and 5.
	Give the students an opportunity to participate in external academic competitions.	The large percentage of the students from Years 3-6 participated in the ICAS Computer, English, Mathematics, Science and Writing Tests. About 50% of the students who participated in the Writing exam gained Credits.
	Maintain a high level of public speaking skills by participating in local Debating Competition.	In 2009 the students of Year 5/6 participated in the Forest District Debating Competition. The students combined with one student from the Sydney Japanese School (as they did not have enough students in Year 6 to field a team) to win the competition for a record sixth time. All students in Year 6 participated in one or more debates.
TEACHING AND LEARNING	Continue Values Education in the ongoing social education of students.	The school has continued to focus on values awareness during assemblies, focusing on a new value every month. Values education has continued in the individual classrooms in conjunction with PD, HSIE and Science and Technology topics.
	Assisted Literacy learning for students in need.	Additional teacher support given to targeted students with the help of Commonwealth Literacy Grant funds. Levels of achievement are showing improvement.

	Managing composite classes across Stage Levels.	In 2009 the school had a K/1 class and a 2-4 class. These classes were managed well. Different levels of achievement were recognised and managed by teachers. Separate outcomes were achieved for each level and where appropriate students participated in activities with similarly aged students.
	Expand the student's cultural understanding.	In 2009 the school held its first Cultural Day showcasing the students' knowledge and understanding of their Armenian background.
RESOURCES	Interactive Whiteboard technology & teacher Laptops	Interactive Whiteboards (IWB) were installed in all the classrooms. These were accompanied by Laptop computers for all the teachers to assist with their planning and teaching.
	Computer Lab	The Computer Lab was revamped with a dozen new desktop computers.
	School Computer Network	The school network was upgraded with fast CAT6 cables, linking all the classrooms and administration areas. The administration areas, including the hall were also fitted with wireless technology.
	Xerox DocuCentre	A new colour copier/printer/scanner was installed on the school network.
POLICIES	Gifted and Talented Policy	The new Gifted and Talented Policy was formalized and installed.
	Responsible Person Policy	This new policy was formed and adopted.
	Policies updated: <ul style="list-style-type: none"> • Child Protection 	Annual review procedure added. Section 'Aims' point 2. Also 'Staff and Parent Information Programs'.

	<ul style="list-style-type: none"> • Code of Conduct • Discipline • Educational and Financial Reporting • Emergency Procedures • Enrolment and Attendance • School Routine • Welfare 	<p>New 'Annual Review' section added.</p> <p>Updated and approved by the Staff, P & C, and School Board. While the Discipline Policy clearly follows the guidelines for 'procedural fairness' (Appendix A & B), a special section was also added to emphasise this requirement. Corporal punishment was extended to cover non-school persons, including parents.</p> <p>Changes made to the 'Procedure' section as required.</p> <p>Minor changes made and a new 'Appendix H' – Lockdown section added.</p> <p>General changes made and points added to the section 'General Notes'.</p> <p>General updates made throughout the document. Additions to 'Visitors to the School' and 'General School Security'.</p> <p>As part of the Nutrition section, a new 'Crunch and Sip' program was added.</p>
OHS/FACILITIES	Whiteboards	The traditional blackboards in all classrooms were replaced with new whiteboards to accommodate the IWBs and improve the OHS levels by eliminating the use of chalks.
	Ultra Short-Throw Projectors	All IWBs were fitted with the latest Epson Ultra Short-Throw projectors to ensure that teachers avoided looking directly at the strong projector lights.
	Hall / Stage Improvements	The school hall was refurbished. The stage was fitted with special curtains and a motorised projector screen. The curtains not only improved the general look but also the practicality of the stage area.

**A.G.B.U. ALEXANDER PRIMARY SCHOOL
2009 SCHOOL REPORT**

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Efforts to continue education for respect and responsibility were continued in the following ways:

- The school rules include: We respect other people, property and the environment.
- The school respects and values each child as an individual and a member of the school community.
- Respect and responsibility are stressed in class and in everyday school life.
- There is an expectation of courtesy, good behaviour, care for the community they belong to and respect for all.
- At weekly assemblies values are highlighted, two of which are Respect and Responsibility.
- In the classrooms as part of the PD units: Growth and Development, Interpersonal Relationships, Safe Living and Personal Health Choices.
- In the classrooms as part of the HSIE units: Communication, Australian Neighbours, Celebrations, People and Their Beliefs, Co-operating Communities, Australian Democracy and Global Environments.
- In the classroom as part of the Science and Technology units: Let's Communicate, Kid's Care, Keep In Touch, Environment Matters and Way Out Communication.
- The school carries out a buddy program where older children are responsible for younger ones.
- Year 5/6 are given responsibilities as bus monitors, house captains, library monitors and are also responsible for conducting weekly assemblies.
- Teachers and parents provide the care and support that engender self-esteem, mutual respect and responsibility.
- The school discipline policy upholds the values of respect and responsibility rewarding those following the school rules and addressing promptly any behaviour which comes into conflict with these rules.
- The students participate in interschool sporting, debating and multicultural days which promote the values of respect and responsibility.

