

Engadine West Public School Annual School Report 2013



Our school at a glance

Students

Our enrolment at the end of 2013 was 749 students made up of 378 boys and 371 girls. 95.9% of students attended school on average each school day. This percentage was similar in 2012.

In 2013 the school had 30 classes. The average size of the classes was:

Kindergarten	20
Year 1	21
Year 2	25
Year 3	29
Year 4	29
Year 5	27
Year 6	26

Staff

The school had over 39 members of staff. This included 7 executive staff, 25 classroom teachers and 6 specialist staff as well as 7 SASS staff.

All staff have qualifications at degree or diploma level, with 18% of staff having completed or in the process of undertaking postgraduate studies. 39% of staff are accredited with the NSW Institute of Teachers.

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

Student achievement in 2013

Year 3 results from NAPLAN literacy tests indicated that 82.2% of students were placed in the top three bands for writing, 74.8% for reading, 74.7% for spelling and 78.5% for grammar and punctuation.

Year 5 results in NAPLAN literacy tests indicated that 78% of the Year 5 students were placed in the top three skill bands in Reading, 59.1% in Writing, 73.8% in Spelling, 80.1% in Grammar and Punctuation.

Year 3 results in NAPLAN numeracy tests indicated that 74.7% of Year 3 students were placed in the top three skill bands in Numeracy.

Year 5 results in NAPLAN numeracy tests indicated that 72.5% of Year 5 students were placed in the top three skill bands.

Messages

Principal's message

Engadine West Public School is situated at the southern end of the Sutherland Shire, close to the Royal National Park. We are a foundation member of the "Community of Schools on the Park" which strives to maximise student learning opportunities and showcase public education.

The school is fortunate to have a dedicated staff made up of a mixture of very experienced and early career teachers. Engadine West Public school prides itself in having an excellent reputation in the local community and enjoys the support of an active P&C who work in partnership with the school.

In 2013 the school strongly focussed on the areas of:

- Literacy and Numeracy
- Quality Teaching
- Positive Behaviour Learning (Welfare)

Achievements in these areas are outlined in this report and such results have only occurred thanks to the strong partnership between the students, staff and parents at Engadine West. As Principal I thank you for your efforts in 2013.

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 Primary School P&C Association supports our school community through numerous activities.

Throughout the year, the P&C co-operates with the running of the Before & After School Care Centre, School Canteen and the Uniform outlet.

The P&C also run different functions throughout the year to help raise funds for the school. Fundraising over the last 12 months have included:

BBQ's and canteens run on Disco nights; the Easter Hat Parade; and Education week. Also, we held Mothers' and Fathers' Day stalls, Scholastic Book Club and student banking.

Monies raised have enabled the P&C to commit to the school, over the next 3 years, to upgrade and maintain the school's technology systems, which will help with the students' education.

Michael Kimber
P & C President

Student representative's message

This year the SRC have been very productive. They have met regularly throughout the year to share ideas on what the individual students would like for the school. Through these meetings, we have purchased football posts for the back grass and we are looking into more fundraising for a cover over the bike rack.

Students assisted during the Biggest Morning Tea to raise money for cancer. We held a K-2 Teddy Bear's Picnic to raise money for Aicha – the African girl we sponsor and we held a 3-6 Crash Night (sleepover in the school hall) to raise money for our new cover over the bike rack.

SRC members also participated in the Anzac Day Ceremony and Remembrance Day Ceremony. Students have been very forthcoming to help with new school initiatives and fundraising throughout the year.

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

Student Enrolment

Gender	2009	2010	2011	2012	2013
Male	369	367	369	396	381
Female	346	346	365	366	373

Student attendance profile

Year	2009	2010	2011	2012	2013
K	95.3	95.2	96.1	95.8	97.1
1	96.3	94.0	96.0	95.1	96.0
2	96.2	96.2	94.6	95.9	95.0
3	95.8	94.8	96.7	94.8	95.9
4	95.4	95.3	95.6	95.4	95.8
5	94.4	94.0	96.3	95.3	96.9
6	94.2	94.4	94.6	95.2	94.6
Total	95.5	94.9	95.7	95.3	95.9

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 2013 class size audit conducted on 21st March 2013.

