MOUNT PRITCHARD PUBLIC SCHOOL

Annual School Report 2013

School context

Mount Pritchard Public School is situated in south western Sydney and is part of the Liverpool school network. In 2013, Mount Pritchard Public School had an enrolment of 416 students (including 12 Aboriginal students and 2 refugees from Iraq) enrolled into 17 classes. Approximately 75% of our students are from a language background other than English. The school has students from 27 different cultural backgrounds with the predominant backgrounds being Australian (26.5%), Vietnamese (26%), Arabic (8.5%), Serbian (8%) and Samoan (5%).

Mount Pritchard Public School has 31 teaching staff of which 39% are Early Career Teachers (ECT) and the other 61% are experienced teachers with a range of 4 – 30 years' experience.

Significant programs and initiatives

Mount Pritchard Public School continued to implement a number of highly successful programs to provide students with extra support and opportunities throughout 2013.

- School Leadership
- Public Speaking
- Debating
- School Band
- School Choir
- Headstart Year 5
- Year 6 Taster Day
- Reading Recovery
- Best Start
- Positive Behaviour Interventions and Support
- University of NSW Competitions
- School Camp
- Environmental Recycling Group
- Gardening Club
- Primary School Sports Association
- Jump Rope for Heart
- Go Maths

Principal's message

At Mount Pritchard Public School we continue to pride ourselves in achieving quality student outcomes across all curriculum areas.

Mount Pritchard Public School has a three year plan which promotes a strong focus on academic learning, in particular Literacy, Numeracy and Technology. Our school promotes and values the creative, personal, physical and social developments of all students.

In 2012, the school received Low Socio-Economic Schools National Partnership funding to focus and support improved student outcomes in Literacy. This funding continued throughout 2013. Literacy coaches have continued to provide staff with valuable assistance through a 'lesson study' model to implement quality programs in Modelled Reading and Modelled Writing. Staff have developed effective classroom practices, and grade specific training has allowed all teachers to gain more specific strategies to better meet the needs of the students. This approach has been about establishing whole school consistency and improvement enabling teachers to lead and participate in a culture of change. It has also ensured the development of a culture of high expectations.

Today's students require strong literacy and numeracy skills as well as creative and productive skills in the use of technology. These will be the foundations for the implementation of current and future school programs. Working together as partners and demonstrating mutual respect in the education of your children will ensure the best possible outcomes both short term and long term. We aim to provide the best possible educational opportunities for all students at Mount Pritchard Public School.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas of development.

Mrs. Karen Synnott

P & C and/or School Council message

The Parents and Citizens Association at Mount Pritchard Public School is a very committed and involved team. The P&C perform a number of fundraising events throughout the year, such as the Easter Raffle, Mother's and Father's Day stalls, Chocolate Fundraiser and the Christmas Raffle.

During 2013 these fundraising events were very successful and with existing funds, the P&C was able to assist the school with a total of $25,754.00. $14,198.00 was used to help with the renovations of the school hall and $10,767.00 was spent on the two new shade cloths in the playground.

The P&C are very proud of the accomplishments that it has achieved this year and we would like to thank the children and their families for the continued support in helping us to provide an invaluable source of funds to benefit Mount Pritchard Public School and its children.

Angelina Zappia

P&C Treasurer

Student representative's message

2013 saw student leaders of Mount Pritchard Public School involved in a variety of activities.

The Prefects, Vice Captains and Captains attended Young Leaders Day which was held at the Sydney Entertainment Centre. Young Leaders Day seeks to develop strong leadership values amongst young Australians. Nathan Hindmarsh and Jessica Fox were two of the speakers who inspired us on the day.

Harmony Day is a day where all Australians celebrate cultural diversity. We all celebrated this special day with our 'buddy' class by. We wore something orange to represent the meaning of harmony.

The ANZAC Day ceremony was led by our School Captains and Prefects. It was a serious and moving tribute commemorating all soldiers who sacrificed their lives in war. Each stage placed flowers under the flagpole in honour of our fallen soldiers.

The theme for Education Week this year was NSW Public Schools – Creating the Future. We celebrated with a variety of performances by our

students and the School Band and School Choir. An art show was also held on the day where every student had a piece of art work on display. Each class was given a theme to represent in a variety of styles.

A camp to Milson Island in Term 4 was both enjoyable and memorable for students from Years 3 to 6 and Teachers from Stage 2.

A successful year of fundraising was had by Year 6. Memorable events included discos, pyjama day, talent show, Football colours day and selling slinky apples which was very popular.

2013 has been a fantastic year for all students at Mount Pritchard Public School.

Jenny Phin & Zayne Sleiman

School Captains

Student information

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

Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012	2013
Male	248	237	230	233	221	223	227
Female	210	204	194	194	195	210	195

Our school enrolment trends indicate the ratio of male to female enrolments remains constant.
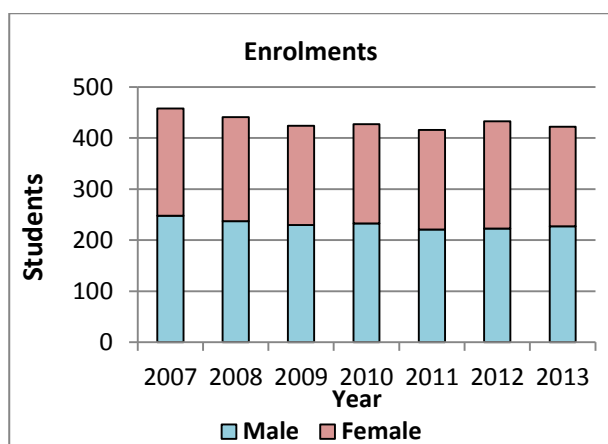
Enrolments

There was a slight decrease in enrolments from the previous year.

Student attendance profile

Year	2008	2009	2010	2011	2012	2013
K		94.6	88.9	94.5	95.2	91.7
1		94.5	92.7	92.5	94.2	91.9
2		95.0	93.3	93.0	94.1	95.0
3		93.4	95.2	96.0	94.0	92.1
4		95.7	92.6	95.4	94.7	93.3
5		92.6	92.8	95.2	95.2	94.1
6		93.8	91.4	94.8	94.6	95.3
Total	94.4	94.3	92.3	94.5	94.6	93.3

Management of non-attendance

Mount Pritchard Public School implements welfare policies that meet the personal, social and learning needs of all our students. To achieve this we have:

- Created a positive school environment with strong discipline strategies.

