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and has been evaluated by the

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Year 2013 has been a fruitful year in the life of AGBU Alexander Primary School, adding to the successes of the past 20 plus years in growing and serving the Australian Armenian community. It is this community spirit planted in the students’ hearts that sets the foundation for their character, aspiring, growing, excelling, and serving the Armenian Community and Australian Society at large.

In 2013 as in prior years, the students have demonstrated their academic excellence in nationwide exams (NAPLAN and ICAS), scoring well above average in all subject areas, particularly Mathematics and Information Technology. Our Year 5 and 6 students have consistently displayed strong debating and public speaking skills in the ‘Forest District Interschool Debating Competitions’ and won the tournament. In fact our school has won 9 out of the 17 annual competitions. 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.

We pride ourselves with the academic excellence of our students and the achievements of present and past students, being in school years, collage, university, or in their profession. Many of the past students visit the school and show sense of belonging and gratitude towards the school, where they have started their life journey.

AGBU Alexander Primary School also presents a much more important cultural and social force in the community, as we promote the Armenian language, culture and traditions past down by our revered elders. The Armenian studies were culminated with the cultural day celebration. This year the school celebrated AGBU Sydney Chapter’s 50th Anniversary, where the school honoured its founding heroes, sponsors and supporters over the years.

Year 2013 has also heralded a new era for the school with the introduction of first Preparatory (Prep) class program. The new class has functioned as an integral part of the school and provided educational programs for children one year prior to enrolment in Kindergarten. The new class has settled in very well with the development and implementation of special program addressing the NSW Board of Studies Early Stage One outcomes.

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.

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.

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 continual support for the growth and longevity of the AGBU Alexander Primary School.

On behalf of AGBU Alexander Primary School Board

Yours Sincerely

Sossie Giragosian
Chairperson
A.G.B.U. ALEXANDER PRIMARY SCHOOL
2013 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 website. (www.MySchool.edu.au)
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SCHOOL ACADEMIC PERFORMANCE

NAPLAN

In 2013 all students in Year 3 and Year 5 participated in the National Assessment Program – Literacy And Numeracy (NAPLAN). This program assesses Literacy (Reading, Writing, Spelling, Grammar and Punctuation) and Numeracy (Number, Patterns & Algebra, Measurement, Data, Space & Geometry).

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 2084 to access our school results for 2008 - 2013. 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.

In 2013 all students achieved above the national minimum standards in Literacy and Numeracy. The school averages were well above both the state and national averages. The charts below show the achievements of the school in comparison to the rest of the state and Australia.
Professional Learning

All members of 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>CPR annual update and First Aid Training</td>
<td>6</td>
</tr>
<tr>
<td>Workplace Management Briefing 2013</td>
<td>1</td>
</tr>
<tr>
<td>Registration and Accreditation Briefing</td>
<td>1</td>
</tr>
<tr>
<td>Planning for Programming for the New English Syllabus: K-6</td>
<td>1</td>
</tr>
<tr>
<td>Primary Workshop: Maths Alive!</td>
<td>5</td>
</tr>
<tr>
<td>Annual review and update of all school Policies</td>
<td>5</td>
</tr>
<tr>
<td>Introduction to ‘Google Apps for Education’</td>
<td>5</td>
</tr>
<tr>
<td>Armenian Language review with Prof. Julieta Gyulamiryan from Armenia</td>
<td>3</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 institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or</td>
<td>5</td>
</tr>
<tr>
<td>(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</td>
<td>0</td>
</tr>
</tbody>
</table>
| 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  
  - 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

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>95.83%</td>
</tr>
<tr>
<td>Year 1</td>
<td>97.92%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.83%</td>
</tr>
<tr>
<td>Year 3</td>
<td>97.08%</td>
</tr>
<tr>
<td>Year 4</td>
<td>98.96%</td>
</tr>
<tr>
<td>Year 5</td>
<td>98.23%</td>
</tr>
<tr>
<td>Year 6</td>
<td>96.88%</td>
</tr>
</tbody>
</table>

Students were expected to be at school for **192 days**.

The attendance rate for all classes in 2013 was **97.25%** and is consistent with 2012 where the whole school attendance was 95.54%

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 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 36 students in 2013, with 15 boys and 21 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
2013 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 2013.

