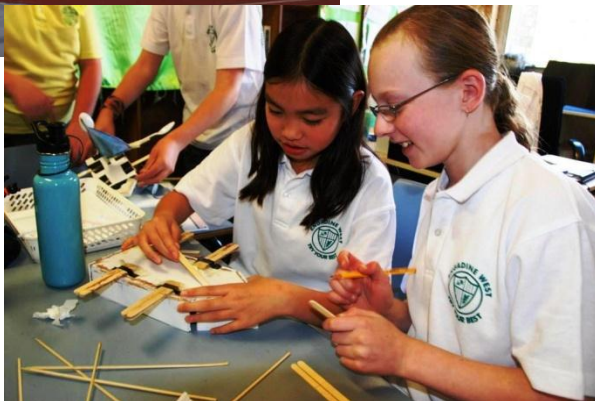
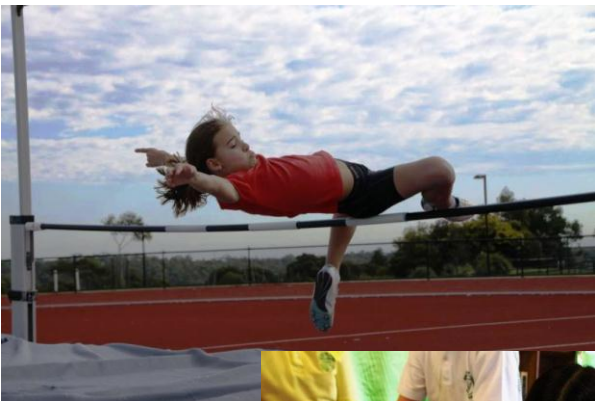




# Engadine West Annual School Report



## Our school at a glance

### Students

Our enrolment at the end of 2011 was 732 students made up of 367 boys and 365 girls. 96 % of students attended school on average each school day. This percentage was similar in 2010.

In 2011 the school had 29 classes. The average size of the classes was:

Kindergarten	20
Year 1	23
Year 2	23
Year 3	29
Year 4	29
Year 5	29
Year 6	27

### Staff

The school had over 37 members of staff. This included 7 executive staff, 23 classroom teachers and 6 specialist staff as well as 7 SASS staff.

Over 60% of staff hold a degree level qualification with the remainder qualified at diploma level. Some staff have achieved or are working towards a master's degree.

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

### Student achievement in 2011

Year 3 results from NAPLAN literacy tests indicated that 83% of students were placed in the top three bands for writing, 81% for reading, 87% for spelling and 79% for grammar and punctuation.

Year 5 results in NAPLAN literacy tests indicated that 77% of the Year 5 students were placed in the top three skill bands in Reading, 71% in Writing, 78% in Spelling, 88% in Grammar and Punctuation.

Year 3 results in NAPLAN numeracy tests indicated that 83% of Year 3 students were placed in the top three skill bands in Numeracy.

Year 5 results in NAPLAN numeracy tests indicated that 57% of Year 5 students were placed in the top three skill bands.

## Messages

### Principal's message

Engadine West Public School is a member of a strong Public Education system where our common goal is to deliver quality educational opportunities for our students and maximize their learning outcomes. To do this all schools need to look at self-improvement. The Annual School Report is a strategy used to evaluate and celebrate the programs and achievements at Engadine West. We continually strive to achieve our shared vision of "Providing quality education in a stimulating environment".

In 2011 we have seen total student enrolments increase, the completion of a new state of the art library, the refurbishment of four classrooms and pleasing student academic growth rates in the NAPLAN program.

Engadine West Public School enjoys strong support from its parents and community as well as ever strengthening links with the local Pre-schools and High Schools. It is in partnership with all these stakeholders that the school becomes an important member of a true learning community. As Principal I would like to thank the students, parents and staff for their support in 2011.

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 for development.

**Garry Royston**

### P & C message

Engadine West Public School Parents and Citizens' Association (P&C) proudly supports our school community through fundraising and other activities.

Engadine West Before and After School Care Centre and School Canteen are managed by the P&C, with the canteen running very successful "fundraising days" throughout the year.

Funds raised from successful P&C initiatives such as; Mothers' and Fathers' Day stalls, Trivia Night and Easter Egg Basket competitions, were given to the school to purchase an interactive whiteboard and a new portable sound system to improve our creative and performing arts presentations.

The P&C also organises the School Uniform Outlet, Student Banking and School Book Club.

The preparations for the 2012 Fun Day have begun and the committee members have put a lot of work and organisation into this important fundraiser for the school. 2012 is also the 50<sup>th</sup> Anniversary for Engadine West and the P & C are organising celebrations and memorabilia to celebrate this significant milestone in our school's proud history.

**Nicole Hendry P&C President**

## Student representative's message

In the SRC meetings we have been talking about fundraising ideas. Our Kids 4 Kids program is improving every Term, we have partnered Year 6 students with K-2 students to do fun learning games. These students have enjoyed learning during this program. We have discussed and chosen wrist bands to give out next year to students that are showing that they are being safe, respectful learners.

