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

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>2</td>
</tr>
<tr>
<td>MESSAGE FROM THE SCHOOL BOARD</td>
<td>3</td>
</tr>
<tr>
<td>CONTEXTUAL INFORMATION</td>
<td>5</td>
</tr>
<tr>
<td>SCHOOL ACADEMIC PERFORMANCE</td>
<td>6</td>
</tr>
<tr>
<td>PROFESSIONAL LEARNING, TEACHING STANDARDS,</td>
<td>8</td>
</tr>
<tr>
<td>WORKFORCE COMPOSITION &amp; STUDENT ATTENDANCE</td>
<td>8</td>
</tr>
<tr>
<td>ENROLMENT POLICY AND PROFILE OF STUDENT POPULATION</td>
<td>10</td>
</tr>
<tr>
<td>Policy</td>
<td>10</td>
</tr>
<tr>
<td>Procedures</td>
<td>10</td>
</tr>
<tr>
<td>School Population</td>
<td>10</td>
</tr>
<tr>
<td>SAFE AND SUPPORTIVE ENVIRONMENT POLICIES</td>
<td>11</td>
</tr>
<tr>
<td>Summary</td>
<td>11</td>
</tr>
<tr>
<td>A - The School Welfare Policy</td>
<td>11</td>
</tr>
<tr>
<td>B - Critical Incident Policy</td>
<td>12</td>
</tr>
<tr>
<td>C - Emergency Procedures Policy</td>
<td>12</td>
</tr>
<tr>
<td>D - The School's Code of Conduct</td>
<td>12</td>
</tr>
<tr>
<td>E - The Child Protection Policy</td>
<td>12</td>
</tr>
<tr>
<td>F - The Excursion Policy</td>
<td>13</td>
</tr>
<tr>
<td>DISCIPLINE POLICY</td>
<td>14</td>
</tr>
<tr>
<td>Summary</td>
<td>14</td>
</tr>
<tr>
<td>Rationale</td>
<td>14</td>
</tr>
<tr>
<td>Rules</td>
<td>14</td>
</tr>
<tr>
<td>Policy Sections</td>
<td>14</td>
</tr>
<tr>
<td>COMPLAINTS AND GRIEVANCES RESOLUTION POLICY</td>
<td>15</td>
</tr>
<tr>
<td>SCHOOL DETERMINED IMPROVEMENT TARGETS</td>
<td>16</td>
</tr>
<tr>
<td>INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY</td>
<td>20</td>
</tr>
<tr>
<td>PARENT, STUDENT AND TEACHER SATISFACTION</td>
<td>21</td>
</tr>
<tr>
<td>SUMMARY FINANCIAL INFORMATION</td>
<td>22</td>
</tr>
</tbody>
</table>
It has been yet another unparalleled year at the AGBU Alexander Primary School. Year on year we have managed to find ways to outperform ourselves. “Small School – Big Deeds” This has been the crux of observations and feedback received from the many school visitors and guests at our school functions.

The School Board is very pleased with the many achievements demonstrated by the school students on curriculum and extra–curriculum activities, and sees its success in the success and achievements of the school. The School Board encourages the students to keep up the good work and to uphold the school motto “To Grow and Serve”.

In 2012, the students achieved excellent results in the NAPLAN and I.C.A.S. assessments, and Year 5 & 6 students have been awarded the trophy of the ‘Forest District Interschool Debating Competition’ - our school’s eight win in this sixteen year old competition. This is a testimony of the rapid development and advancement of our students in all aspects of the curriculum, supplemented by social and leadership skills, such as debating and public speaking.

The Armenian studies were culminated with the Cultural Day celebration. This year the school celebrated 500th Anniversary of the Armenian Printing, demonstrating students’ comprehension and appreciation of the Armenian Culture and Literature. The school has also participated in multicultural community events, representing the Armenian heritage.

The opening of the COLA (Covered Open Learning Area) took place during the cultural day, where the celebration took place. This was made possible with the much appreciated Government grant. The school consistently upholds high social Ethics and Values founded on the Christian Faith. Integrity, honesty & respect are baked into the students’ development and it is supported by the school community.

This year the addition of a graduate teacher to the excellent teachers mix has brought new flavour and rejuvenation into the school days.