Structure of classes

Class	Year	Total per year	Total in class
KA	K	21	21
KD	K	20	20
KM	K	21	21
KS	K	20	20
KT	K	20	20
K/1B	K	9	19
K/1B	1	10	19
1D	1	24	24
1G	1	22	22
1M	1	24	24
1SH	1	23	23
2D	2	25	25
2J	2	26	26
2M	2	25	25
2T	2	25	25
3B	3	30	30
3D	3	29	29
3E	3	30	30
3/4J	3	19	28
3/4J	4	9	28
4E	4	29	29
4G	4	29	29
4WP	4	30	30
4/5B	4	13	27
4/5B	5	14	27
5A	5	27	27
5F	5	27	27
5M	5	28	28
5/6S	5	15	26
5/6S	6	11	26
6A	6	28	28
6H	6	27	27
6L	6	24	24

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 Teacher(s)	25.0
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.0
Teacher Librarian	1.2
Teacher of ESL	0.0
School Counsellor	1
School Administrative & Support Staff	4.472
Total	40.302

The indigenous composition of the school's workforce is two classroom teachers.

Staff retention

During 2013 no teaching staff retired. One Deputy Principal gained promotion to another school as a Principal and his Deputy Principal position was filled through the Merit Selection process. A new School Administration Manager was also appointed.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	18
NSW Institute of Teachers Qualifications	39



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	155,962.13
Global funds	313,124.31
Tied funds	131,977.40
School & community sources	279,359.64
Interest	6,755.81
Trust receipts	47,750.50
Canteen	0
Total income	934,952.79
Expenditure	
Teaching & learning	
Key learning areas	102,301.90
Excursions	88,872.34
Extracurricular dissections	110,679.81
Library	13,106.29
Training & development	11,040.93
Tied funds	124,692.64
Casual relief teachers	96,188.31
Administration & office	93,774.50

School-operated canteen	0
Utilities	61,659.65
Maintenance	15,488.69
Trust accounts	43,734.00
Capital programs	0
Total expenditure	761,539.06
Balance carried forward	173,413.73

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



School performance 2012

Achievements

Arts

Engadine West PS has a dynamic extra-curricular Performing Arts curriculum. This includes Junior Dance, Senior Dance, Junior Band, Senior Band, Junior Choir, Skipping Group, Junior Dance Group,

Senior Dance Group and Recorder Group. A highlight of the year was the school's performance at Engadine Plaza in celebration of Public Education. Students from the band and choir program participated in the Sutherland Shire Music Festival. All Band students participated and a three day band camp that accelerated their music skills. One band member was selected for the Sydney East Regional Concert Band. Also, all students participated in the Groove Nation dance program. Each Year developed a dance item and their performance during Education Week provided an opportunity for all students K-6 to perform a choreographed dance item that demonstrated quality student learning outcomes.

Debating

This year and for the first time, Engadine West Public School entered a team into the Premier's Debating Challenge. It was a great opportunity for the eight students to improve their language, talking and listening, and teamwork through debating teams from a number of schools. All their hard work and talent was rewarded with the team reaching the quarter finals of this state competition.

The Premier's Debating Challenge provided the students with the opportunity to build confidence as they develop critical thinking, public speaking and teamwork skills.

Congratulations to every member of the team for their effort and commitment in further developing their skills and abilities in debating. We hope that this opportunity will provide the students with life long skills. The school plans to continue the debating program in 2014.



Sport

2013 was a wonderful year for sporting success at Engadine West. The school believes in maximising student participation in physical activity 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 9, 10 and 11 years Boys Rugby League Teams won the Sharks Knockout. They represented the Sutherland Shire at the NSW All Schools Carnival.
- The Senior and Junior Boys Oz- Tag teams won the Engadine Zone PSSA competition. The Senior Girls Netball and Boys Cricket teams were finalists in the Engadine Zone PSSA competition.
- Students represented at State level in Rugby League, Rugby Union, Australian Football, swimming, softball and athletics.
- Stage 1 and 2 students participated in the Intensive Learn to Swim program and achieved much improved proficiency.
- All K-6 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 a cross country carnival for K-2 students.
- 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. This year also included the addition of tennis, dance, yoga, bushwalking and specialised Rugby League and Oz-Tag programs.
- School participation in the Engadine Zone PSSA competition included twelve Oz-Tag, four soccer, four netball, 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 Camp
- Year 6 Civics and Citizenship excursion to Canberra
- Band Camp
- Gold Day for Stage 3
- Reach Out Program
- External academic competitions
- Celebrations including Easter and Education Week
- STAR contract project-based learning
- Westgate - Gifted and Talented program
- Year 6 Forensic Science investigation challenge
- Stage 3 'Principal for the Day' Elections
- 2 classes participated in Sydney Theatre Co. Drama Program
- K-2 Christmas Concert performance

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 2013, 107 students from Year 3 sat for the National Assessment literacy assessment.

