Introduction

The Annual Report for 2015 is provided to the community of Ashtonfield P.S. as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.


Narelle Ryall
Principal

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Ashtonfield P.S. 2015
Message from the Principal

Our community and staff are justifiably proud of the students’ successes academically, culturally and on the sporting fields. Our students have a positive attitude towards their school and work while the professionalism of our staff ensures that quality teaching helps foster learning. The wellbeing of our students is important to us, our parents and their Parents and Citizens Association. We are proud to make student well being a focus in our school.

This year we evaluated our plan in a focus group meeting with parents, a series of meetings with teachers and SRC discussions.

2015-2017 Strategic Directions are:

- Developing successful learners;
- Developing successful teaching practices; and
- Developing a successful school community.

This year in working towards these directions we have:

- Increased access for students in a range of academic and well-being programs resulting in over two hundred and fifty students having been involved in one or more additional programs and a further group of academically high achieving students having access to in-class groupings designed to extend their students. In addition to these programs all year five students had access to the Stephanie Alexander Program although our goal is to ensure all year 5 students have more access in 2016. A group of students have also undertaken a yoga based resilience program and Maitland Grossmann H.S. has run a resilience program for thirty year five students. The result has been increased engagement of students. Student reflections show that students are enthusiastic about all these programs, parent evaluations were very positive and teachers’ evaluations indicate that classes are more settled with increased student focus. These programs will be a continuing focus for 2016.

- All teachers have begun to benchmark students on PLAN in comprehension and working mathematically. This will allow teachers in 2016 to address student needs and tracks students’ progress specifically. The aim is to extend this tracking in 2016 across more areas of literacy and numeracy as to date teachers have not yet plotted students in all literacy or numeracy strands.

- Teachers have undertaken training and development in literacy and numeracy including L3, Accelerated Literacy, Super Six comprehension strategies and TENS programs. There has also been an increased emphasis on professional goal setting and shared reflections. Teachers have valued the opportunity to watch others teach and believe this has been a powerful influence on the further development of their own pedagogy.

- NAPLAN results have indicated improvements generally across Y5 and Y3 (see tables on pp. 12-15). This will be a continuing emphasis in 2016.

- The transition to school program (Busy Bees) has been made available to our 2016 kindergarten students. Thirty five students have undertaken the program in the last two terms of the year. The feedback from the teachers is very positive with them seeing marked improvement in the readiness skills of these students. Parents of these students have commented both on the value of the program for their children but also for them as new members of our school community.

- Cyber awareness has been added as a focus of our PBL and Better Learners program. Information was made available to both parents and students. The senior students had specific lessons and a guest speaker about this issue. The result has been students have, on the whole, been aware and reflective about their use of social media. This will be an on-going emphasis.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school’s achievements and areas for development.

Narelle Ryall
Principal
Ashtonfield P.S. 2015
School background

School vision statement

Ashtonfield Public School will develop students who will become effective and informed community citizens.

School context

Ashtonfield P.S. is a large primary school that caters for a diverse range of learners from various, economic, ethnic, religious and social backgrounds. The majority of the parents are working with a significant proportion of families being two income families with at least one carer undertaking shift work. Over 3% of students are Aboriginal, 5% are of non-English speaking backgrounds, almost 10% of students are from defence families and almost 25% of students living with only one parent. The school demographics are continuously evolving.

An enhanced state-wide model of school financing meant we received some equity funding in 2015. This has enabled us to trial programs which have been new to our school. These have included:

- *The Stephanie Alexander Kitchen Program*;
- increased release time for the staff to better support stage teams with successful practice and student wellbeing initiatives;
- opportunities for our Aboriginal students to attend programs such as Galuwa Scholarship Programs with their wider community and to have academic support; and
- additional support learning officer time.

We are aiming to continue to develop, through ongoing support for staff, the community and the students themselves a culture of high expectations and wellbeing for Ashtonfield Public School students.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

Strategic Direction 1

Developing successful learners

Purpose

The purpose is to develop among A.P.S. learners the skills and understandings to achieve socially, emotionally and academically. Students will value education and be motivated to continue their learning.

Overall summary of progress

Our introduction of the Better Learners Program, our emphasis on Positive Behaviours for Learning and our range of supportive programs such as Cool Kids has allowed us to move successfully towards our goal of developing successful learners. This emphasis on wellbeing has been combined with our emphasis on students’ reflection on their own learning and has resulted in more students setting high expectations for themselves. This was particularly observed at Student Led Conferences during which many students articulated clear goals for their learning in the following semester.