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
  o Supervision of Students
  o Relationships with Students
  o Discipline of Students
  o Communication Issues
  o Excursions
  o 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
  o Personal Development and Safety Programs
    ▪ Drug Education
    ▪ Personal Development and Puberty
    ▪ Personal Protection
  o Staff and Parent Information Programs
• Legislative Requirements
  o Employment
  o Reporting
  o School’s Code of Conduct
  o Responsibility of Notification – Principal
  o Responsibility of Notification – Employees
  o 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
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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 out 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
### 2013 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 2013 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>Eighteen children participated in the ICAS Computer, English, Mathematics, Science and Writing Tests. Overall the school received 2 High Distinctions, 1 Distinction 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 2013 the students of Year 6 participated in the Forest District Debating Competition. The team won the competition for a record ninth 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 2013 the school held its fifth annual Cultural Day. The event celebrated the 50th Anniversary of the AGBU Sydney Chapter. The school hall also showcased a unique exhibition celebrating 50 years of AGBU in Sydney. The school choir took part in a ‘Golden Jubilee’ concert, with the contribution of former students and graduates.</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>
</tr>
<tr>
<td>Introduction of a Preparatory (Prep) Class.</td>
<td>2013 was the inaugural year of the new Preparatory (Prep) class. 5 girls and 3 boys over 3½ years of ages joined with the Kindergarten class for a school readiness program. This class allowed children to make a smooth progression into formal schooling, while at the same time addressing the NSW Board of Studies Early Stage 1 outcomes.</td>
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<tr>
<td>Managing composite classes across Stage Levels.</td>
<td>In 2013 the school had a P/K, 1/2, 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>Sports Program  - Gymnastics  - Swimming</td>
<td>The two well received gymnastics and swimming programs continued to be offered to all the students. The weekly sessions were provided over a period of one term for each program.</td>
<td></td>
</tr>
<tr>
<td>From the Garden to the Kitchen!</td>
<td>The school gardening program continued to teach students about healthy choices. ‘Harvest Day’ celebration took place. From the produce, healthy meals were prepared and shared by the school community.</td>
<td></td>
</tr>
<tr>
<td><strong>RESOURCES</strong></td>
<td>Teaching resources and Library Books. 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. ‘Maths Online’ and ‘Skwirk’ were also subscribed to complement ‘ABC Reading Eggs’ and ‘Studyladder’.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Laptops.</strong></td>
<td>Half a dozen laptop computers with the latest software were introduced into the classrooms for student use.</td>
<td></td>
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<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Google Apps for Education</strong></td>
<td>The school moved to ‘cloud’ computing with the introduction of the Google applications. Apart from Gmail and Calendar, the Google Docs applications now provide opportunities for students and teachers to work more effectively in a collaborative environment.</td>
<td></td>
</tr>
<tr>
<td><strong>POLICIES</strong></td>
<td>The policy was updated to reflect the changes to the mandatory attendance law. Staff Development on all school policies were carried out at Staff Meetings and during Staff Development Days.</td>
<td></td>
</tr>
<tr>
<td><strong>Updated:</strong></td>
<td>• Enrolment &amp; Attendance Policy</td>
<td></td>
</tr>
<tr>
<td><strong>FACILITIES</strong></td>
<td>Major clean out of the dam area was made possible with the support of the Warringah Council. This was an important maintenance follow up, to alleviate the flooding issue on the north-east of the school grounds. As a result, it is possible to set up the area for study purposes, as a sensitive ecological site for wetland wildlife.</td>
<td></td>
</tr>
<tr>
<td>School Dam cleanup.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Carpets.</td>
<td>New carpets were laid in two classrooms, to replace the damaged ones as a result of flooding in the area.</td>
<td></td>
</tr>
<tr>
<td>New Toilets.</td>
<td>Plumbing works were carried out with half a dozen toilet cistern and taps replaced. As a result, the toilet block adjacent to the Prep/K classroom was back in operation to be used exclusively by the junior students.</td>
<td></td>
</tr>
</tbody>
</table>
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2013 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.
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
2013 SCHOOL REPORT

SUMMARY FINANCIAL INFORMATION

Chart 1: Income 2013

- Commonwealth - Targeted Programs 8%
- Commonwealth Recurrent Grant 35%
- State Recurrent Grant 13%
- Capital Income (Building Fund) 6%
- Fees & Private Income 38%

Chart 2: Expenditure 2013

- Salaries & Related Expenditure 83%
- Non-salary expenses 11%
- Capital Expenditure 6%