- Submitted surveys and assessed data from staff to improve effective teaching practices in student welfare and behaviour.

- Maintained ongoing monitoring and recording of student attendance to improve partial and whole day absences.

- Established executive support to improve learning outcomes of students at risk.

- Ongoing referrals to Learning Support to monitor students with patterns of poor attendance.

- Submitted referrals to HSLO to support with poor attendance.

Staff information

There were 17 classroom teachers and 4 teaching Assistant Principals. Further, 4 specialists and support teaching staff provided extra assistance across the school. There were 3 Office Administration staff and a General Assistant who supported the Principal at Mount Pritchard Public School.

All teaching staff met the professional requirements for teaching in NSW Public Schools.

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

Staff Establishment

Position	Number
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.014
Teacher of Reading Recovery	.735
Learning and Support Teacher(s)	1.3
Teacher Librarian	.8
Teacher of ESL	2.2
School Counsellor	.3
School Administrative & Support Staff	3.152
Total	28.201

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. At Mount Pritchard Public School there is 0% Indigenous

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
NSW Institute of Teachers Accreditation	78%

Financial summary

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

Date of financial summary	30/11/2013
Income	$
Balance brought forward	125330.70
Global funds	283963.69
Tied funds	345739.99
School & community sources	144049.03
Interest	7113.51
Trust receipts	18535.00
Total income	924731.92
Expenditure	
Teaching & learning	
Key learning areas	69246.97
Excursions	33354.83
Extracurricular dissections	40662.44
Library	6532.75
Training & development	3884.58
Tied funds	320187.09
Casual relief teachers	36681.40
Administration & office	62647.75
Utilities	40370.93
Maintenance	44279.36
Trust accounts	20542.52
Capital programs	90841.13
Total expenditure	769237.75
Balance carried forward	155.500.17

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Achievements

Arts

Public Speaking

All students in Years 1-6 prepared and presented a speech to their class on a given topic. One student from each stage was selected to represent Mount Pritchard Public School at the local final, held at Dalmeny Public School. Our students presented and prepared an impromptu speech. The students did an exceptional job and were praised on their efforts and public speaking skills. Kindergarten were involved in an Oral Reading Competition and three students from each class were selected to demonstrate their skills by reading to all the Kindergarten students and parents. The students were outstanding in their performance and were awarded with gold, silver and bronze medals.

Debating

In 2012, a School Debating team was formed. It consisted of two teams of both girls and boys from Years 5 and 6 who worked collaboratively to develop an argument based on a given topic. The team performed their prepared arguments against other schools in the region in the Premiers Debating Challenge. The teams were successful in winning three debates. The students improved their debating skills throughout the year and represented the school with pride.

Choir

The school choir, made up of students from years 3- 6, was invited to sing at Stocklands Wetherill Park to help celebrate their birthday. They performed several songs with pride in front of an audience. During the year, the choir performed in front of the parents and community members at the Book Week assembly, Education Week, Presentation Day and some Infants and Primary assemblies. The students are very keen singers and have performed diligently on all occasions.

Sports

We encourage sporting activity across the school in order to develop a culture and awareness of the importance of being fit and healthy and having an active lifestyle. In 2013, Mount Pritchard Public School competed in the Green Valley Zone Swimming, Cross Country and Athletics Carnivals. Mount Pritchard PS also fielded a Girls and Boys Basketball team, Mixed Newcombeball team and a Girls and Boys Soccer team throughout the year in the Green Valley Zone P.S.S.A competition. Congratulations to all the students who represented our school in these sporting endeavours.

NAPLAN Year 3 - Literacy

Reading:

	School	SSG	State DEC
Average score, 2013	395.4	392.4	418.7

Skill Band Distribution

Band	1	2	3	4	5	6
Number in Bands	2	9	11	14	9	7
Percentage in Bands	3.8	17.3	21.2	26.9	17.3	13.5
School Average 2009-2013	5.5	18.3	26.7	22.0	17.2	10.3
SSG % in Bands 2013	5.2	15.4	21.1	27.6	15.8	14.9
State DEC % in Bands 2013	3.5	11.2	17.3	24.3	17.7	26.0

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

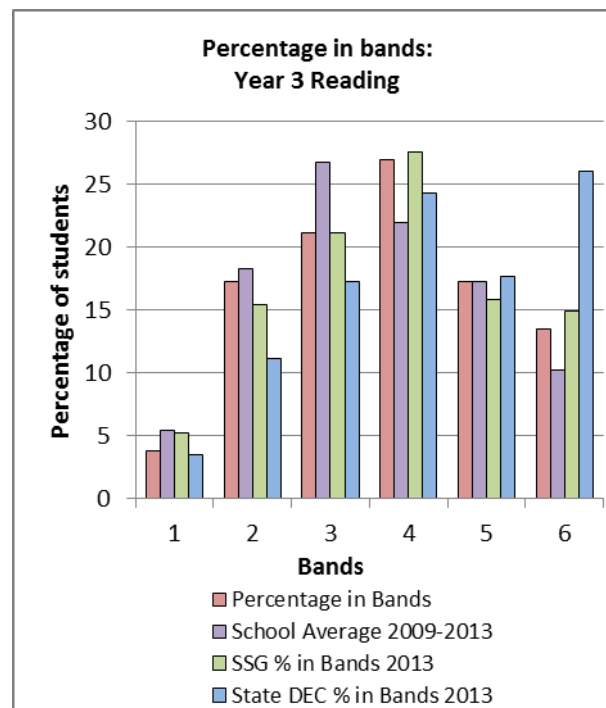Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the *Find a school* and select *GO* to access the school data.