**Sage Kimber and Emily Lumsden**

## School context

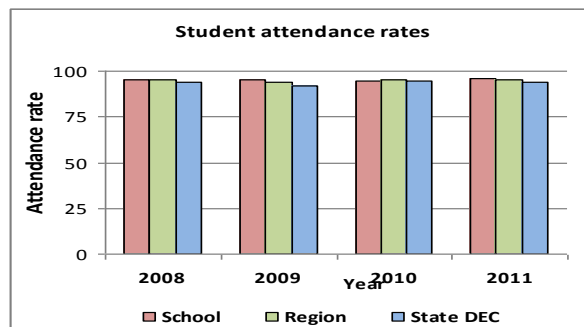
### Student information

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

### Student enrolment profile

Gender	2007	2008	2009	2010	2011
Male	339	347	369	367	369
Female	337	338	346	346	365

## Student attendance profile



## Management of non-attendance

All students who are enrolled at school, regardless of their age, are expected to attend that school whenever instruction is provided.

The school Principal or their delegate will undertake all reasonable measures to contact parents promptly of an unexplained absence occurring. If there are ongoing issues regarding attendance then the school Principal or delegate will contact the parents in writing and inform them of concerns and a referral will be made to the home school liaison officer.

## Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2011 class size audit conducted on Wednesday 16 March 2011.

## Structure of classes

Class	Year	Total per	Total in class
KA	K	20	20
KB	K	21	21
KD	K	21	21
KJ	K	20	20
KS	K	20	20
1B	1	23	23
1G	1	23	23
1N	1	24	24
1S	1	23	23
1M	1	11	22
2M	2	11	22
2B	2	23	23
2D	2	24	24
2SD	2	24	24
3B	3	29	29

3D	3	28	28
3M	3	29	29
3P	3	29	29
4B	4	29	29
4E	4	29	29
4T	4	29	29
5B	5	28	28
5D	5	29	29
5G	5	29	29
5R	5	28	28
5H	5	10	27
6H	6	17	27
6C	6	28	28
6H	6	27	27
6L	6	27	27

## Staff information

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	1.0
Deputy Principal(s)	2.0
Assistant Principal(s)	4.0
Classroom Teachers	23.0
Teacher of Emotional Disabilities	0.0
Teacher of Mild Intellectual Disabilities	0.0
Teacher of Reading Recovery	0.63
Support Teacher Learning Assistance	0.3
Teacher Librarian	1.2
Teacher of ESL	0.2
Counsellor	1.0
School Administrative & Support Staff	4.472
<b>Total</b>	<b>37.802</b>

The indigenous composition of the school's workforce is one classroom teacher.

## Staff retention

During 2011 two teachers retired. One full time classroom teacher and a 2 day per week teacher were appointed.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	89
Postgraduate	11

## 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	30/11/2011
<b>Income</b>	<b>\$</b>
Balance brought forward	171,898.79
Global funds	290,158.33
Tied funds	96,043.43
School & community sources	281,789.96
Interest	10,982.24
Trust receipts	45,128.44
Canteen	0
<b>Total income</b>	<b>724,102.40</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	118,007.09
Excursions	90,593.57
Extracurricular dissections	121,831.76
Library	9,962.33
Training & development	11,967.08
Tied funds	102,263.49
Casual relief teachers	74,032.39
Administration & office	85,939.86

School-operated canteen	0
Utilities	46,015.53
Maintenance	16,547.16
Trust accounts	42,667.55
Capital programs	22,249.22
Total expenditure	742,077.03
<b>Balance carried forward</b>	<b>153,924.16</b>

A full copy of the school's 2011 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 2011

### Achievements

#### Arts

Engadine West PS continues to provide extra-curricular activities in Performing Arts. This includes a K-3 Show Group, Junior Dance, Senior Dance, Junior Band, Senior Band, Year 2 Choir, Year 4 Voice Choir, Year 1 Dance and recorder group. Our Open Day performance during Education Week provided an opportunity for all students K-6 to perform.

#### Sport

2011 has been an outstanding year for sporting success at School. The school believes in maximising student participation and providing opportunities to develop the values, skills and attitudes that promote happy and healthy lifestyles.

We are extremely proud of student achievement in the following areas:

- The 11 years Rugby League Team won the Sharks Knockout. They represented the Sutherland Shire at the NSW All Schools Carnival and placed second in the State.
- The Junior Boys Oz-Tag team won the Engadine Zone PSSA competition. The Senior Girls and Junior Girls placed second. The Senior Boys hockey team won the PSSA competition, the Senior Boys soccer team and Senior Girls netball teams were runners up.

- The Girls cricket team were Zone champions in the Milo Cup and the boys team were runners up
- Students represented at State level in basketball, touch, swimming, cricket, and athletics.
- Stage 1 and 2 students participated in the Intensive Learn to Swim program and achieved much improved proficiency.
- All K-2 students participated in the NSW Premier's Sporting Challenge. This program encouraged the students to engage in daily physical activity to promote fitness and a healthy lifestyle.
- Engadine West ran programs in dance and gymnastics and held its first cross country carnival for K-2 students.
- Our school entered the NSW PSSA knockouts in soccer, basketball and netball.
- The school actively participated in the Live Life Well program. Teachers used their training to deliver lessons on fundamental movement skills, and healthy eating was promoted through morning fruit break and low waste lunch initiatives.
- The Friday morning school sport program focused on skill development and transferring skills to game situations.
- School participation in the Engadine Zone PSSA competition included eight Oz-Tag, four soccer, six netball, four hockey, two cricket, two t-ball and two boys and girls softball teams. This enabled record numbers of students to represent the school achieving the highest participation levels in Engadine Zone PSSA competitions.