Our Learning Support Team, our Kindergarten assessment process and our individualised plans allow us to work with those students who need early intervention and to communicate our plans to these students’ families. Other students are identified by class teachers, the counselors or families to engage in programs to help reduce anxiety which in turn leads to more successful learners. The impact of these programs has been significant for individual students but is also helping us develop a school culture in which learning is valued by all our students.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth in Naplan and across the PLAN markers in inferential comprehension and working mathematically</td>
<td>Data has shown improvements have been made by Year 5 students in problem solving questions in Naplan. Teachers are moving towards making this a focus in all strands of mathematics. Students in the top bands in all strands of literacy in Year 3 and Year 5 have made improvements.</td>
<td>$25,165.87 (in addition to English KLA budget)</td>
</tr>
<tr>
<td>Increased access for students to be involved in well-being programs such as Cool Kids, Seasons for Growth, Drumbeat, Stephanie Alexander Kitchen, Rock and Water, Auditory Processing and Essential Moves.</td>
<td>All students identified for well-being support in 2014-15 were offered the opportunity to participate in a well-being program. Only one Rock and Water program ran 2015 and Drum Beat did not run. All other programs were on-going. Staff and students believe there has been shifts in the motivation of students and the ownership of learning Y3-6, largely because of opportunities in programs such as these.</td>
<td>$23,042.43</td>
</tr>
</tbody>
</table>
Strategic Direction 1

Next steps

➢ In order to continue to develop successful learners our Learning, Enrichment and Additional programs (LEAP programs) will be further refined with and increased emphasis on visual and auditory memory and anxiety reducing strategies.

➢ 2015 higher achievers will be given the opportunity to undertake additional and/or more challenging tasks both at home and for home projects.

➢ The Better Learners Program will be integrated across the KLAs.

Strategic Direction 2

Developing successful teaching practices

Purpose

The purpose is to enhance the practices, knowledge and understandings of the teaching staff so they can further engage students in their own learning in order to improve student outcomes.

Overall summary of progress

Reflective teaching practices have been the emphasis of our successful teaching program in 2015. Research indicates that caring, quality teachers have most influence on student outcomes. With this in mind staff have been training in programs such as Targeting Early Literacy, Accelerated Literacy and L3 to drive the quality of teaching and learning within every classroom but particularly in the early years of schooling. Special programs and support programs have been put in place to ensure students are not disadvantaged. Aspiring leaders have been trained in quality teaching interventions and coaching in order to lead the professional development across the school.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naplan results and PLAN data indicate growth over the three years 2015 to 2017</td>
<td>2015 Naplan results indicate growth is trending upward except in Year 3 spelling. Though these results are encouraging they are below some state averages in the higher bands.</td>
<td>&lt;$&gt;</td>
</tr>
<tr>
<td>All staff involved in reflective teaching practices in all KLAs by 2017</td>
<td>All teachers have had access to time to undertake reflective practices within the school. This has been highly successful in introducing increased pedagogies into classrooms.</td>
<td>$25 571.06</td>
</tr>
</tbody>
</table>

Ashtonfield P.S. 2015
Next steps

- A targeted program will be introduced to address areas of weakness identified in 2015 Naplan results.
- A synthetic phonics program K-2 will be trialled.
- In K-2 a year co-ordinator will be trained in the synthetic phonics program.
- A more targeted reflective practices program will be introduced to concentrate on the teaching of literacy and numeracy. This program will be overseen by an experienced executive leader.
- Increased data collection and plotting of students at five week intervals to better monitor teaching and learning.

Strategic Direction 3

Developing a successful school community

Purpose

The purpose is to use innovative practice in order to improve the systems within the school which will in turn strengthen and maintain positive partnerships and roles within the school community.

Overall summary of progress

Staff members engaged with the school community to develop ways to develop an understanding of the current syllabi.

The staff used focused assessments to determine feedback in regard to the processes which are on-going in the school and which have been added this year. There has been an emphasis on electronic communication.