Spelling:

	School	SSG	State DEC
Average score, 2013	429.7	397.1	418.1

Skill Band Distribution

Band	1	2	3	4	5	6
Number in Bands	2	3	6	15	12	15
Percentage in Bands	3.8	5.7	11.3	28.3	22.6	28.3
School Average 2009-2013	5.8	9.0	17.3	24.1	22.7	21.2
SSG % in Bands 2013	7.1	10.7	21.2	24.3	21.7	15.1
State DEC % in Bands 2013	5.4	6.4	18.4	22.7	23.3	23.9
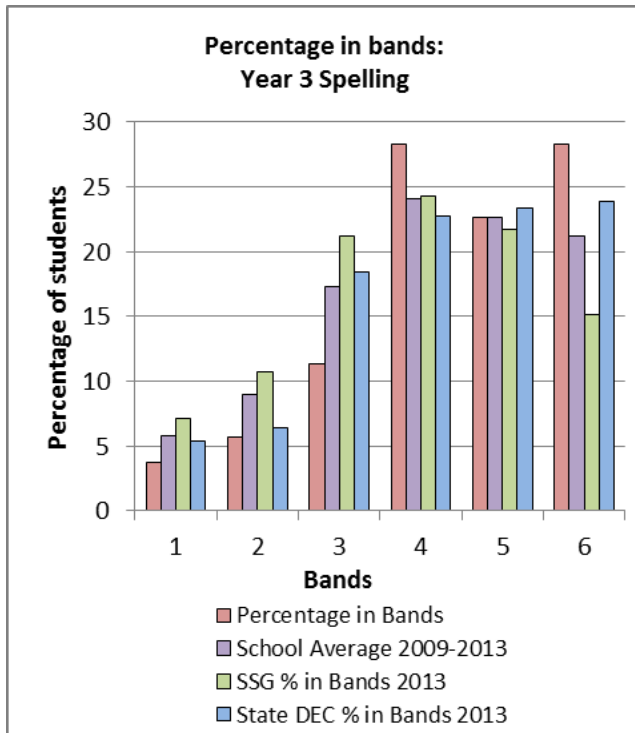
Grammar and Punctuation

	School	SSG	State DEC
Average score, 2013	423.4	405.2	430.3

Skill Band Distribution

Band	1	2	3	4	5	6
Number in Bands	2	5	8	12	11	15
Percentage in Bands	3.8	9.4	15.1	22.6	20.8	28.3
School Average 2009-2013	4.0	12.6	19.4	27.3	20.1	16.6
SSG % in Bands 2013	5.2	12.3	20.0	22.3	22.4	17.8
State DEC % in Bands 2013	3.9	8.6	15.3	20.8	22.8	28.5
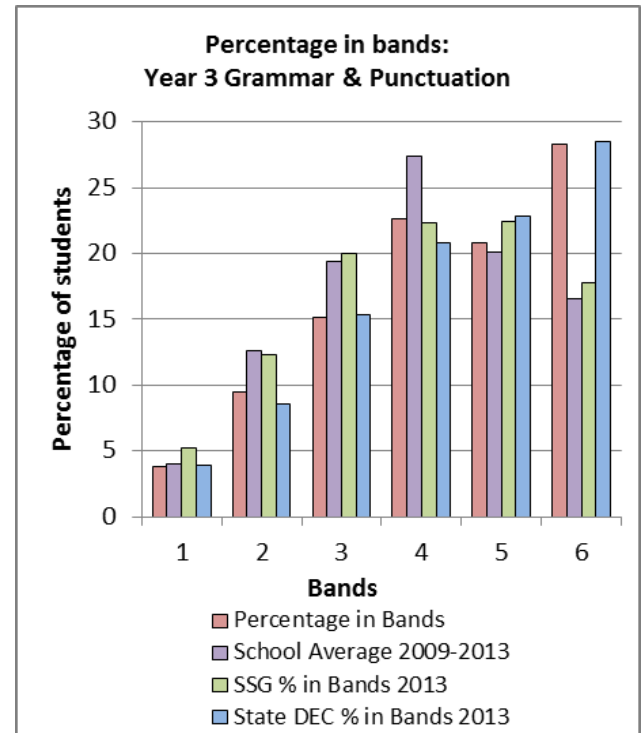
Writing:

	School	SSG	State DEC
Average score, 2013	435.7	400.8	416.0

Skill Band Distribution

Band	1	2	3	4	5	6
Number in Bands	0	2	6	11	24	10
Percentage in Bands	0.0	3.8	11.3	20.8	45.3	18.9
School Average 2011-2013	0.6	2.8	13.1	25.6	47.7	10.2
SSG % in Bands 2013	3.3	9.2	20.3	26.3	31.3	9.6
State DEC % in Bands 2013	2.6	6.7	16.9	23.6	34.9	15.3
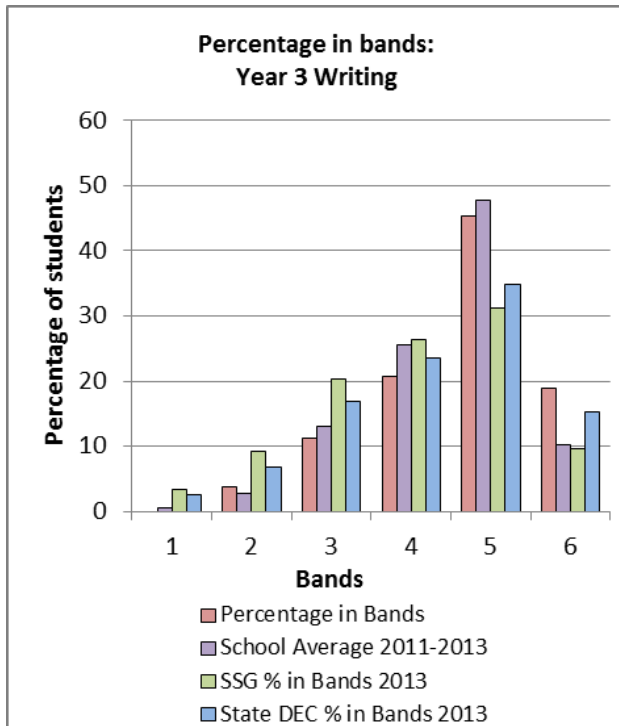
NAPLAN Year 3 - Numeracy