#### Other

Engadine West PS provided a range of additional enrichment activities for students. These included:

- Year 5, 6 and Band Camps
- Reach Out Program
- Kurranulla Dance Festival
- External academic competitions
- Celebrations including Easter, Education week and Biggest Morning Tea
- STAR contract project based learning
- Westgate - Gifted and Talented



## Academic

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.

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

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

### Literacy – NAPLAN Year 3

In 2011, 111 students from Year 3 sat for the National Assessment literacy assessment.

Year 3 results from NAPLAN literacy tests indicated that 83% of students were placed in the top three bands for writing, 81% for reading, 87% for spelling and 79% for grammar and punctuation.

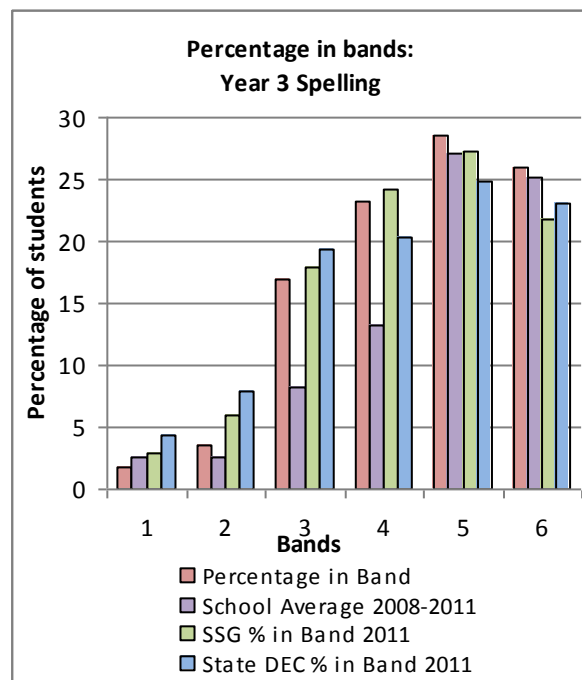
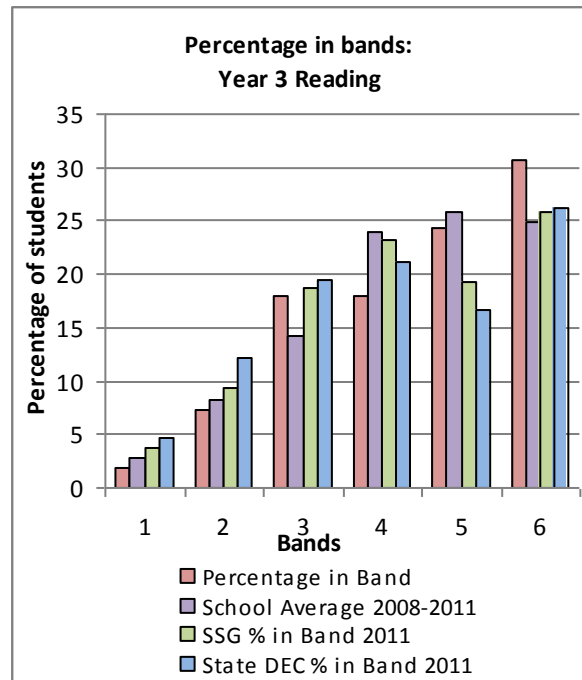
2% of students were below state average in reading and spelling. No students were below state average in writing.

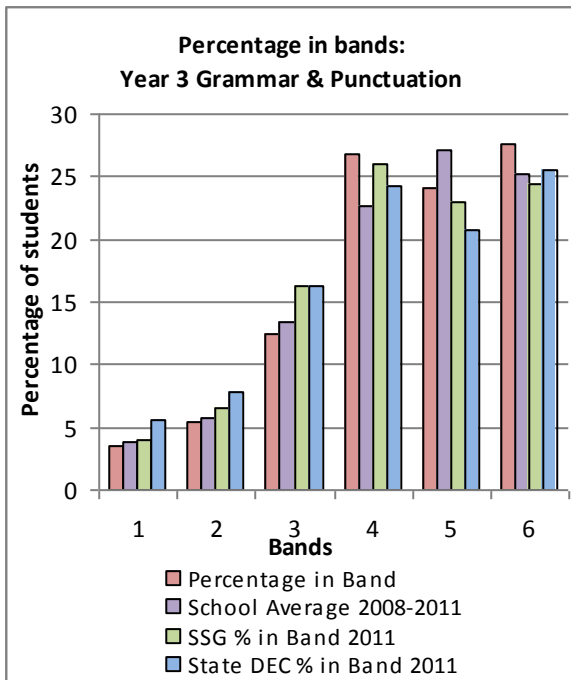
Areas of strength demonstrated by students in Literacy included:

- Understanding the interference of words in the text.
- Writing elementary persuasive texts.
- Introducing clauses in a complex sentence.

Identified areas for improvement include:

- Selecting correct adverbs.
- Structuring texts in appropriate stages.





### Numeracy – NAPLAN Year 3

In 2011, 111 students from Year 3 sat for the National Assessment Program Numeracy Assessment.