Year 3 results from NAPLAN literacy tests indicated that 82.2% of students were placed in the top three bands for writing, 74.8% for reading, 74.7% for spelling and 78.5% for grammar and punctuation.

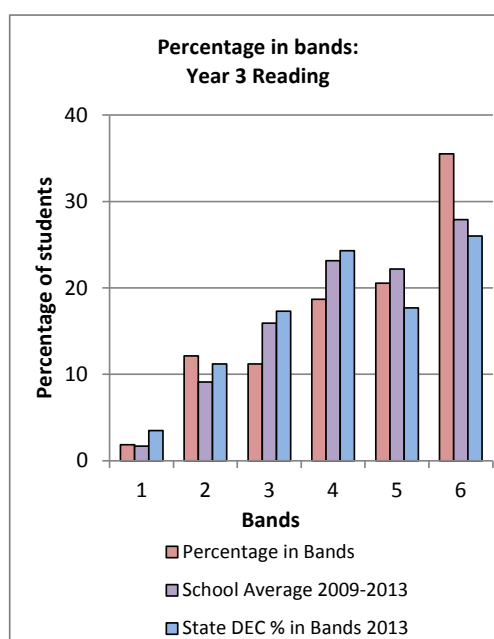
1.9% of students were below the national minimum standard in reading and 1.9% in spelling. No students were below the minimum standard in grammar and punctuation.

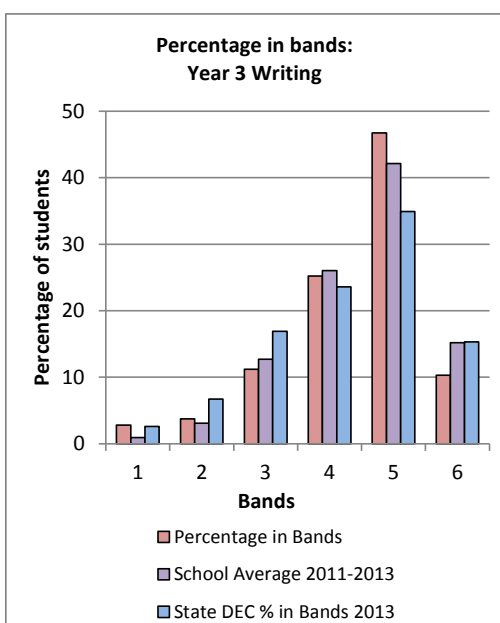
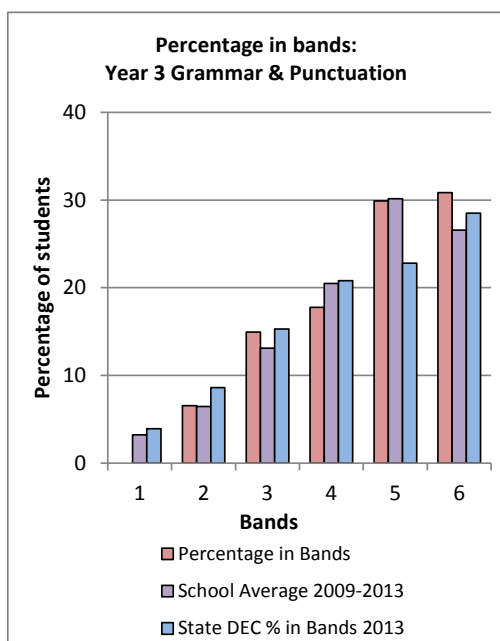
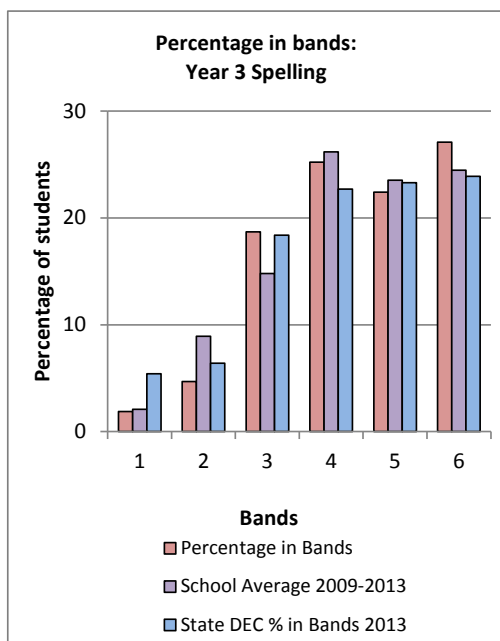
Areas of strength demonstrated by students in Literacy included:

- Interpreting figurative language
- Identifying adverb of time
- Sequencing directly/indirectly stated events

Identified areas for improvement include:

- Identifying a rhetorical device
- Identifying correct use of speech marks





Numeracy – NAPLAN Year 3

In 2013, 107 students from Year 3 sat for the National Assessment Program Numeracy Assessment.

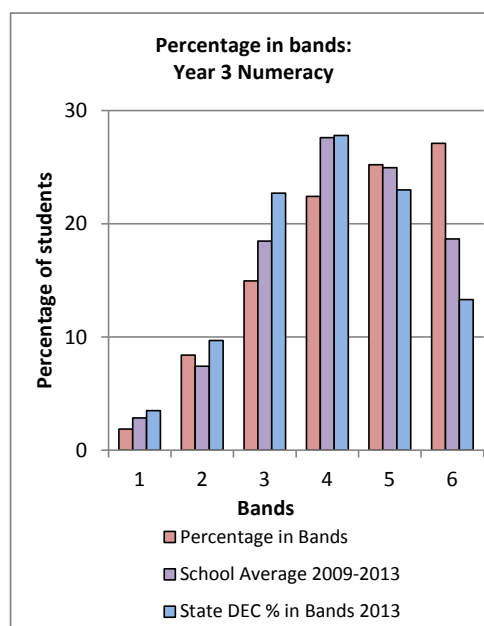
Year 3 results in NAPLAN numeracy tests indicated that 70.3% of Year 3 students were placed in the top three skill bands in Numeracy, 53.8% in Data, Measurement and Space, 72.2% in Number, Patterns and Algebra compared to 64% of the state. 1.9% of Year 3 students were below the national minimum standard in Numeracy.

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

- Using the language of chance
- Interpreting picture graphs
- Working backwards to solve problems involving fractions and decimals

Identified areas for improvement include:

- Calculating edges on a 3D shape

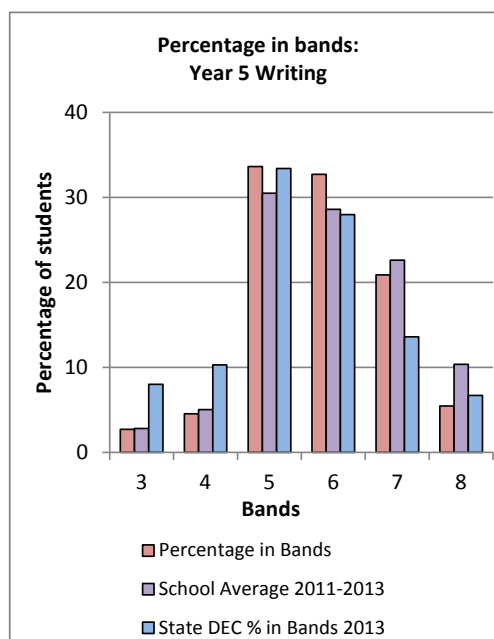
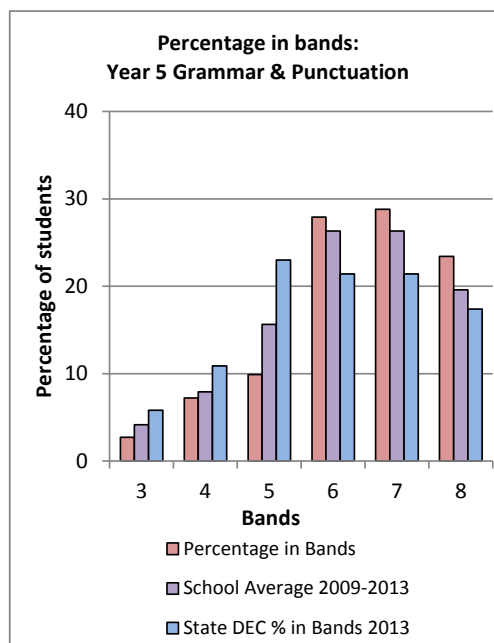
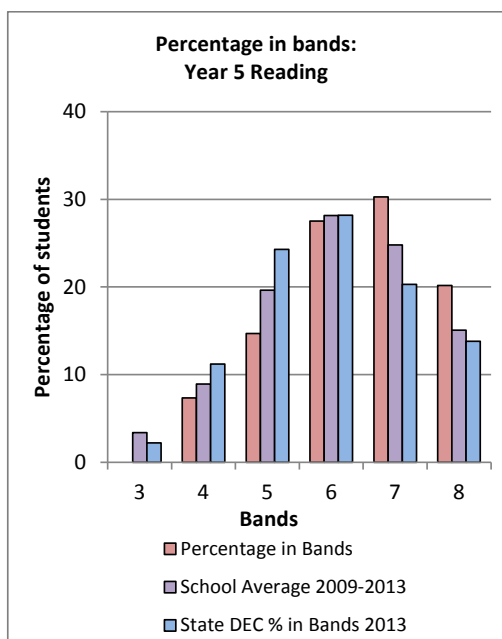
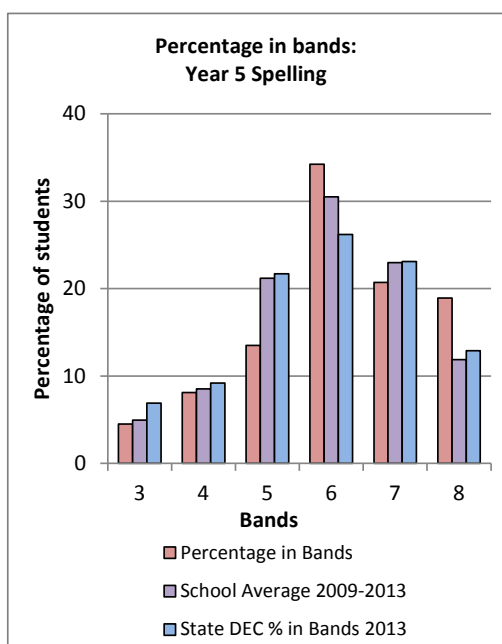


Literacy – NAPLAN Year 5

In 2013, 105 Year 5 students sat for the NAPLAN Literacy test. Year 5 results in NAPLAN Literacy tests indicated that 78% of the Year 5 students were placed in the top three skill bands in Reading, 59% in writing, 74% in Spelling, 80% in Grammar and Punctuation. No students appeared in the bottom band in Reading.

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

- Directly locating stated information in paragraphs.
- Using applied comprehension to interpret detail in an answer.
- The controlled use of multiple threads and relationships over the whole text, achieved through the use of referring words, substitutions, word associations and text connectives.
- Identified areas for improvement include:
- Connecting information to interpret a point in a text.



Numeracy – NAPLAN Year 5

In 2013, 109 Year 5 students sat for the NAPLAN Numeracy test. Year 5 results in NAPLAN Numeracy tests indicated that 72.5% of Year 5 students were placed in the top three skill bands in comparison to 54.2% of the state. 6.5% of Year 5 students were placed in the bottom two skill bands compared to 20.2% of the state.

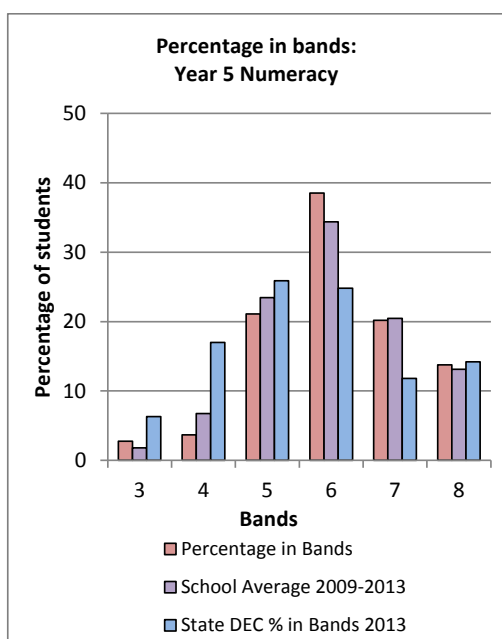
Areas of strength demonstrated by Year 5 students in numeracy included:

- Fractions and Decimals: matching a model of a whole amount.