	School	SSG	State DEC
Average score, 2013	382.9	375.1	399.7

Skill Band Distribution

Band	1	2	3	4	5	6
Number in Bands	2	9	13	12	10	6
Percentage in Bands	3.8	17.3	25.0	23.1	19.2	11.5
School Average 2009-2013	5.2	13.6	25.4	28.3	17.3	10.3
SSG % in Bands 2013	4.7	14.6	27.5	31.2	16.6	5.5
State DEC % in Bands 2013	3.5	9.7	22.7	27.8	23.0	13.3
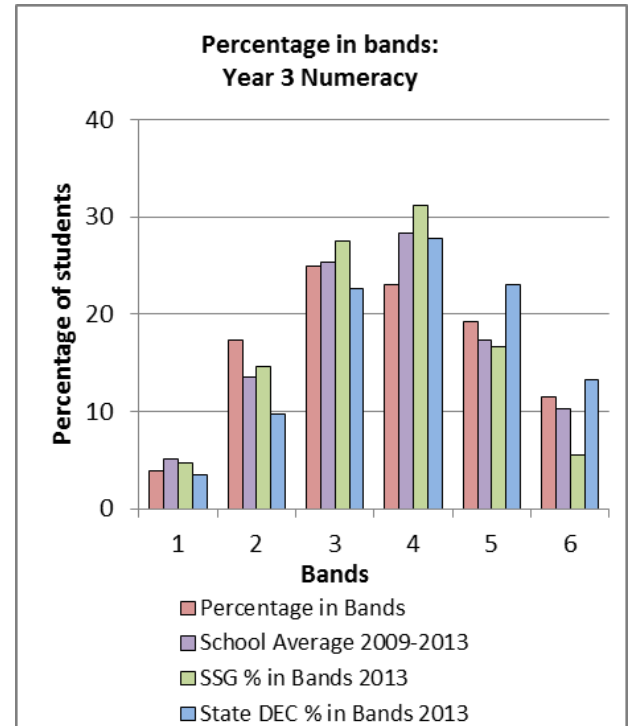
NAPLAN Year 5 - Literacy

Reading:

	School	SSG	State DEC
Average score, 2013	478.4	480.9	500.6

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	0	10	30	19	12	2
Percentage in Bands	0.0	13.7	41.1	26.0	16.4	2.7
School Average 2009-2013	6.4	18.4	38.1	20.1	14.1	3.0
SSG % in Bands 2013	2.8	15.2	31.3	28.4	16.3	6.1
State DEC % in Bands 2013	2.2	11.2	24.3	28.2	20.3	13.8

Percentage in bands: Year 5 Reading
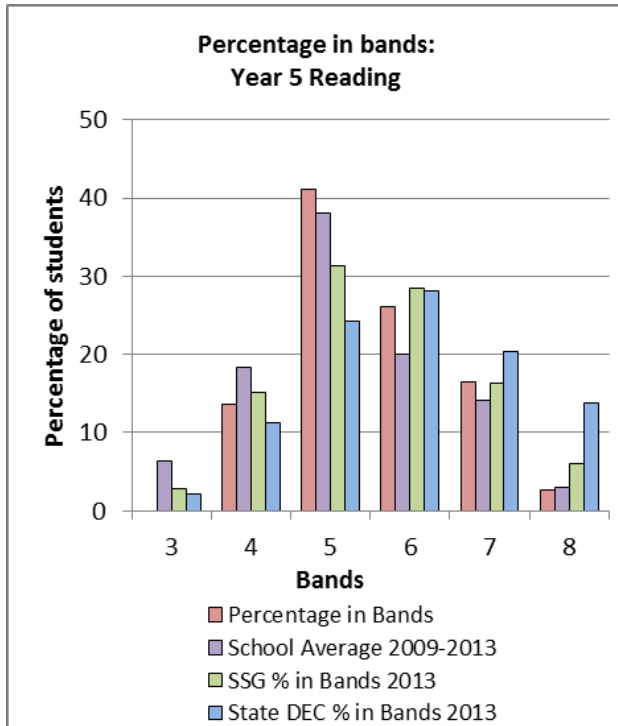
Spelling:

	School	SSG	State DEC
Average score, 2013	498.2	479.5	499.7

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	7	5	14	20	15	10
Percentage in Bands	9.9	7.0	19.7	28.2	21.1	14.1
School Average 2009-2013	5.4	8.8	21.2	33.0	20.9	10.8
SSG % in Bands 2013	9.3	12.8	25.9	25.5	20.3	6.2
State DEC % in Bands 2013	6.9	9.2	21.7	26.2	23.1	12.9

Percentage in bands: Year 5 Spelling
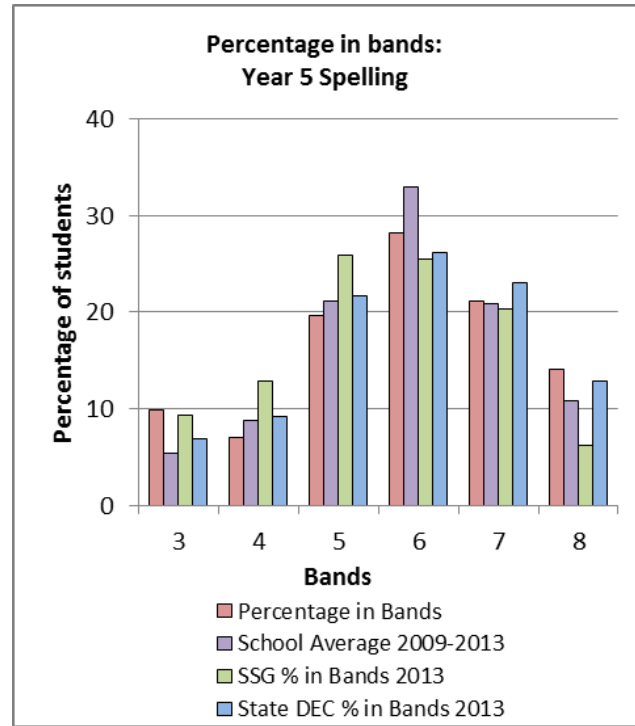
Grammar and Punctuation:

	School	SSG	State DEC
Average score, 2013	489.6	479.3	501.3

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	5	9	20	13	17	7
Percentage in Bands	7.0	12.7	28.2	18.3	23.9	9.9
School Average 2009-2013	7.4	17.9	25.6	21.9	19.5	7.7
SSG % in Bands 2013	7.6	13.7	30.1	21.9	17.7	8.9
State DEC % in Bands 2013	5.8	10.9	23.0	21.4	21.4	17.4