A.G.B.U. ALEXANDER PRIMARY SCHOOL 2009 SCHOOL REPORT

PARENT, STUDENT AND TEACHER SATISFACTION

Parents

- Are given the opportunity to provide feedback on children's Term 1 and 3 Portfolios. Parent satisfaction is shown when comments come back congratulating both the teachers and the children on their achievements. 100% of these feedback sheets are returned and the comments that are made are positive and supportive of the staff and school.
- Many parents involve themselves in P&C committee organising school functions and fundraising activities – showing their support and satisfaction in the job that the school is doing. Most school functions can boast 100% attendance from parents who not only come to support their children but help in the catering and providing of food at these functions.
- Parents are well represented at Working Bees, as canteen helpers, classroom helpers and drivers, showing their support and satisfaction.
- Two formal meetings are held at the school with the parents but parents are encouraged to contact the teacher or Principal when necessary with any concerns or comments.
- Use is made by parents not only in face to face interviews but by emails and telephone conversations as well as letters or notes in the students' diaries if they should wish to communicate with the school.

Students

- When students leave Alexander Primary School after Year 6, they frequently express the wish that there was a high school here as they are very sorry to leave.
- Graduates return to school on a school day on which they are not required to be at school (pupil free days at High School). They spend the day helping teachers and children in class.
- Graduates of Alexander Primary School also often return to see and participate in programs of the school such as Palm Sunday Picnics and Presentations, Mother's Day Presentations, Christmas Concerts and Speech Nights.
- Older Graduates (current University students) are happy to be asked to present Awards during Speech Night.
- Being a small school the current students know all other students well and play and work in a family like situation. The older students take on the responsibility for the younger ones taking on their roles as buddies very seriously. Students are encouraged to include everyone in their play.
- Students are very supportive of their peers. This is shown in competitions where the students rally behind all students cheering them on even if they are on different teams.

Teachers

- Alexander Primary School has a very low teacher turn over and very low absenteeism.
- Staff members are supportive of each other and enjoy getting together socially.

**A.G.B.U. ALEXANDER PRIMARY SCHOOL
2009 SCHOOL REPORT
SUMMARY FINANCIAL INFORMATION**

Chart 1: Income 2009

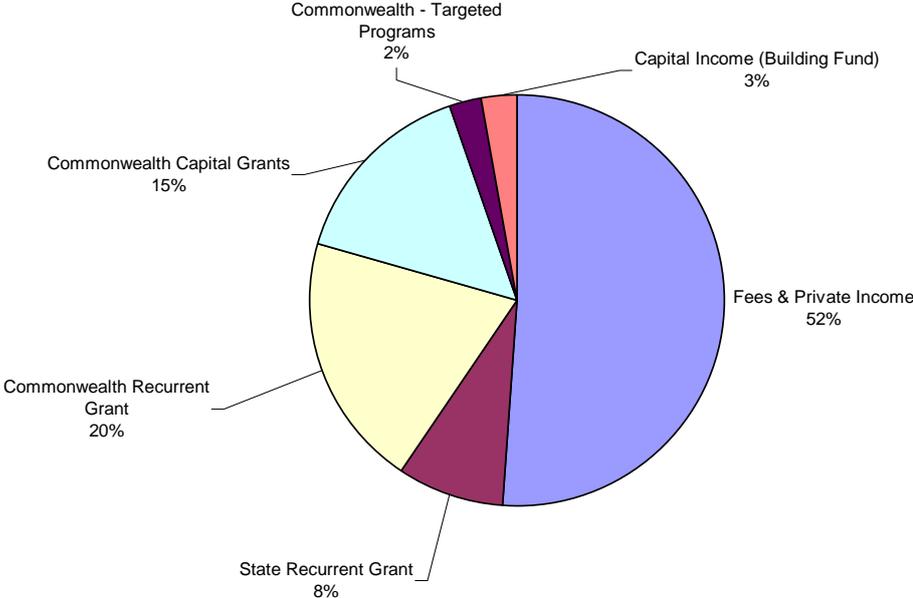


Chart 2: Expenditure 2009