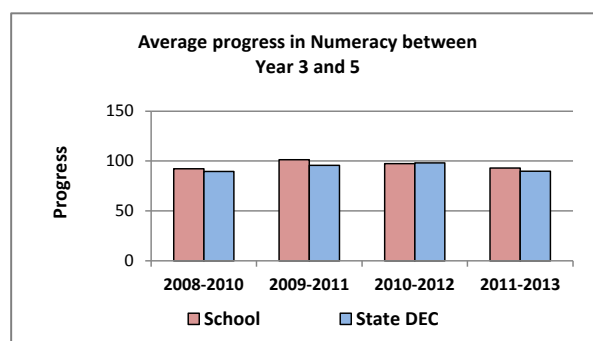
- Whole Number: identifying a number represented by a mark on the number line.
- Chance, Data and Position.

Identified areas for improvement include:

- Time: calculating a date 2 weeks prior to a given date.
- Mass: reading scales of 0.25kg increments and calculating how much needs to be added.



Progress in Numeracy



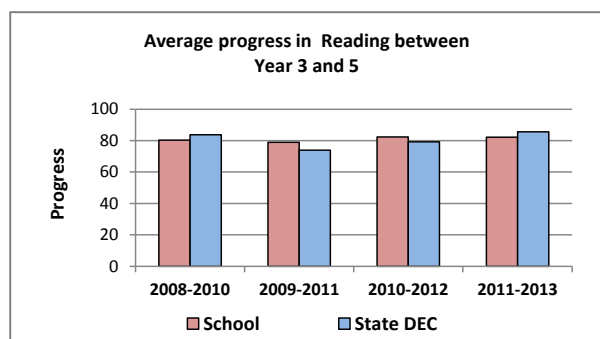
Minimum standards

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 achieving at or above minimum standard (exempt students included)	
Reading	98.1
Writing	97.2
Spelling	98.1
Grammar & Punctuation	100.0
Numeracy	98.1

Progress in literacy



Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	97.3
Spelling	95.5
Grammar & Punctuation	97.3
Numeracy	97.2

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 in school assemblies and ceremonies.

All Aboriginal students have Personal Learning Plans developed in consultation between the teachers, parents and students. These plans outline the students' strengths and areas to be developed. Students have also set goals to achieve over short and long periods of time. These plans will be reviewed each year.

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

This year the school attained funds through the Aboriginal Education Programs. The aim of the funds was to improve the academic outcomes of Aboriginal students, highlight the Aboriginal culture and awareness of Aboriginal Australians in the community. The Aboriginal students were involved in a weekly program to develop a book about their family history. The students had to research their family members and use a variety of media to present the information discovered. The students had the opportunity to discuss and compare the similarities and differences in the structure of Aboriginal families and non-Aboriginal families.

Several students were given the opportunity to attend Djamu Junior at the Art Gallery of NSW where they studied and appreciated Aboriginal art and culture. Students were also given the opportunity to attend Yarn-Up at the NSW Parliament House where they could present a prepared speech.

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 students were encouraged to create posters or collages to promote the values of harmony and friendship throughout the world. These were displayed in classrooms for the community to view and appreciate.

The Student Representative Councillors held many fundraising events including a Teddy Bears Picnic Day to raise money for the school's sponsorship child in Africa.

In many classrooms students are encouraged to welcome the teacher in a focus language each week. A group of K-2 students were selected to participate in a gifted program in which they learnt aspects of the Greek language including greetings, numbers, songs and dances.

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.



Read2Remember

Our school has participated in this national initiative to read the book *The Quest for Courage* by Angela Bueti. The book delivers a positive message about courage and resilience. At our Remembrance Day service the SRC recited a *Pledge of Remembrance*.

Music: Count Us In

Our school has participated in this national initiative to promote music and a positive message that a person can make anything of their life with determination, effort and support. With 600 000 students across Australia, we sang the song *Keep On*.

Public Speaking

This year our school has continued to be most successful in the public speaking program. At the Southern Zone Final all three students performed admirably in their respective stages. The Stage One representative achieved a Highly Commended award, the Stage 2 student received a Participation Certificate and the Stage Three representative won the division. Our Stage Three winner also represented the school at the District Final and received a participation Certificate. 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.

In the local finals of the Multicultural Perspectives Public Speaking Competition the school was represented by three students who each received commendable participation awards.