Percentage in bands: Year 5 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2009-2013
- SSG % in Bands 2013
- State DEC % in Bands 2013
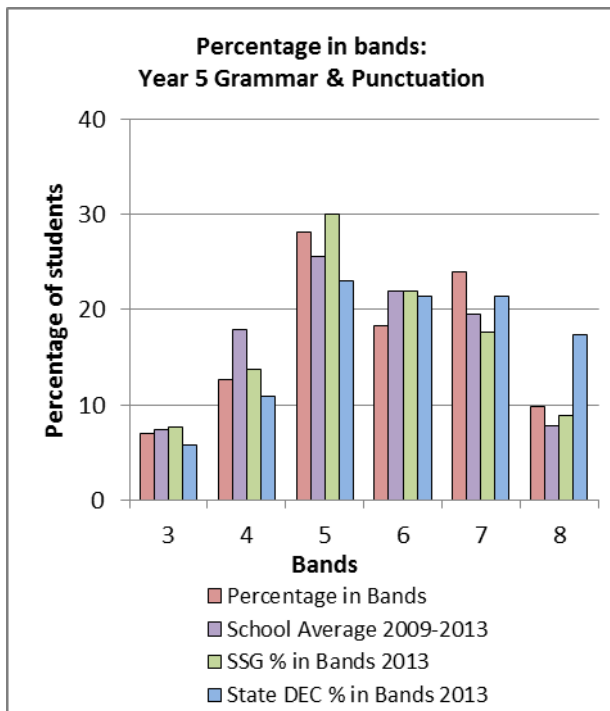
Writing:

	School	SSG	State DEC
Average score, 2013	473.6	463.3	476.6

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	1	11	27	24	6	2
Percentage in Bands	1.4	15.5	38.0	33.8	8.5	2.8
School Average 2011-2013	1.8	11.3	44.6	30.4	10.1	1.8
SSG % in Bands 2013	8.8	13.1	38.0	27.1	9.5	3.5
State DEC % in Bands 2013	8.0	10.3	33.4	28.0	13.6	6.7

Percentage in bands: Year 5 Writing

Legend:
- Percentage in Bands
- School Average 2011-2013
- SSG % in Bands 2013
- State DEC % in Bands 2013
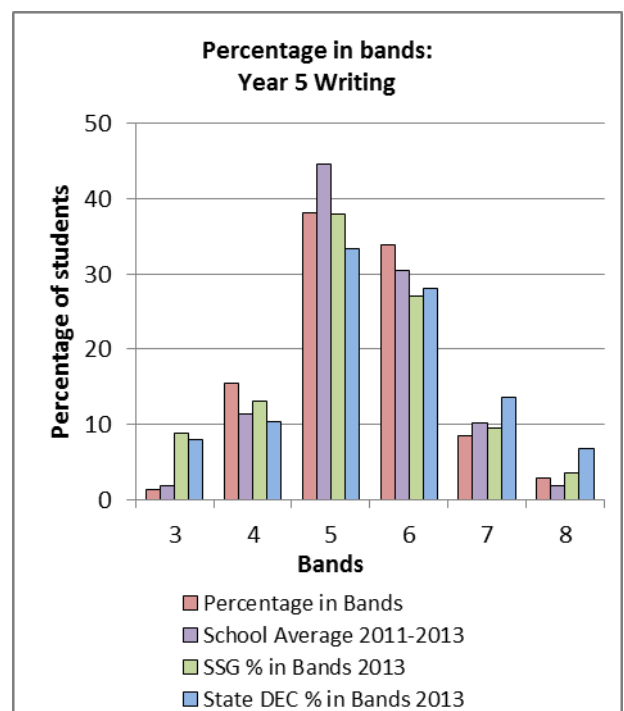
NAPLAN Year 5 - Numeracy

	School	SSG	State DEC
Average score, 2013	472.6	459.1	490.1

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	11	18	9	17	11	6
Percentage in Bands	15.3	25.0	12.5	23.6	15.3	8.3
School Average 2009-2013	7.1	22.6	22.9	25.6	13.1	8.8
SSG % in Bands 2013	9.2	24.0	31.5	22.0	8.9	4.5
State DEC % in Bands 2013	6.3	17.0	25.9	24.8	11.8	14.2

Percentage in bands: Year 5 Numeracy

- Percentage in Bands
- School Average 2009-2013
- SSG % in Bands 2013
- State DEC % in Bands 2013
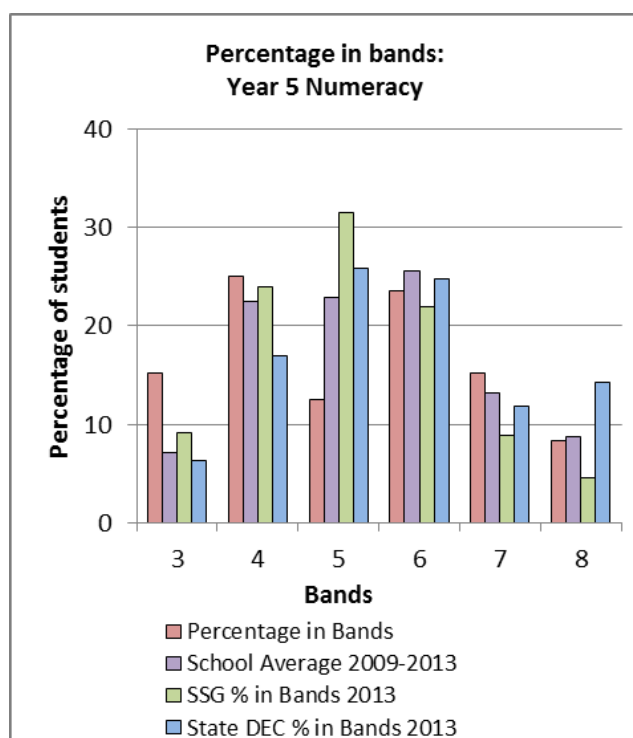
Significant programs and initiatives

Aboriginal education

In 2013, there were 13 students who came from Aboriginal or Torres Strait Islanders backgrounds.

Aboriginal Perspectives are integrated across all key learning area activities. Class programs are designed to educate all students about Aboriginal history, culture and current Aboriginal Australia.

Personal Learning Programs (PLPs) were organised for each student. In consultation with their parents, classroom teacher, an Aboriginal committee member and the child, a plan was devised to ensure that the educational needs of the child were being met.