The School Board expresses its appreciation and gratitude for the dedication and hard work of our highly skilled and devoted School Principal / Head Teacher, Teachers and School Staff for their mammoth work in producing these excellent results.

The school board continued to have its monthly board meetings and briefings with various committees, fostering communication and timely decision making.

The plans were finalised for the introduction of the new Preparatory (Prep) class in 2013 with the aim of helping prepare pre-schoolers for school commencement. We expect this to be another success story in our next year’s message.

In conclusion, the School Board conveys its sincere thanks and gratitude to all of our school Sponsors, Supporters, Australian Government, AGBU Community and the wider Australian
Armenian Community for their continued support for the growth and longevity of the AGBU Alexander Primary School.

On behalf of AGBU Alexander Primary School Board

Sossie Giragosian
Chairperson
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 website. (www.MySchool.edu.au)
NAPLAN
In 2012 all students in Year 3 and Year 5 participated in the National Assessment Program – Literacy And Numeracy (NAPLAN).

In Year 3
READING:
100% of students achieved above the minimum standard compared with 88.3% of the state.

WRITING:
100% of students achieved above the minimum standard compared with 91.9% of the state.

SPELLING:
100% of students achieved above the minimum standard compared with 88.3% of the state.

GRAMMAR AND PUNCTUATION:
100% of students achieved above the minimum standard compared with 87.6% of the state.

NUMBER, PATTERNS AND ALGEBRA:
100% of students achieved above the minimum standard compared with 87.5% of the state.

NUMERACY:
100% of students achieved above the minimum standard compared with 95% of the state.

In Year 5
READING:
100% of students achieved above the minimum standard compared with 93.1% of the state.

WRITING:
100% of students achieved above the minimum standard compared with 82.8% of the state.

SPELLING:
100% of students achieved above the minimum standard compared with 84.6% of the state.

GRAMMAR AND PUNCTUATION:
100% of students achieved above the minimum standard compared with 92.3% of the state.

NUMBER, PATTERNS AND ALGEBRA:
100% of students achieved at or above the minimum standard compared with 82.3% of the state.

MEASUREMENT, DATA, SPACE AND GEOMETRY:
100% of students achieved above the minimum standard compared with 84.3% of the state.

NUMERACY:
100% of students achieved above the minimum standard compared with 82.2% of the state.
Table 1: NAPLAN results – percentages based on minimum standards

<table>
<thead>
<tr>
<th>2012 Test</th>
<th>Year 3</th>
<th></th>
<th>Year 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At or Above National Minimum Standard</td>
<td>Below National Minimum Standard</td>
<td>At or Above National Minimum Standard</td>
<td>Below National Minimum Standard</td>
</tr>
<tr>
<td>NAPLAN Test</td>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>Reading</td>
<td>100%</td>
<td>94.8%</td>
<td>0%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>96.3%</td>
<td>0%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
<td>95.5%</td>
<td>0%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100%</td>
<td>94.6%</td>
<td>0%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Number Patterns and Algebra</td>
<td>100%</td>
<td>96.7%</td>
<td>0%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>95.0%</td>
<td>0%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

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](http://www.Myschool.edu.au)

Search for AGBU Alexander Primary School, Duffys Forest, NSW 2084 to access our school results for 2008 - 2012. 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.
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:

<table>
<thead>
<tr>
<th>PROFESSIONAL LEARNING EXPERIENCE</th>
<th>NUMBER OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live Life Well @ School (LLWatS) - A two-day workshop to enhance PDHPE</td>
<td>1</td>
</tr>
<tr>
<td>ABC Symphony Teachers’ In-service - Music education for students K to Yr 6</td>
<td>1</td>
</tr>
<tr>
<td>CPR annual update and First Aid Training</td>
<td>7</td>
</tr>
<tr>
<td>Asthma Friendly School Training</td>
<td>6</td>
</tr>
<tr>
<td>Work Health and Safety Act 2011 Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Workplace Management Briefing 2012</td>
<td>1</td>
</tr>
<tr>
<td>Planning for Implementation of the Australian Curriculum in NSW</td>
<td>1</td>
</tr>
</tbody>
</table>
Teaching Standards