Year 3 results in NAPLAN numeracy tests indicated that 83% of Year 3 students were placed in the top three skill bands in Numeracy, 78% in Data, Measurement and Space, 77% in Number, Patterns and Algebra compared to 64% of the state. 7 % of Year 3 students were placed in the bottom two skill bands.

Areas of strength demonstrated by Year 3 students in Numeracy included:

- Identifying a correct number sentence in addition and subtraction
- Using coordinates to locate a position on a simple plan
- Rotation of 2D objects.

Identified areas for improvement include:

- Identifying one quarter of objects and shapes.
- Using informal units to compare the area of different shapes.

### Literacy – NAPLAN Year 5

In 2011, 121 Year 5 students sat for the NAPLAN test. Year 5 results in NAPLAN literacy tests

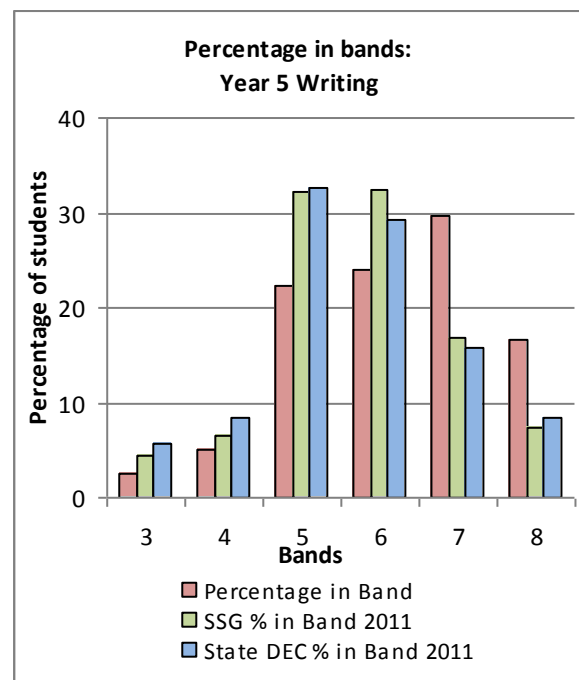
indicated that 77% of the Year 5 students were placed in the top three skill bands in Reading, 71% in writing, 78% in Spelling, 88% in Grammar and Punctuation. 13% of students were in the bottom two bands in Punctuation and Grammar compared to 18% of the state.

Areas of strength demonstrated by Year 5 students in Literacy included:

- Recognising the meaning implied by the tone of a sentence in an argument text.
- Summarising paragraphs to indicate the main idea.
- Structuring texts in appropriate stages

Identified areas for improvement include:

- Using common punctuation marks.
- Summarising supporting evidence to find a common element in an argument text.



### Numeracy – NAPLAN Year 5

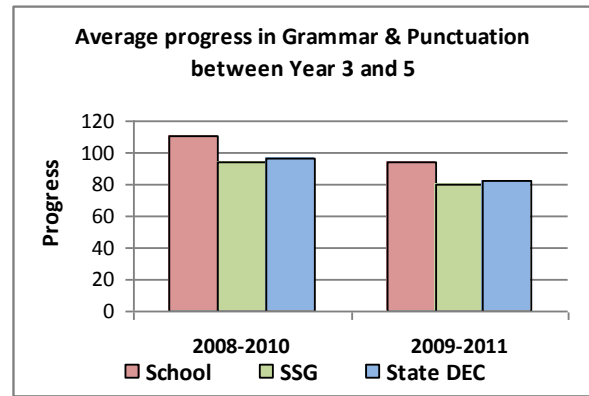
In 2011, 121 Year 5 students sat for the NAPLAN test. Year 5 results in NAPLAN numeracy tests indicated that 57% of Year 5 students were placed in the top three skill bands in comparison to 61% of the state. 12% of Year 5 students were placed in the bottom two skill bands compared to 16% of the state.

Areas of strength demonstrated by Year students in numeracy included:

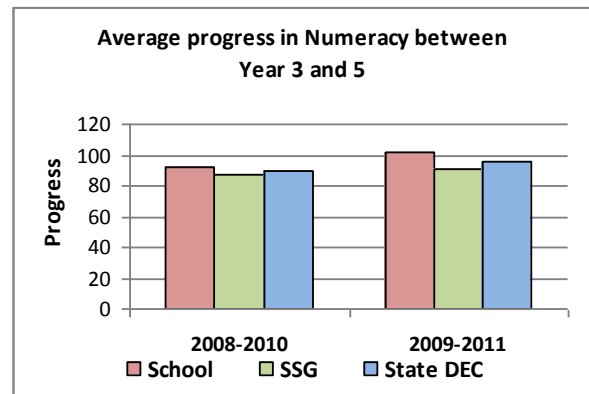
- Matching digital times to analogue times.
- Determining how data in a table can be sorted
- Estimating the size of angles.

Identified areas for improvement include:

- Using equivalent number relationships to complete a number sentence.
- Using working mathematical processes to solve multi step word problems.