The theme for NAIDOC week was 'We Value the Vision: Yirrkala Bark Petitions.' Each child contributed to a bark painting which was displayed in their classroom. Students also participated in NAIDOC Week celebrations at Bonnyrigg Public School.

An Aboriginal committee meets regularly to discuss the implementation of Aboriginal education, information about the library resources, community links, future goals and evaluation strategies. Committee members convey this information to the staff and attend Aboriginal network meetings, liaise with an Aboriginal Education Officer and attended AECG meetings.

Acknowledgement of Country occurs at all assemblies and special school events. A chart of this acknowledgement is displayed in all classrooms.

Abbey-Jane, in Year 5, received a SWS Aboriginal Award for Leadership, Citizenship and Community service. She was presented with this award at a ceremony at the UWS.

Multicultural education

In 2013, 75% of the school population came from a language background other than English. Several of these students were newly arrived and required extensive English language support.

Harmony Day

Harmony Day was celebrated by all students from Kindergarten to Year 6. Harmony Day is the United Nation's International Day for the Elimination of Racial Discrimination. This year the students were encouraged to wear orange (the colour of harmony and peace) and the older students helped the younger students make a harmony day bracelet using orange beads. All

students enjoyed participating in the Harmony Day activities.

Transitional Equity Funding

Our school received Transitional Equity Funding in 2013. Mount Pritchard Public School focused on an increased student engagement and behaviour management. The successes outlined have come about due to the Transitional Equity Funding:

- Increased student support through the employment of 3 x Student Learning Support Officers (SLSOs) who supported classroom teachers during Literacy lessons to implement the lesson study model.

- Wellbeing Coach for Training and development on the tracking system for tracking students with management concerns.

- Consistency in PBIS language used by both teachers and students through engaging a behavior consultant to provide training and ongoing support to existing and new staff around the PBIS model.

- A decreased number of students being referred through PBIS.

National partnerships and significant Commonwealth initiatives

National Partnerships

Our school has participated in Low Socio-Economic Schools National Partnerships in 2013. Mount Pritchard Public School focused on a 'Lesson Study' approach in Modelled Writing. It was an exciting opportunity to try a new and innovative approach to teaching Literacy and to improve the quality of teaching and learning. Teachers were provided with professional learning in the areas of Literacy and quality teaching. The money was used in the following way:

- Employment of additional key staff to form a curriculum team which guided professional learning across the school.

- The provision of professional learning time to work with the Literacy coach.

- The purchase of resources focusing on the integration of Literacy with other KLA's.

- Creation of resources to support curriculum and quality teaching.

- The planning of programs with the support of Literacy coaches and consultancy support.

- Extensive professional learning for all staff at school development days, staff meetings, grade meetings, individual and focus groups and communication meetings.

- Surveys indicate that National Partnerships programs have improved student outcomes in all areas of literacy.

This professional learning for teachers in this partnership was built on consistent evidence that teacher quality is the greatest in-school influence on student engagement and outcomes. Teachers are freely sharing these new approaches they are using in their classrooms within a supportive atmosphere. Teachers have developed and strengthened their curriculum and leadership skills by sharing new knowledge and expertise with their colleagues.

Other programs

Respect and Responsibility

At Mount Pritchard Public School we have a strong belief that the key to a successful learning environment is a strong partnership between students, their parents and the school. This partnership allows not just for effective learning

but also effective discipline to take place in our school.

Our Positive Behavioural Intervention and Support (PBIS) Program, in conjunction with our strong community, is a vital part of our school behaviour system. This system clearly communicates to all students our expectations regarding their behavior within and outside of the school. At all times, we expect our students to follow the three main rules;

• Be Safe

• Be Respectful

• Be a Learner

All expectations, for all areas of the school, are clearly communicated through our expectations matrix. Each expectation is explicitly taught in classrooms and in playgrounds. These lessons help develop our students' social skills and values. They are regularly communicated to our school community at school assemblies.

As part of our PBIS program, students who exhibit correct behavior are rewarded with many positive incentives. Students who require more support are given an individual learning program. Bullying is discouraged by our regular inclusion of anti-bullying programs which emphasise bystander intervention, and a strong consequence chart.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out an evaluation of the effectiveness of our National Partnerships strategies.

The processes used include:

• The analysis of Modelled and Guided Reading programs as well as the analysis of PBIS data, Learning Support Team referrals and evaluations of staff professional learning.

• Classroom observations by Literacy Coaches and the data collected during these observations.

• Staff, parent and student surveys based on the 4 National Partnerships funded portfolios (Literacy, Technology, Data and Assessment and Wellbeing).

• Analysis of student achievement data, including detailed NAPLAN analysis using SMART and the analysis of school based assessment data.
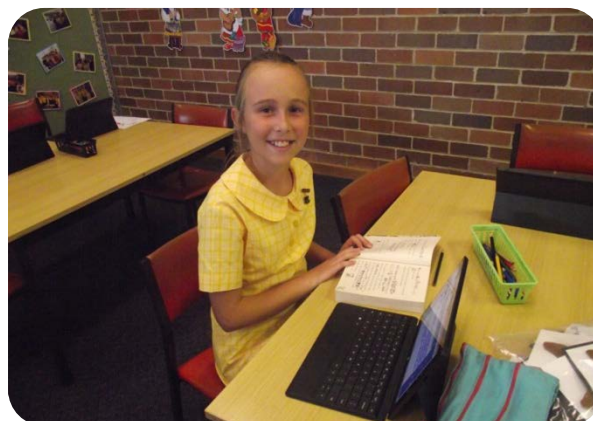
School planning 2012—2014: progress in 2013

School priority 1

Numeracy

• Improved outcomes for all students through quality Numeracy programs.

• Increased levels of Numeracy achievement for every student consistent with national, state and regional directions.

2013 Targets to achieve this outcome include:

- To increase by 2.5% the number of Year 3 students achieving at or above minimum standard in Numeracy from a 3 year average of 93% to 95.5%.

- To increase by 2.5% the number of Year 5 students achieving at or above minimum standard in NAPLAN Numeracy from a 3 year average of 95% to 97.5%.

- To increase by 5% the number of Year 3 students achieving in the highest 2 bands in NAPLAN Numeracy from a 3 year average of 26% to 31%.

- To increase by 5% the number of Year 5 students achieving in the highest 2 bands in NAPLAN Numeracy from a 3 year average of 22% to 27%.