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities for parents to be more involved with the school</td>
<td>Parents and community have positive reactions about digital promotions and indicate they feel more connected to their child’s schooling through the school’s website and “Facebook” page</td>
<td>&lt;$&gt;</td>
</tr>
<tr>
<td></td>
<td>The “Busy Bee” program has involved pre-school parents in the school for the last semester of 2015</td>
<td></td>
</tr>
</tbody>
</table>

Ashtonfield P.S. 2015
Strategic Direction 3

| Increased parental participation in school learning activities | Parents feel more involved in student learning through the discussions during student-led conferences. Projects for homework have specific parent support roles which the majority of parents felt helped them connect to their child’s learning. Those parents who took the opportunity to participate in the teacher run introductions during Education Week to subjects such as Technology, Mathematics and programs such as the Stephanie Alexander Kitchen spoke very highly of how these helped them better understand their child’s learning journey. | $818.55 |

Next steps

- Increased emphasis required to help parents/carer understand how the curriculum is presented to students during parent/teacher nights, during special weeks such as Book Week and throughout the year through class news sheets and the school web site.
- Opening of the parent café sessions in the Stephanie Alexander room once a month with staff available for general discussions with parents.
- Making available training by outside professionals about student learning and current issues such as cyber bulling.
<table>
<thead>
<tr>
<th>Key initiatives and other school focus areas</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background funding</td>
<td><strong>Strategic Direction 1</strong>&lt;br&gt;All Aboriginal students have a personalized learning plan (PLP). The aim is to engage them in the programs most suitable to their learning needs. Several of our Aboriginal students are achieving at the same level and above their non-Aboriginal peers.&lt;br&gt;<strong>Strategic Direction 2</strong>&lt;br&gt;Four staff members trained <em>in Connecting to Country</em> and are bringing a more in depth understanding of cultural significance to both Aboriginal and non-Aboriginal students.</td>
<td>$11,297.28</td>
</tr>
<tr>
<td>English language proficiency funding</td>
<td><strong>Strategic Direction 1</strong>&lt;br&gt;Students who have English as a second language are grouped according to ability in English levels and given tuition in both spoken and written English in small group settings.&lt;br&gt;<strong>Strategic Direction 2</strong>&lt;br&gt;A specialist teacher has undertaken training in a synthetic phonics program to better target the learning needs of students whose English is their second language.&lt;br&gt;<strong>Strategic Direction 3</strong>&lt;br&gt;A weekend celebration was run by the local Indian community for the wider community.</td>
<td>$16,610</td>
</tr>
<tr>
<td>Targeted students support for refugees and new arrivals</td>
<td>These were under an entitlement allocation during the year and used to employ a Learning and Support Teacher one day per week for part of the year.</td>
<td></td>
</tr>
<tr>
<td>Socio-economic funding</td>
<td><strong>Strategic Direction 1</strong> These funds were used to support students in well-being programs such as gardening, to participate in extracurricular and excursion activities and more support learning officer time to engage the students in the playground and to address additional learning needs.</td>
<td>$42,144.00</td>
</tr>
</tbody>
</table>
| Low level adjustment for disability funding | **Strategic Direction 1**  
Over a third of students within the school identify as requiring some adjustments to learning. The Learning Support Team, Learning Support Officers and counselors to provide a range of support so the majority of these students can work in and achieve at age appropriate levels. | $57 025.00 |
|---|---|---|
| Support for beginning teachers | **Strategic Direction 2**  
Teachers in their second year of funding were given the opportunity to work with and observe peers, to undertake training in peer reflection and behaviour management. | $29 036.87 |
| Other school focus areas | **Impact achieved this year** | **Resources (annual)** |
| Other, including Norta Norta | These funds were used to help Aboriginal students needing additional support in their classrooms. | $2 767.79 |
**Mandatory and optional reporting requirements**

**Student information**

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

**Workforce information**

Reporting of information for all staff must be consistent with privacy and personal information policies.

**Student enrolment profile**

![Enrolments](image)