### Progress in Numeracy



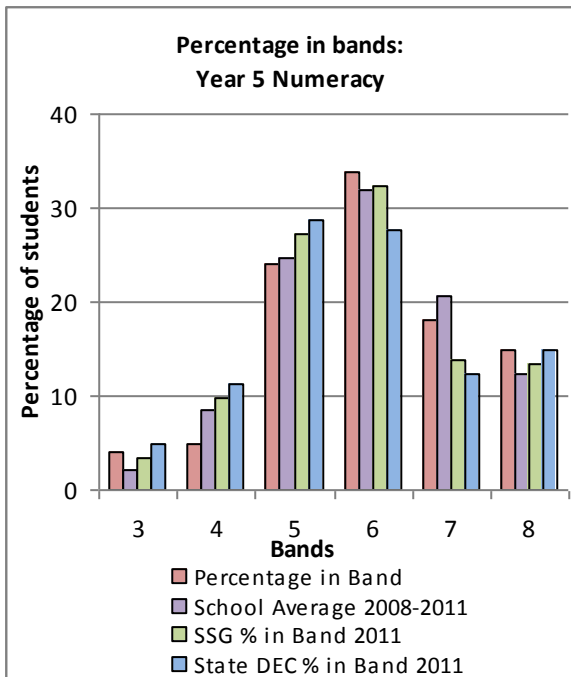
### Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

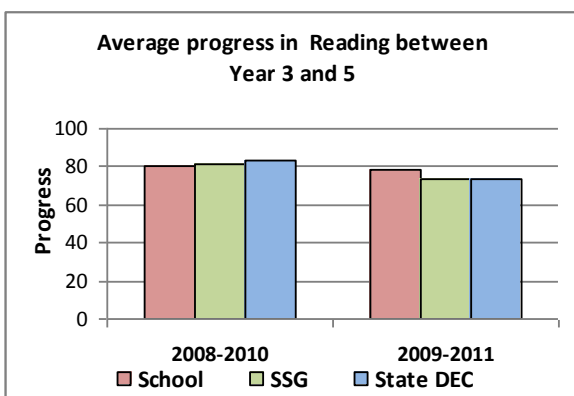
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	98.2
Writing	100.0
Spelling	98.2
Grammar & Punctuation	96.4
Numeracy	98.2



### Progress in literacy





## Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	96.7
Writing	97.5
Spelling	94.2
Grammar & Punctuation	93.4
Numeracy	95.9

## Significant programs and initiatives

### Aboriginal education

Our school continues to provide support for Aboriginal students and delivers learning programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Acknowledgement of Country is delivered weekly in school assemblies and ceremonies.

This year the school attained funds through the Aboriginal Education Programs. The aim of the funds was to provide a small group of students with one on one tutoring in the areas of literacy and numeracy. The students were also involved in creating Aboriginal art pieces for the display in the library.

All students attended an Aboriginal Incursion in Term 3 which highlighted both Aboriginal and Torres Strait Island culture. The performance included songs, stories and dance which showcased Australia's unique native animals, instruments, costumes and artefacts.

One student was nominated and received a Deadly Kids Award from the Regional Director for academic achievement in the school.

The school continues to make use of the Aboriginal outdoors area to promote an understanding of Aboriginal culture and history.

### Multicultural education

Multicultural Education continues to be integrated into many aspects of our school curriculum.

To celebrate Harmony Day this year all the students created a large poster or collage to promote the values of harmony and friendship throughout the world. These were displayed in each room for the community to view and appreciate.

The school has received funding to provide programs for English as a Second Language for students who have recently arrived from overseas and are learning English.

### Public Speaking

This year our school has continued to be most successful in the public speaking program. At the Southern Zone Final two students received highly commended awards in Stage 2 and 3 and a student received a participation award in Stage 1. Our school has consistently performed well in zone finals for the last several years achieving winning and highly commended awards. These achievements reflect the excellent and effective public speaking program conducted in the school. The school also hosted the Sydney Region Public Speaking Final in which 26 students from 24 schools across the Sydney Region competed in all Stages. Dr Lambert , Sydney Regional Director, and Mrs Sue Cran, Woronora River School Education Director, attended the day and presented awards to the winners.

### Reach Out Buddy Reading Program

In 2011 the school was successful in its application for a seeded grant of \$25000 from the National Australia Bank to assist in funding a community partnership initiative. This initiative focuses on supporting the needs of "at risk" boys in Years 5 and 6. The partnership involved our school, Engadine Church of Christ Pre-School and Shire Wide Youth Services.

The Reach Out Program was established because a significant number of boys in Years 5/6 were exhibiting anti-social behaviour, disengaged in the classroom, had poor self-esteem and leadership skills. These issues had a negative impact on their learning, behaviour and socialisation. There were concerns that these individuals would have significant difficulty

transitioning to high school if their individual needs were not addressed.

The boys were supported with a self-esteem/socialisation program delivered by Shire Wide Youth Services, also they participated in a buddy reading program which they delivered weekly to the children from the Church of Christ Pre-School.

Funding received has been allocated to purchase a class set of lap top computers for the whole school use and to allow the children to develop digital stories to share with their reading buddy. Money has also been allocated to purchase more reading material for use in the program.

Through the community partnerships established the students involved have been able to make stronger community connections, increase their self-esteem and leadership skills and improve their participation in the classroom.

The program has been extremely successful and will expand in 2012 to include girls, another local pre-school and a high school.

## **Connected Learning**

There has been an increase in the implementation of technology in the curriculum at Engadine West PS. Staff have been given the opportunity to attend technology workshops run during lunch times on all aspects of technology. Two teachers presented technology workshops for teachers at Sydney and Sydney South West Regional meetings.