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NUMBER OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Teachers who have teacher qualifications from a higher education</td>
<td>5</td>
</tr>
<tr>
<td>institution within Australia or as recognised within the National Office</td>
<td></td>
</tr>
<tr>
<td>of Overseas Skills Recognition (AEI-NOOSR) guidelines, or</td>
<td></td>
</tr>
<tr>
<td>(b) Teachers who have qualifications as a graduate from a higher education</td>
<td>0</td>
</tr>
<tr>
<td>institution within Australia or one recognised within the AEI-NOOSR</td>
<td></td>
</tr>
<tr>
<td>guidelines but lack formal teacher qualifications, or</td>
<td></td>
</tr>
<tr>
<td>Teachers who do not have qualifications as described in (a) or (b) but</td>
<td>0</td>
</tr>
<tr>
<td>who have relevant successful teaching experience or appropriate knowledge</td>
<td></td>
</tr>
<tr>
<td>relevant to the teaching context. Such ‘teachers’ must have been employed</td>
<td></td>
</tr>
<tr>
<td>- to ‘teach’ in NSW before 1 October 2004 (either on a permanent,</td>
<td></td>
</tr>
<tr>
<td>casual or temporary basis) and</td>
<td></td>
</tr>
<tr>
<td>- as a ‘teacher’ during the last five (5) years in a permanent, casual</td>
<td></td>
</tr>
<tr>
<td>or temporary capacity.</td>
<td></td>
</tr>
</tbody>
</table>

Total teacher numbers are listed on the My School website.

Workforce Composition Including Indigenous

Information is available at the My School website.

Student Attendance

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>100%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.02%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.81%</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.36%</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.35%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.41%</td>
</tr>
<tr>
<td>Year 6</td>
<td>96.36%</td>
</tr>
</tbody>
</table>

Students were expected to be at school for **191 days**.

The attendance rate for all classes in 2012 was **95.54%** and is consistent with 2011 where the whole school attendance was 96%.

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.
AGBU ALEXANDER PRIMARY SCHOOL
2012 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 31 students in 2012, with 14 boys and 17 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.
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 2012.

A - The School Welfare Policy

- **Health and Safety**
- **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**
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
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.
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
### 2012 SCHOOL REPORT
### SCHOOL DETERMINED IMPROVEMENT TARGETS