Strategies to achieve these targets include:

- Maintain a position for an Assessment and Data coach to be responsible for training stage teams in how to access the Best Start/NAPLAN data to create meaningful teaching programs.

- Support staff in developing meaningful assessment tasks in Literacy and Numeracy that will provide useful data to inform teaching programs.

- Developing a tracking system to monitor student progress K-6.

- Continue and review the Go Maths Program K-6.

- Release current Aboriginal Education Coordinator for 4 days at the end of every term to provide support to classroom teachers during planning days to develop personalised learning plans (PLPs) and teaching programs.

- Continued professional learning for all staff in the explicit teaching of the Go Maths program.

- Integration of technology strategies for numeracy initiatives.

- Deliver parent workshops relevant to coaches' portfolio (Release coaches from class when necessary).

Evidence of progress towards outcomes in 2013:

- 2013 Year 3 NAPLAN data demonstrated that 96% of Year 3 students achieved at or above the national minimum standard, compared with a 3 year average of 93% in 2012.

- 2013 Year 5 NAPLAN data demonstrated that 85% of Year 5 students achieved at or above the national minimum standard, compared with a 3 year average of 95% in 2012.

- 2013 Year 3 NAPLAN data demonstrated that 31% of Year 3 students achieved in the highest 2 bands in NAPLAN numeracy compared with a 3 year average of 26% in 2012.

- 2013 Year 5 NAPLAN data demonstrated that 24% of Year 5 students achieved in the highest 2 bands in NAPLAN numeracy compared with a 3 year average of 22% in 2012.

Strategies to achieve these outcomes in 2014

- Maintain a position for an Assessment and Data coach to be responsible for training stage teams in how to access the Best Start/NAPLAN data to create meaningful teaching programs

- Continue and review the Go Maths Program K-6.

- Integration of technology strategies for numeracy initiatives.

- Deliver parent workshops in Numeracy strategies to enable parents to support their children.

School priority 2

Curriculum and Assessment

Outcomes from 2012–2014

- Implementation of a broad, inclusive and relevant curriculum

- Appropriate assessment and reporting practices are embedded into all teaching and learning programs.

2013 Targets to achieve this outcome include:

- 75% of students meeting stage expectations in Technology.

- To increase by 5% the number of students achieving or exceeding state growth in Numeracy from a 3 year average of 62% to 67%.

- To increase by 5% the number of students achieving or exceeding state growth in Reading from a 3 year average of 61% to 66%.

Strategies to achieve these targets include:

- Develop a tracking system to monitor student progress K-6.

- Maintain a position for an Assessment and Data Coach to be responsible for training stage teams in how to access and use Best Start/NAPLAN data to create meaningful teaching programs.

- Release Assessment and Data coach for 4 days at the end of every term to work with stage teams during planning days to analyse term data and support teachers to use this when developing the following term's programs.

- Release current Aboriginal Education Coordinator for 4 days at the end of every term to provide support to classroom teachers during planning days to develop personalised learning plans (PLPs) and teaching programs.

- Provide in-class support to teachers in developing a range of assessment strategies and helping to place students on a continuum of learning.

- Maintain Technology coach position to coach staff in the use of IWB's as a quality teaching practice.

- Implement a K-6 Scope and Sequence for Technology.

- Support staff in developing an individual plan for technology professional learning and discuss ways to meet goals/targets.

- Provide team teaching and demonstration lessons to classroom teachers.

- Organise ongoing workshops and in class tuition on resource development and implementation of Scope and Sequence.

- Support stage teams during planning days to help find ways to integrate technology effectively into class programs.

- Support teachers to engage in reflective practices and professional dialogue regarding best practice and student growth.

- Enhance the use of evidence based data to inform continuous school improvement.

- Establish a Curriculum Leader to implement the National Curriculum as it is released.

- Staff training and development in the implementation of the National Curriculum.

Evidence of progress towards outcomes in 2013:

- At the end of Term 3, 2013, School Assessment data indicated that 69% of students were meeting school determined stage expectations in Technology.

Strategies to achieve these outcomes in 2014:

- Develop a tracking system to monitor student progress K-6.

- Maintain a position for an Assessment and Data Coach to be responsible for training stage teams in how to access and use Best Start/NAPLAN data to create meaningful teaching programs.

- Release Assessment and Data coach for 4days at the end of every term to work with stage teams during planning days to analyse term data and support teachers to use this when developing the following term's programs.

- Provide in-class support to teachers in developing a range of assessment strategies and helping to place students on a continuum of learning.

- Maintain Technology coach position to coach staff in the use of IWB's as a quality teaching practice.

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- Enhance the use of evidence based data to inform continuous school improvement.

- Establish a Curriculum Leader to implement the National Curriculum as it is released.

- Staff training and development in the implementation of the National Curriculum.

School priority 3

Leadership and Management

Outcomes from 2012–2014

- Strengthened leadership and management capacity of school staff and executive to drive school improvement.

- Implement innovative leadership practices to improve student outcomes.

2013 Targets to achieve this outcome include:

- To increase leadership roles and responsibilities across the school by 20% (approximately 6 staff members).

Strategies to achieve this target include:

- Develop individual learning plans for all teachers with support from coaches and grade supervisors.

- Release current Aboriginal Education Coordinator for 4 days at the end of every term to provide support to classroom teachers during planning days to develop personalised learning plans (PLPs) and teaching programs.

- Provide training and ongoing support to new staff and new scheme teachers with whole school programs and processes.

- Release of school executive from part of their face to face teaching load to enable all staff to receive a more concise and individualized TPL program.

- Revise school events and plan for some events to be held out of school hours – data will show if this results in greater participation.

- All stage teams to receive 1 day of TPL per term to attend stage identified training which will support career planning, performance and student outcomes.

Evidence of progress towards outcomes in 2013:

- Evaluations of staff and TARS data indicate that there has been a 30% increase in the number of staff that have taken on leadership roles and responsibilities.

Strategies to achieve these outcomes in 2014:

- Develop individual learning plans for all teachers with support from coaches and grade supervisors.

- Provide training and ongoing support to new staff and new scheme teachers with whole school programs and processes.