Our effective use of Video Conferencing (VC) continued to grow. Our initiatives include a student lead Web 2.0 VC, accelerated literacy VC, New Scheme Teacher Support VC and a leadership VC.

Many classes are now using Blog Ed to engage learners in achieving desired outcomes in different KLA's. Staff are encouraged to share their blogs and continue to learn and improve from each other.

## **Band**

The junior and senior bands are comprised of 93 students from Years 4, 5 and 6. This year the school added a vocal section which was very popular with our audiences. Performances for the year included Assemblies, Education Week, Bandfest, Sutherland Shire Music Festival, Cronulla Mall, Miranda Fair, NAB Celebration Day

and Kinder Orientation. Parental support for the band program is very strong and the school appreciates all the support provided by parents.

## **Gifted and Talented Education**

The school has continued to support Gifted and Talented students in a variety of ways. Students K-6 were identified and added to the Gifted and Talented Students register. Teachers catered for the needs of these students through differentiated learning programs within classrooms.

The Engadine West Gifted and Talented Program (WESTGATE) continued this year, with students from Years 3 to 5 participating in the program. A group of Year 3 students were involved in 'WESTGATE Learners', where they learnt about research skills and the use of information technology. Year 4 students participated in 'WESTGATE Thinkers', where they developed Thinking skills. The Year 5 WESTGATE group completed individual research-based projects. All WESTGATE participants presented their work to their parents and peers at special assemblies.

## **Quality Teaching**

To improve pedagogy in every classroom, all teachers were provided with the opportunity to model quality teaching strategies to their peers. Teachers observing and learning reflected on the lesson by using a Quality Teaching Coding Matrix which provided feedback to the teacher implementing the demonstration lessons. Many teachers observed lessons in grades they had never taught to improve their K-6 teaching and learning skills. This initiative strengthened our collegial approach to all aspects of the teaching and learning cycle and provided data for teachers to guide their professional development goals and plans.



## Environmental Education

Leading the provision of quality Environmental Education continues to be a priority of our school and it is embedded across our dynamic school curriculum. The 2011 School Environmental Management Plan "SEMP" was designed by the Environmental Education committee in consultation with the whole school community. Our school's achievements are significant in developing students' environmental sensitivity, understanding, problem solving skills and values. Our student Environmental Education team "Bright Green Sparks" has grown in membership to now include over 350 students K-6. A mentoring system has been implemented to provide opportunity for students to develop leadership skills by accepting responsibility for; waste management, litter reduction, composting, vegetable and native plant gardening, energy use reduction and monitoring, worm farming and recycling. Indicators that highlight the success of our curriculum this year includes:

- Implementation of the COSOTP Year 4 Sustainability Camp which was attended by students that promoted student leadership in Environmental Education.
- Students, teachers and parents teamed in the development and maintenance of 7 vegetable gardens inclusive of 170 vegetable plants that are yielding quality produce.
- Further development of our native garden by students planting and maintaining 150 new native plants.
- Participation by classes in Environmental Education video conferences and students developing and leading a video conference for students across our community of schools sharing quality strategies in worm farming.
- A reduction of waste from our school playground by the implementation of low waste lunches and effective rubbish management strategies.

Engadine West will continue to promote quality Environmental Education during 2012 through the development and achievement of strategies developed in partnership across our school's learning community.



## Other programs

Two students from Senior Band were selected for the Sydney Region Band. They rehearsed regularly with the band and performed at the Sydney Opera House in front of a very large audience.

## Progress on 2011 targets

### Target 1

**Ensure that the education and welfare of all students have the highest priority in the operation of the school.**

Using the Positive Behaviour for Learning framework, we will ensure the education and welfare of all students have the highest priority in the operation of the school.

Our achievements include:

- Staff analysis of the existing welfare policy documents for positive and negative behaviour for students
- Teachers have introduced and beginning to use the 3 school rules in the classroom and reinforcing them in the playground

- Publishing of our behaviour expectations matrix for students, staff and the community.
- Lessons plans developed and ready for implementation in 2012.
- Reduction in playground incidents and there have been fewer referrals to the reflection room.
- Students can describe the meaning of our 3 schools rules.

## Target 2

### To improve our students' literacy learning outcomes.

Professional learning meetings dedicated to the development of best teaching practices in program design and the delivery of quality literacy teaching and learning has resulted in improved student learning outcomes.

Our achievements include:

- Implementing strategies gained from participation in professional learning projects; "Kindergarten a First Good Year", "Best Start", "Growing the Gains" and "Reading Matters" sharing professional learning to improve teaching programs. Also, purchasing and developing relevant resources to support these projects
- Analysis of our NAPLAN and standardised testing results and teacher judgment of student performance. Professional learning sessions will be dedicated to the identification of student cohort strengths and weaknesses and the development of programs designed to reflect best quality teaching and learning programs to address these needs.
- Reviewing consistency of teacher judgment in the range of testing procedures being conducted and carrying out an action research projects to explore and implement standardised testing procedures that cater for our students' needs which led to a yearly grade based scope and sequence for conducting standardised testing.
- Reviewing the school's literacy policy to reflect improvements in our literacy programs and scope and sequence and make amendments

including the implementation of reciprocal reading and the accelerated literacy model.