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.4</td>
<td>96.3</td>
<td>95.3</td>
<td>96.2</td>
<td>94.9</td>
<td>94.2</td>
</tr>
<tr>
<td>1</td>
<td>94.7</td>
<td>95.2</td>
<td>94.5</td>
<td>93.5</td>
<td>94.6</td>
<td>95.1</td>
</tr>
<tr>
<td>2</td>
<td>94.6</td>
<td>94.7</td>
<td>92.3</td>
<td>94.5</td>
<td>93.7</td>
<td>95.1</td>
</tr>
<tr>
<td>3</td>
<td>95.1</td>
<td>94.8</td>
<td>94.8</td>
<td>94.4</td>
<td>93.1</td>
<td>94.0</td>
</tr>
<tr>
<td>4</td>
<td>94.8</td>
<td>94.9</td>
<td>94.4</td>
<td>94.3</td>
<td>93.5</td>
<td>92.3</td>
</tr>
<tr>
<td>5</td>
<td>95.4</td>
<td>94.7</td>
<td>94.6</td>
<td>94.9</td>
<td>92.5</td>
<td>93.2</td>
</tr>
<tr>
<td>6</td>
<td>94.9</td>
<td>94.5</td>
<td>94.2</td>
<td>94.3</td>
<td>93.3</td>
<td>92.5</td>
</tr>
<tr>
<td>Total</td>
<td>95.0</td>
<td>95.1</td>
<td>94.3</td>
<td>94.6</td>
<td>93.7</td>
<td>93.8</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Three staff members are Aboriginal and one of whom an executive member of the local Aboriginal Educational Consultative Group.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>87.88</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>12.12</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Both individual and group professional learning was undertaken during 2015. Current implementation of the Australian curriculum was a focus of professional development as was reflective practice. Teacher quality plays a significant role in the success of our students so both school and tied funds have been used to release teachers to research, watch and discuss quality teaching pedagogies.
Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the Parent and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>249543.25</td>
</tr>
<tr>
<td>Global funds</td>
<td>263918.61</td>
</tr>
<tr>
<td>Tied funds</td>
<td>401561.14</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>257157.36</td>
</tr>
<tr>
<td>Interest</td>
<td>8292.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25636.82</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1206109.49</td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas: 121751.79
  - Excursions: 83260.11
  - Extracurricular dissections: 55296.26
- Library: 8418.10
- Training & development: 6377.64
- Tied funds: 511586.01
- Casual relief teachers: 85019.48
- Administration & office: 74439.09
- School-operated canteen: 0.00
- Utilities: 3461.15
- Maintenance: 25710.93
- Trust accounts: 21370.31
- Capital programs: 6424.24
- Total expenditure: 1003115.11

| Balance carried forward | 202994.38 |

School performance

NAPLAN

YEAR 3 LITERACY

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.
YEAR 5 LITERACY

Percentage in bands: Year 5 Reading

Percentage in bands: Year 5 Grammar & Punctuation

Percentage in bands: Year 5 Spelling

Percentage in bands: Year 5 Writing

Ashtonfield P.S. 2015
Parent/caregiver, student, teacher satisfaction

This year a focus group was formed and a meeting was held in order to gauge community satisfaction. A summary of the findings from this evaluation process follows.

Aspects that were identified as areas needing improvement include opportunities for parents to learn about curriculum/syllabus changes, communication regarding staff roles and responsibilities, a more informative homework/information sheet from each class each week, greater consistency of teachers on class, improved virtual access and ensuring that the “middle/average” students’ needs are met and that they don’t “fall through the gaps”.

Areas of strength identified were Well-being Programs, positive teachers who are trained in identifying individual needs of students, school readiness programs, extra curricula opportunities including band, choir, dance and sport, morning fitness and the Year 3 camp out.

Students were asked during student parliament what they would like to see improved and what were the positive aspects of the school. They responded with a desire for more excursions, a greater focus on playground tidiness, more sports equipment, more toilets and less students running on the hard surfaces. The positive aspects they felt were the caring teachers, interesting learning, sport opportunities, friendships and the school camps.

Staff members were surveyed and discussions were conducted during staff meetings.

Areas identified for improvement were a more efficient and user friendly report format, whole school communication, consolidation of programs, integration of key learning areas, consistency in teacher judgement regarding assessment, consistency in the implementation of the Positive Behaviour for Learning strategies and structure and catering for the needs of gifted and talented students.

Aspects identified as strengths were the implementation of a whole school mathematics program, leadership opportunities, support programs for students, professional/peer observations, the variety of opportunities for students, and the implementation of morning fitness.

Policy requirements

Aboriginal education

Ashtonfield Public School values, respects and appreciates Aboriginal culture and identity. Teachers at Ashtonfield Public School have participated in Maitland Local Aboriginal Education Consultative Group’s (AECG) Connecting to Country Program, immersing them in local cultural content and experiences. This allows them a better understanding of the Aboriginal history of our area contextual contemporary cultural understanding of the Maitland area, and understanding student and community needs. Students have current Personalised Learning Plans to work towards ‘Closing the Gap’. All students have been exposed to Aboriginal culture through the inclusion of an indigenous perspective across academic programs and participation in various cultural activities such NAIDOC and the Indigenous Literacy Foundation’s Great Book Swap. Ashtonfield P.S. has continued to support the Partnership Agreement between the NSW Aboriginal Education Consultative Group through consultation and regular staff representation at the local and regional level.
Multicultural Education and Anti-racism

In line with the School Plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students’ understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs.

