This report has been prepared by

Mr Manoug Demirjian
Principal

&

Mrs Vicky Dernee
Curriculum Coordinator

and has been evaluated by the

AGBU Alexander Primary School Board

2 Namba Road, Duffys Forest NSW 2084, Australia
Tel: (+61 2) 9486 3266     Fax: (+61 2) 9486 3204
www.alexander.nsw.edu.au
TABLE OF CONTENTS

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

The 2011 School year was one filled with a myriad of activity and commendable achievement. It could accurately be described as an exemplary year brimming with the educational, cultural and social energy that could amply act as a metaphoric beacon and template for years to come.

The School Board had the opportunity to witness the extraordinary talent that was put forward by our students and the dedication and commitment of our teachers and staff. Naturally, the School did not and indeed could not operate in a vacuum and as such, the tireless efforts and unwavering contributions made by the various committees, sub-committees and the broader AGBU Community stand as testaments to the knowledge that extraordinary things are truly possible with focused combined effort.

The School Board met on at least a monthly basis, in addition to the regular briefings held with AGBU Sydney Chapter and the various sub-committees, namely, Finance, Special Events and Parents & Citizens. The tireless efforts contributed by the various groups combined to produce well planned and implemented activities that brought to the forefront the many strengths and talents of our school community.

Our continued commitment and motivations as the schools immediate governing body is to encourage, facilitate and maintain the high calibre of education imparted to our precious children from within an all encompassing, uniquely AGBU Armenian environment.

With every passing year the unique continuum of learning that is offered at the AGBU Alexander Primary School is further entrenched as an essential guardian of the unequivocal benefit that our education imparts to all who enter its open doors. This in turn, feeds into the cycle by which those who leave our doors as proud graduates, in time bring to life and demonstrate through direct action our proud motto, "To Grow and Serve".
A.G.B.U. ALEXANDER PRIMARY SCHOOL
2011 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)
A.G.B.U. ALEXANDER PRIMARY SCHOOL
2011 SCHOOL REPORT

SCHOOL ACADEMIC PERFORMANCE

NAPLAN
In 2011 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 86% of the state.

WRITING:
100% of students achieved above the minimum standard compared with 94% of the state.

SPELLING:
100% of students achieved above the minimum standard compared with 90% of the state.

GRAMMAR AND PUNCTUATION:
100% of students achieved above the minimum standard compared with 89% of the state.

NUMBER, PATTERNS AND ALGEBRA:
100% of students achieved above the minimum standard compared with 82% of the state.

MEASUREMENT, DATA, SPACE AND GEOMETRY:
100% of students achieved above the minimum standard compared with 89% of the state.

NUMERACY:
100% of students achieved above the minimum standard compared with 87% of the state.

In Year 5

READING:
100% of students achieved above the minimum standard compared with 82% of the state.

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

SPELLING:
100% of students achieved above the minimum standard compared with 87% of the state.

GRAMMAR AND PUNCTUATION:
100% of students achieved above the minimum standard compared with 85% of the state.

NUMBER, PATTERNS AND ALGEBRA:
100% of students achieved at or above the minimum standard compared with 94% of the state.

MEASUREMENT, DATA, SPACE AND GEOMETRY:
100% of students achieved above the minimum standard compared with 85% of the state.

NUMERACY:
100% of students achieved above the minimum standard compared with 86% of the state.
Table 1: *NAPLAN results – percentages in skill bands*

<table>
<thead>
<tr>
<th>2011 Test</th>
<th>Year 3</th>
<th></th>
<th></th>
<th>Year 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 3 - 5</td>
<td>Bands 1 - 2</td>
<td>Bands 5 - 8</td>
<td>Bands 3 - 4</td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>NAPLAN Test</td>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>Reading</td>
<td>100%</td>
<td>86%</td>
<td>0%</td>
<td>14%</td>
<td>100%</td>
<td>82%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>94%</td>
<td>0%</td>
<td>6%</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
<td>90%</td>
<td>0%</td>
<td>11%</td>
<td>100%</td>
<td>87%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100%</td>
<td>89%</td>
<td>0%</td>
<td>12%</td>
<td>100%</td>
<td>85%</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>100%</td>
<td>89%</td>
<td>0%</td>
<td>12%</td>
<td>100%</td>
<td>85%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>87%</td>
<td>0%</td>
<td>15%</td>
<td>100%</td>
<td>86%</td>
</tr>
<tr>
<td>Number Patterns and Algebra</td>
<td>100%</td>
<td>82%</td>
<td>0%</td>
<td>18%</td>
<td>Bands 4 - 8</td>
<td>Bands 3</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 to access our school results for 2011, 2010, 2009 and 2008. My School data compares our school to the average scores for statistically similar schools nationwide, and the average scores for all Australian schools.

Statistically similar schools are schools across Australia with a number of factors in common such as the social and economic background of the students, whether the school is remote, the proportion of Indigenous students, or a combination of these factors.
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>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>6</td>
</tr>
<tr>
<td>A Language Day Like No Other</td>
<td>1</td>
</tr>
<tr>
<td>The Language Teacher’s Guide to the IWB Level 1 (2 Day Course)</td>
<td>2</td>
</tr>
<tr>
<td>Enhancing Language Learning with a Native Speaker Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Workplace Management Briefings 2011</td>
<td>1</td>
</tr>
</tbody>
</table>

The average expenditure per teacher on professional learning in 2011 was $207.
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>4</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>94.32%</td>
</tr>
<tr>
<td>Year 1</td>
<td>96.67%</td>
</tr>
<tr>
<td>Year 2</td>
<td>98.08%</td>
</tr>
<tr>
<td>Year 3</td>
<td>99.06%</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.06%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.24%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.81%</td>
</tr>
</tbody>
</table>

Students were expected to be at school for 191 days.