Professional learning

All staff attended five whole school development days in 2013. All staff were appropriately professionally developed using both internal and external consultants. This year we focused on lifting standards through effective professional learning. This has been done through:

- Teaching practices that focus on clear and well-structured lessons supported by effective classroom management.

- Ongoing professional learning in SMART 2 in order to consolidate their understanding to drive the teaching and learning cycle.

- Lesson study model in Modelled Writing.

- Teachers' content knowledge of National Curriculum English Syllabus, English as a Language/Dialect (EALD) and PLAST.

- Student Engagement and behavior management presented by a Behaviour Consultant.
- Mandatory training was held in CPR training and Anaphylaxis.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students

- Students indicated that the implementation of new Literacy programs have helped them gain a better understanding of Writing strategies and how to access information from different texts.
- 93% of students think that the new lesson sequence in Writing will help them in Writing.

Staff

- 100% of staff indicated that the ongoing role of the Literacy coaches has provided them valuable support to implement quality programs in Literacy.
- Staff surveys indicated that ongoing Professional Learning in SMART2 has helped them consolidate their understanding of using SMART data to derive the teaching and learning cycle in Numeracy.

- 98% of the staff agreed that having a Data & Assessment Coach has allowed them access to ongoing support and mentoring in effective ways to use the NAPLAN data.
- Staff surveys indicated that the development of a K-6 tracking program allowed easier sharing of student data from grade to grade.
- Staff indicated that professional learning has given them the confidence to take on a variety of leadership roles within the school.
- 98% of staff agreed that access to a Technology coach has given them valuable support in providing students with quality technology programs.

Parents

- Parent surveys indicate that the delivery of a parent workshop has been helpful in providing parents with appropriate knowledge and strategies to assist their children at home.
- Parents and carers are accessing the school website and Skoolbag app on a regular basis which has enhanced communication.

Program evaluations

Background

In completing the evaluation a variety of data and sources were used to draw conclusions about the effectiveness of our Literacy Programs.

Methodology

The following sources were used:

- The analysis of Modelled and Guided Reading programs, Learning Support Team referrals and evaluations of staff professional learning.
- Classroom observations by Literacy Coaches and the data collected during these observations.
- Staff, parent and student surveys.
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART and the analysis of school based assessment data.

Findings and conclusions

Student outcomes as a result of targeted interventions

- Students have an increased ability to access all components of the Writing cycle. This is due to an increase in teacher quality and capacity through professional learning and ongoing peer teacher instruction and observation in Modelled Writing.

- Students have demonstrated an improved ability to plan, jointly construct and deconstruct a text. Targeted focus groups have benefited students and increased their ability to deconstruct, plan, jointly construct and independently write using a variety of text types.

- A greater level of student interest and motivation has been noted. Students are more engaged and independent throughout the sequence of lessons. Shared metalanguage has been vital in improving student outcomes.

- An improved ability to efficiently integrate Modelled Reading and Modelled Writing has resulted in a wider range of skills and strategies when reading, interpreting and writing texts.

Teacher quality and/or teacher capacity

As a result of professional learning in the Modelled Writing process, teachers have been provided with new and recognized best practices to improve teacher quality and capacity. Results to support this:

- There has been an improved knowledge of the writing cycle as well as an understanding of how reading and writing can be integrated to develop a more effective Teaching and Learning cycle.

- Quality teaching and learning strategies have been developed and implemented to achieve whole school targets in writing.

- Consistency throughout the school and an increased level of expectation of students throughout the writing process.

- A wider integration of literacy with other KLA's has been noted.

- The 'Lesson Study' model has increased staff capacity to lead and participate in a culture of change. It has helped to develop a shared understanding of the process of an independent and guided writing session, emphasizing purpose, significance, student interest and engagement, shared meta language and linking the writing cycle to the teaching and learning cycle.

Leadership capacity

Leadership development opportunities have strengthened leadership and management capacity of school staff and executive to drive school improvement. All staff were given additional training and development to support career planning, performance and student outcomes. Training was self-identified with support from stage supervisors during goal setting sessions conducted as part of the schools TARS process.

Results to support this:

- An increased number of staff leading projects within the school around their areas of training and development. They have been required to lead staff meetings, facilitate focus groups and initiate changes to school policy.

- Executive staff guided teachers through the process of establishing goals, planning, evaluating and providing feedback to staff.

Future directions

Our school has experienced success in Literacy, Numeracy, Student Engagement, Leadership and Management. These successes are evidenced through NAPLAN and school based results. We have also experienced great success in improved teacher understanding and classroom practice through the implementation of The Lesson Study Approach in Literacy. Future directions include:

- Continue to review the Go Maths program.

- Technology to be used to further enhance student learning in Literacy and Numeracy.

- Maintain a position for an Assessment and Data Coach to be responsible for training stage teams in how to access and use the Best Start/NAPLAN data.

- Continue to develop and review tracking system to monitor student progress K-6.

- Provide in-class support to teachers in developing a range of assessment strategies and helping to place students on a continuum of learning.

- Maintain Technology Coach position to coach staff in the use of IWBs and the integration of technology strategies for Numeracy and Literacy initiatives.
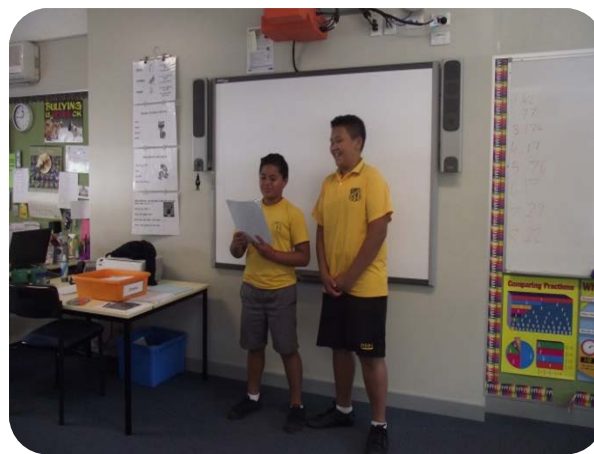
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mrs. Karen Synnott – Principal

Mrs. C. Knight – Assistant Principal

Mrs. S. Spagnardi – Relieving Assistant Principal

Mrs. L. Hayday – School Administration Manager

Mrs. A. Zappia – Treasurer P & C Association

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

https://detwww.det.nsw.edu.au/high-performance/annual-school-reports