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT ACHIEVEMENTS</strong></td>
<td>Maintain standards set by previous years in State and National Testing in Literacy, Numeracy and Writing.</td>
<td>The students in 2012 maintained standards above the national minimum standard in overall literacy and numeracy in the NAPLAN tests given to Years 3 and 5.</td>
</tr>
<tr>
<td></td>
<td>Give the students an opportunity to participate in external academic competitions.</td>
<td>Eleven children participated in the ICAS Computer, English, Mathematics, Science and Writing Tests. Overall the school received 2 Distinctions and 9 Credits.</td>
</tr>
<tr>
<td></td>
<td>Maintain a high level of public speaking skills by participating in local Debating Competition.</td>
<td>In 2012 the students of Year 6 participated in the Forest District Debating Competition. The team won the competition for a record eighth time. All students in Year 6 participated in one or more debates.</td>
</tr>
<tr>
<td></td>
<td>Expand cultural understanding of students.</td>
<td>In 2012 the school held its fourth annual Cultural Day. The topic for the year was ‘500 Years of Armenian Book Printing’ and the Armenian capital city Yerevan, being chosen as the ‘World Book Capital 2012 by UNESCO’. The school celebrated these milestones with a unique, high quality exhibition and a wonderful showcase of student performances. The school also celebrated ‘International Mother Language Day’ as part of UNESCO’s promotion of linguistic and cultural diversity and multilingualism. Students took part in the ‘Multicultural Costume Show’ organised by Willoughby City Council. Among the 12 cultures represented on the day, they displayed traditional Armenian costumes.</td>
</tr>
<tr>
<td><strong>TEACHING AND LEARNING</strong></td>
<td>Continue Values Education in the ongoing social education of students.</td>
<td>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 &amp; Technology topics.</td>
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<tr>
<td>Assisted Numeracy learning for students in need.</td>
<td>Additional teacher support given to targeted students with the help of Commonwealth Numeracy Grant funds. Levels of achievement are showing improvement.</td>
<td></td>
</tr>
<tr>
<td>Managing composite classes across Stage Levels.</td>
<td>In 2012 the school had a K-2, 3/4 and a 5/6 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.</td>
<td></td>
</tr>
<tr>
<td>Additional teaching staff.</td>
<td>The school introduced and engaged the services of an additional 0.8 teaching staff. This greatly advanced the already outstanding student to teacher ratio.</td>
<td></td>
</tr>
<tr>
<td>Gymnastics Program.</td>
<td>Following the positive feedback from previous years, the well received and requested gymnastics program was back. The weekly sessions were provided over a period of one term.</td>
<td></td>
</tr>
<tr>
<td>Vegetable Garden &amp; Harvest Day.</td>
<td>With the support of the ‘Ready, Set, Grow’ program and teachers, the students took part in a special gardening program to teach them about healthy choices. A Vegetable Garden was set up by the students with the support of a gardening expert. At the end of the program a ‘Harvest Day’ celebration took place. From the produce, healthy meals were prepared and shared by the school community.</td>
<td></td>
</tr>
<tr>
<td>Preparatory or ‘Prep’ Class.</td>
<td>With the plan to introduce a new ‘Prep’ class in 2013, for children over 3½ years of ages, special programming and preparation took place by the teaching staff.</td>
<td></td>
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<td>---</td>
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<tr>
<td>Music lessons with a specialist music teacher.</td>
<td>In 2012 the school continued to employ a specialist music teacher to provide the students with music lessons, help with musical items in school concerts, accompany musical items at assembly and give private piano lessons. Having the support of a specialist music teacher has given the students an opportunity to really shine at the many functions and concerts that they have performed in throughout the year. It has also given them a deeper knowledge of music theory.</td>
<td></td>
</tr>
<tr>
<td><strong>RESOURCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching resources and Library Books.</td>
<td>New teaching resources and books for the library were purchased by the school and with the help of the school community.</td>
<td></td>
</tr>
<tr>
<td>Online Learning Tools.</td>
<td>The school continued to utilise for its students the services of a number of online learning tools. ‘Ideal Resources’ and ‘ZooWhiz’ were complemented by ‘ABC Reading Eggs’ and ‘Studyladder’.</td>
<td></td>
</tr>
<tr>
<td>‘Preparatory’ class resources.</td>
<td>New teaching and learning resources were purchased in preparation for the new Prep class in 2013.</td>
<td></td>
</tr>
<tr>
<td>Playground markings.</td>
<td>All line markings on the playground were improved and enhanced to promote physical activity and well being of students.</td>
<td></td>
</tr>
<tr>
<td><strong>POLICIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated:</td>
<td>The policy was updated with an Appendix: ‘Sex &amp; Sexuality... The School’s View’.</td>
<td></td>
</tr>
<tr>
<td>• Code of Conduct Policy</td>
<td>Staff Development on all school policies were carried out at Staff Meetings and during Staff Development Days.</td>
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<tr>
<td><strong>FACILITIES</strong></td>
<td>Covered Outdoor Learning Area</td>
<td>The Official Opening Ceremony of the newly constructed Covered Outdoor Learning Area (COLA) took place during the annual Cultural Day &amp; Fair.</td>
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<td></td>
<td>• Construction of an adjacent storage shed.</td>
<td>A large storage shed was constructed adjacent to the COLA. It is used to store concert props and costumes, sporting equipment, tables and chairs.</td>
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<td></td>
<td>• Additional side panels.</td>
<td>Three panels were fixed to the openings on the west of the COLA, to provide additional protection from the weather.</td>
</tr>
<tr>
<td>New covered area near the canteen.</td>
<td>Thanks to the support of the school community, a new covered area was constructed on the grass area adjacent to the canteen. The added protection is to help facilitate a better BBQ and canteen service during special events.</td>
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</tr>
<tr>
<td>Storm water upgrade.</td>
<td>Major upgrade to the storm water pipes was carried out to alleviate the flooding issue on the east of the school grounds. The project involved excavating and laying new pipes from the storm water pits to the dam on the school property.</td>
<td></td>
</tr>
</tbody>
</table>
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.
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
2012 SCHOOL REPORT
SUMMARY FINANCIAL INFORMATION

Chart 1: Income 2012
- Commonwealth Recurrent Grant: 33%
- State Recurrent Grant: 12%
- Fees & Private Income: 41%
- Commonwealth - Targeted Programs: 7%
- Capital Income (Building Fund): 7%

Chart 2: Expenditure 2012
- Salaries & Related Expenditure: 80%
- Capital Expenditure: 6%
- Non-salary expenses: 14%