The attendance rate for all classes in 2011 was 96% and is consistent with 2010 where the whole school attendance was 95.6%.

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

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

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

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

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

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

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

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

School Population
The school had 30 students in 2011, with 14 boys and 16 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
2011 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 2011.

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
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.
<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 class in State and National Testing in Literacy, Numeracy and Writing.</td>
<td>The students in 2011 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>Ten children participated in the ICAS Computer, English, Mathematics, Science and Writing Tests. Overall the school received 1 High Distinction 1 Distinction and 12 Credits.</td>
</tr>
<tr>
<td></td>
<td>Maintain a high level of public speaking skills by participating in local Debating Competition.</td>
<td>In 2011 the students of Years 5 and 6 participated in the Forest District Debating Competition (a competition for Year 6 students). All students in Year 5 and Year 6 participated in the debates.</td>
</tr>
<tr>
<td></td>
<td>Maintain a high level of computer literacy in the school</td>
<td>In 2011 six students participated in the ICAS Computer competition. The school received 1 High Distinction and 3 Credits.</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 and Technology topics.</td>
</tr>
<tr>
<td></td>
<td>Assisted Literacy learning for students in need.</td>
<td>Additional teacher support given to targeted students with the help of Commonwealth Literacy Grant funds. Levels of achievement are showing improvement.</td>
</tr>
<tr>
<td>Managing composite classes across Stage Levels.</td>
<td>In 2011 the school had a K/1, 2/3 and a 4-6 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>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Expand the student’s cultural understanding.</td>
<td>In 2011 the school held its third Cultural Day showcasing the students’ knowledge and understanding of their Armenian background. The theme for the year was ‘Armenian Music’.</td>
<td></td>
</tr>
<tr>
<td>Continue Music lessons with a specialist music teacher.</td>
<td>In 2011 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><strong>POLICIES</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching resources and Library Books.</td>
<td>Update:</td>
<td></td>
</tr>
<tr>
<td>Student Laptops.</td>
<td>• Child Protection Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Emergency Procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The policy was updated according to latest legislation – <em>Keep them Safe</em>.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The policy was updated to incorporate the new school facility – COLA.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A dozen new laptop computers with the latest software were purchased for student use in the classrooms.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Development</strong></td>
<td>**Construction of a new **Covered <strong>Outdoor</strong> **Learning <strong>Area (COLA).</strong></td>
<td><strong>A new Covered Outdoor Learning Area (COLA) was constructed on the western side of the school incorporating a basketball court. It is joined to the school playground by a footbridge. It also has a storage area and a water tank.</strong></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>FACILITIES</strong></td>
<td><strong>‘Alexander Play Group’.</strong></td>
<td><strong>The Alexander Playgroup for years 0-5 continued thanks to the support of parents. The group met once a week with a special program put in place and run by parents.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Holiday Activity Days.</strong></td>
<td><strong>A special program was run on school grounds during the term breaks. In total four days of activities were programmed. Sessions included dance, art &amp; craft, sport, trivia, cooking and music. Children between the ages of 4-12 enjoyed the fun activities which attracted and was open to all members of the community.</strong></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.
A.G.B.U. ALEXANDER PRIMARY SCHOOL
2011 SCHOOL REPORT
PARENT, STUDENT AND TEACHER SATISFACTION

Parents

- Are given the opportunity to provide feedback on children’s Term 1 and 3 Portfolios. Parent satisfaction is shown when comments come back congratulating both the teachers and the children on their achievements. 100% of these feedback sheets are returned and the comments that are made are positive and supportive of the staff and school.

- Many parents involve themselves in P&C committee organising school functions and fundraising activities – showing their support and satisfaction in the job that the school is doing. Most school functions can boast 100% attendance from parents who not only come to support their children but help in the catering and providing of food at these functions.

- Parents are well represented at Working Bees, as canteen helpers, classroom helpers and drivers, showing their support and satisfaction.

- Two formal meetings are held at the school with the parents but parents are encouraged to contact the teacher or Principal when necessary with any concerns or comments.

- Use is made by parents not only in face to face interviews but by emails and telephone conversations as well as letters or notes in the students’ diaries if they should wish to communicate with the school.

Students

- When students leave Alexander Primary School after Year 6, they frequently express the wish that there was a high school here as they are very sorry to leave.

- Graduates return to school on a school day on which they are not required to be at school (pupil free days at High School). They spend the day helping teachers and children in class.

- Graduates of Alexander Primary School also often return to see and participate in programs of the school such as Palm Sunday Picnics and Presentations, Mother’s Day Presentations, Christmas Concerts and Speech Nights.

- Older Graduates (current University students) are happy to be asked to present Awards during Speech Night.

- Being a small school the current students know all other students well and play and work in a family like situation. The older students take on the responsibility for the younger ones taking on their roles as buddies very seriously. Students are encouraged to include everyone in their play.

- Students are very supportive of their peers. This is shown in competitions where the students rally behind all students cheering them on even if they are on different teams.

Teachers

- Alexander Primary School has a very low teacher turn over and very low absenteeism.

- Staff members are supportive of each other and enjoy getting together socially.
A.G.B.U. ALEXANDER PRIMARY SCHOOL
2011 SCHOOL REPORT
SUMMARY FINANCIAL INFORMATION

Chart 1: Income 2011
- Fees & Private Income: 47%
- Commonwealth Recurrent Grant: 32%
- Commonwealth - Targeted Programs: 6%
- Capital Income (Building Fund): 3%
- State Recurrent Grant: 12%

Chart 2: Expenditure 2011
- Salaries & Related Expenditure: 71%
- Non-salary expenses: 23%
- Capital Expenditure: 6%