Other school programs

Social Media
The school Facebook page has continued to grow and be used by teachers and the community. The page now boasts 650 followers. The page is used to promote & report on school events, display class work and to disseminate educational content to the community.

During the April storms, the page was the only way we could communicate with the school community until the power was returned to the school.

Busy Bees School Transition Programme
This programme has doubled in popularity since its inception in 2014, with 35-40 children attending the play programme each Tuesday. The programme combines gross motor, singing, rhymes and fine motor activities as well as an opportunity for children to be exposed to quality children’s books. The parents receive ideas to help develop children’s skills at home and the children are already developing friendships ready for next year. Parents who attended in 2014, recommended it highly to other families and felt that it was extremely beneficial for both the children and themselves.

Sport
Throughout 2015, Ashtonfield Public School has encouraged students to be physically active with regular morning PE for grades 1 – 6 and Essential Moves for Kindergarten.

Once again, this year, the students of Ashtonfield Public School participated in the Premier’s Sporting Challenge and as a school achieved a top level. Being active everyday was a focus of this program and students have worked hard, being involved in physical activities both in and out of school.

Teachers took on the role of coaches across a number of sports and allowed our students to participate in competitions at a school level and against other schools. The sports in which we competed included netball, soccer, hockey, cricket, tennis, touch football and basketball. The students of Ashtonfield Public School performed well and above all, demonstrated excellent sportsmanship, for which they were commended on a number of occasions.

The girls’ basketball team did extremely well this year, winning the Hunter Carnival and going to the State Carnival, finishing in the top 8. This was a fantastic achievement from all the girls.

In 2015 we also saw students representing the Maitland PSSA Zone in swimming, cross country, athletics, rugby league, soccer, tennis and basketball. Students went on to represent the Hunter region in swimming, cross country, athletics and basketball.

A focus on eating well and ensuring students were educated about good nutrition was also apparent with the continuation of our Crunch “n” Sip break during 2015. Students were encouraged to consider a range of fruits and vegetables that could be part of our morning break. The importance of water for our growing bodies, has been a focus for teachers and is always promoted as the best choice when choosing something to drink.

Star Struck
Star Struck is a wonderful production which showcases the talent of Public School students in the Hunter Region in music, singing, dance and drama. Students work tirelessly rehearsing at school before the “big week” which involves 12-16 hour days. Our students in the drama and dance groups from Ashtonfield PS were exemplary representatives of our school community.

Thank you to all of our students and especially their parents because without parent support and dedication the children would not have this wonderful opportunity.

Athletics Carnival
It was great to see the weather was on our side up until the relays, at the end of the day, when the rain came down. The children had fun and Ashtonfield saw a good number of students qualify for the Maitland Zone Carnival.
Concert
This year’s concert theme was “Holidays / Road Trip”. Children were captivated watching other classes perform through the dress rehearsal. Students performed wonderfully. The year six students who helped behind the scenes should be commended on their organisation and leadership skills.

Hunter Dance
2015 was a wonderful year for dance at Ashtonfield Public School, with three dance groups practising and performing throughout the year. Years 2, 3/4 and 5/6 dance groups participated in the Hunter Schools Dance Festival in July. The students looked fantastic in their costumes and danced beautifully in front of a large audience.

Art Classes
Art classes take place on a Monday, Wednesday and Friday during lunch time. They are designed to give children the opportunity to be creative and experience a wide range of creative media in a comfortable environment. Children have the opportunity to socialise with students from other grades and classes. The art classes also provide opportunities for students to develop ideas and designs for external competitions and to contribute to whole school projects including the backdrop for the variety concert, thus developing an appreciation of the work necessary for large scale projects. Children have used textas, charcoal, paint, crayons, pastels and chalks. They have engaged with clay and jewellery making, drawing, painting, wool art, construction, puppet making, collage and sewing. To all of the generous parents who have kindly donated materials to assist with these lunchtime lessons, thank you.

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*Year 3 had fun at camp.*