- Embedding ICT in teaching and learning to engage students in a quality learning environment.
- Providing parent learning workshops regarding best teaching practice in Literacy.
- Establishing further networks between primary schools to share expertise and professional learning through action research projects such as the leading the connected classroom project Students Leading Reading.

Areas needing further attention in 2012 include:

- Literacy NAPLAN results will show 80% of Years 3 and 5 students performing in the upper three skills bands and a further decrease in the percentage of students performing just at or below a basic skill level
- Providing clear and accurate assessing and reporting procedures
- Raising the profile of literacy by assessing student performance in literacy programs, assessments and competitions and the promotion of student achievement through publicising results and rewarding excellence and improvement.

## Target 3

### To improve student performance in Numeracy through Quality Teaching and effective assessment practices.

Our achievements include:

- Linking NAPLAN 2010 to the curriculum and using NAPLAN teaching strategies and resources from the SMART Data website
- Effective organisation of Mathematics resources and resource data base.
- Evaluation of NAPLAN data to identify target areas of student strengths and weakness.
- Staff professional development in quality Mathematics resources and strategies for implementing quality Mathematics lessons.
- Promoting student recognition of achievement in Mathematics in assemblies through 'Wonderful Work' awards



- Providing community/parent workshops to assist the whole school community in supporting students with mathematical concepts

#### **Target 4**

#### **To improve student performance in HSIE and Science and Technology through Quality Teaching.**

Our achievements include:

- A review of teaching practice, resulting in the restructuring and improved effectiveness in the delivery of HSIE and Science and Technology learning.
- Collaborative planning of a whole school scope and sequence in the teaching of HSIE and Science and Technology.
- All staff undertaking professional learning in the HSIE and Science and Technology curriculum documents.
- The organisation of HSIE and Science and Technology resources, and the purchase of a wide range of quality resources.
- The promotion of Quality Teaching and Learning in HSIE and Science and Technology through the school website, reporting on student success and at the school assemblies.
- Improved student engagement and performance in HSIE and Science and Technology, as measured by teacher feedback and reports.

#### **Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of educational and management practise.

#### **Educational and management practise**

The staff survey indicates that:

- 93.6% believe school leaders have a positive influence on the school.
- 96.8% believe the school recognizes and celebrates achievement.
- 96.8% believe the school encourages everyone to be a learner.

#### **Background**

During 2011 some staff members indicated their need for development in leadership. The school fostered this development through appointment of grade coordinators and fortnightly leadership meetings that allowed staff to reflect on their strengths and areas of improvement in leadership.

#### **Findings and conclusions**

Staff believe the school leaders are having a positive influence on school culture and that staff and students are receiving the appropriate recognition for their achievements.

#### **Future directions**

With aspiring executive teachers and executive staff looking at further promotion, it is imperative that school leaders continue to foster leadership and provide opportunities for staff to develop their leadership skills and continue to reflect on the current practices. School leaders will role model and value being a lifelong learner.

#### **Curriculum**

##### **Background**

In 2011 the staff was surveyed and the majority of staff indicated that COGS units were not being taught effectively and that student learning in HSIE and Science could be improved.

##### **Findings and conclusions**

Feedback from staff after implementing syllabus based units indicated that the majority of staff believe the syllabus based units have increased student engagement and learning in the classroom. Most teachers also believe that the school has adequate resources to implement quality HSIE and science lessons.

##### **Future directions**

Our two year HSIE and Science Scope and Sequence will continue to be monitored and the school will look at how it will effectively be modified for the National Curriculum.

#### **Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

The parent survey indicates that:



- 91% believe school leaders have a positive influence on the school
- 91.5% believe student achievement is recognized and students are praised.
- 91.4% believe the school encourages students to achieve their best.

The student survey indicates that:

- 92.1% believe the school encourages everyone to learn.
- 89.7% believe the school is always looking to improve what it does.
- 87.5% believe the school appreciates having them as a student.

### **Findings and Conclusions**

The data from these surveys indicate that students are encouraged to learn at Engadine West and even though the school is large, each student feels valued as an individual learner.

### **Future Directions.**

The school will continue to promote 'Be a Learner' as part of our Behaviour Management plan. Student success will be celebrated in classrooms, assemblies and on our school website.

## **School Development 2012–2014. Professional learning**

School planning is undertaken over a three year cycle. This timeframe allows us to address the long-term needs of the school and to ensure the school remains focused on these planning priorities. These targets reflect the three year management plan.

## **Targets for 2012**

### **Target 1 Quality Teaching**

**Enhanced student learning performance through the implementation of Quality Teaching practices in every classroom.**

Strategies to achieve this target include:

- Personalised professional development of all staff through participation Action Research on Quality Teaching and the research of John Hattie.

- Differentiated learning programs to meet the needs of all students
- Improving individual supportive feedback practices for staff and students
- Negotiated and reviewed professional learning plans for staff.

Our success will be measured by:

- Stage leaders to provide feedback to executive on current teaching practices.
- Class programs to show evidence of curriculum differentiation.
- Stage teams have highly engaging teaching and learning programs.

### **Target 2 Literacy**

**To improve our students' literacy learning outcomes.**

Strategies to achieve this target include:

- Liaison by teachers with STLA & LST in developing Aboriginal students' IEPs and special needs students' IEPs.
- Improving assessment techniques and promoting Consistency of Teacher Judgement by reviewing assessment and reporting procedures.
- Improving individual supportive feedback practices for staff and students by analysing student performance data and focusing on the development of quality teaching and learning strategies.
- Participation by staff in professional learning that strengthens their ability to deliver quality literacy programs.
- Negotiated and reviewed professional learning plans for staff.
- Implement professional learning in the explicit teaching of literacy skills.
- Embedding ICT across literacy strategies to promote quality teaching and learning.
- Networking across COSOTP, our community of schools and, share innovative best practice through professional learning programs.

- Strengthening partnerships with local high schools including the implementation of a debating program and maintaining successful transition programs including; “Linkages”, “Talented Writers” and Gifted and Talented”.
- Strengthening partnerships with local pre-schools by the implementation of the “Reach Out” buddy reading program.
- Participation by teachers in further training regarding the implementation of the National Curriculum.
- Increasing community knowledge of quality teaching practice embedded with ICT by surveying the school community to assess needs and provide feedback and facilitating parent workshops focusing on quality teaching and learning.
- Celebrating success in the improvement of student outcomes in literacy by promoting achievements through the school’s web site assemblies, media and newsletters.
- Revise and improve rewards system for the positive reinforcement of behaviour.
- Review and update school’s discipline policy in line with PBL
- Develop resources for the effective implementation of PBL.
- Support student’s leadership and citizenship strategies such as SRC initiatives, Captains and Prefects’ responsibilities, Kids for Kids mentoring program, SLIPS, Mini-Mates, environmental initiatives, Library Monitors, buddy reading, and Reach Out.
- Continue the development, implementation and evaluation of the Reach Out program through community partnerships that support the engagement, self -esteem, social and academic needs of individual students.
- Annual review of the Code of Conduct, Respect and Dignity Policies and staff developed Expectations Policy.

Our success will be measured by:

- Literacy NAPLAN results will show an increased number of students placed in the top two NAPLAN Literacy ability bands with a target of 10% over 3 years. NAPLAN data reflects an upward trend from lower bands to higher bands.
- Providing clear and accurate assessing and reporting procedures.
- Raising the profile of literacy by assessing student performance in literacy programs, assessments and competitions and the promotion of student achievement through publicising results and rewarding student improvement and excellence.

### **Target 3 Positive Behaviour Learning**

**Enhanced student welfare practice through the implementation of Positive Behaviour Learning across the school.**

Strategies to achieve this target include:

- Introduce and implement the Positive Behaviour for Learning (PBL) program.

- Provide mentoring opportunities for staff Professional development of staff in STARS for student welfare tracking.
- Learning Support Team monitors and informs staff regarding welfare issues and trends in the school.
- Information regarding PBL is communicated to parents and they are provided opportunities for input, implementation and feedback in the process.
- Casual teachers and practicum students receive induction prior to commencement of duties.

Our success will be measured by:

- Student welfare data will reflect a 10% reduction in reportable concerns.
- School community feedback from forums and surveys reflect satisfaction with improved welfare practice.
- Staff feedback gained from a professional development meeting will ascertain the

positive impact of the program on the well-being of the school.

## Target 4 Numeracy

### Implement Quality Teaching in Numeracy K-6

Strategies to achieve this target include:

- Plan syllabus based teaching and learning programs collaboratively across Stage teams.
- Develop numeracy action plan for the implementation of quality numeracy lessons in all classrooms.
- Development of staff knowledge in differentiating the curriculum.
- Sharing, mentoring and displaying best practices in stage and staff meetings.
- Inform parents of current classroom practice through student reports and celebration of student success, such as at assemblies and WESTGATE presentations.
- Use school newsletters to disseminate information on Quality Teaching practice and initiatives.
- Assessment techniques used in Numeracy are relevant, appropriate, fair, accurate, and manageable; they are incorporated in the teaching and learning cycle.
- The explicit teaching of numeracy strategies K-6 leads to enhanced student learning.
- ICT is used effectively in numeracy to enhance student learning.

Our success will be measured by:

- Quality Mathematics lessons are implemented K-6.
- Assessment techniques in Mathematics are relevant, appropriate, fair, accurate, and manageable; they are incorporated in the teaching and learning cycle.
- Reports to parents reflect individualised assessment.
- Effective numeracy pedagogical practices are shared across the Community of Schools on the Park (COSOtP).

- The Mathematics curriculum is differentiated to meet the needs of students.

## 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.

Sage Kimber – Student

Emily Lumsden - Student

Nicole Hendry – P & C President

Karen Mazzei – School Administration Manager

Lisa Leavai – Support Teacher

Hugh Hogan – Assistant Principal

Michael Griggs - Teacher

Trent Bridgland – Teacher

Amanda Sideris – Teacher

Natalie Pepperell - Teacher

Nicole Gilmore – Assistant Principal

Ross Edwards – Assistant Principal

Vince Murphy – Assistant Principal

Craig Snudden – Deputy Principal

Stephen Fuller – Deputy Principal

Garry Royston - Principal

## School contact information

Engadine West Public School

4 Buckle Ave Engadine 2233

Ph: 9520 8134

Fax: 9520 5314

Email: [engadinew-p.school@det.nsw.edu.au](mailto:engadinew-p.school@det.nsw.edu.au)

Web: <http://www.engadinew-p.schools.nsw.edu.au/home>

School Code: 4292

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

<http://www.schools.nsw.edu.au/asr>