Reach Out Buddy Reading Program

In 2013 the school continued with the successful Reach Out Buddy Reading Program that was established in 2011. This year the program included year 5 and 6 boys and girls and local pre-schools. The program continues to enhance the school's partnerships with local community groups and supports the self-esteem and leadership skills of its participants.

This year the students were given the opportunity to design and write a personalised book for their pre-school buddy. Students were then given time to use the school laptops and editing software to create a digital copy of their book. The laptops were then taken to the pre-school and students were able to share their story with their pre-school buddy.

The program has continued strong links with the Church of Christ Pre-School and Bullfrog Long Day Care Centre. These organisations have been supportive of the program and have actively participated in other events held at the school this year such as the Easter Hat Parade and Open Day where new kindergarten enrolments to EWPS for 2014 visited the school in Term 4 to further assist the pre-schoolers make a smooth transition to school. These experiences have further built on school connections and

developing a sense of belonging for the pre-school children.

Shire Wide Youth Services continue to support participants of the program by providing engaging leadership and social skill activities targeted at a selected group of year 5 and 6 students to further assist them in their transition to High School.

Premier's Sporting Challenge

All K-6 students participated in the NSW Premier's Sporting Challenge. This program encourages the students to engage in a variety of physical activities to promote a fit and a healthy lifestyle.

Band

Engadine West Public School has developed a very successful and well respected Band Program over many years. The program consists of two sizeable bands comprised of 80 students in Years 4, 5 and 6. Students are given the opportunity to audition for positions in this prestigious program at the end of Year 3.

The Junior Training Band (Year 4 students) is designed to equip students with musical technique, learning how to be a part of an ensemble and learning the foundations of music theory. The Senior Performing Band performs at important school events and represents the school at the Sutherland Shire Schools Music Festival and other public venues.

The Band Program runs smoothly due to a well organised committee of 3 teachers. The Band Committee organises the running of the program, all band activities, and numerous performances during each school term and supervise band camp at Rathane in Term 3.

The dedication and support parents are also key elements in the program's success. Our band parents provide support in many ways by attending performances, supporting students in their home practise as well as transporting equipment to and from performance venues.



Quality Teaching

Teaching and improving student learning is our core business. Teachers participated in an action research learning project based on the research of Professor John Hattie, which specifically focuses on using explicit teaching strategies that Hattie has identified as having the biggest impact on improving student learning. Teachers focused on Teacher Clarity, Reciprocal Teaching, Feedback, Formative Evaluation and Student-Teacher Relationships. Staff members have become ‘experts’ in these areas and are providing ongoing support for teachers to implement these effective strategies in the classroom.

Every teacher participated in classroom observations, either as a demonstration teacher or observer (or both) and contributed to feedback conferences. Future directions for Quality Teaching include participation in a professional learning experience focusing on the use of assessment data to drive improvement in classroom practice and increase differentiation in all learning areas. The introduction of the NSW Syllabus for the Australian Curriculum will also be a target in the future.

Environmental Education

A school priority is the provision of quality sustainability initiatives that are embedded across our dynamic school curriculum. The 2013 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 400 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.
- Implementation of the no waste program ‘Wrap Up Wrapping’.
- Participation by classes in Environmental Education video conferences and students developing and leading a video conference for students across NSW and our community of schools sharing quality strategies in sustainability.
- Parent Garden Working Bee

Engadine West will continue to promote quality Environmental Education during 2014 through the development and achievement of strategies developed in partnership across our school’s learning community.



Progress on 2013 targets

Target 1 - Quality Teaching

Increasing student engagement through Quality Teaching and learning in all K.L.A's

Our achievements include:

- Through the completion of the Action Research Project, all teaching staff have developed a deep understanding and knowledge of John Hattie's research and the top five influences on teaching and learning.
- Collegial planning across Stage and Year teams has led to increased student engagement, consistency of teacher judgement, and the embedding of Quality teaching practices in all classrooms.
- Teaching staff were involved in collegial lesson observation and feedback sessions to observe best practice in quality teaching, leading to an increased level of reflection, a sharing of expertise across a range of learning areas, enhanced teaching skills and improved student outcomes.
- Implementation of differentiated learning programs in all teams, in particular in English and Mathematics.
- All staff involved in creating professional learning plans which were monitored by executive staff.
- Initiatives to increase student engagement and improve student outcomes were shared with the school community through increased use of the school website, the school newsletter, and local papers.



Target 2 - Literacy

To improve our students' literacy learning outcomes

Staff professional learning and the development of best teaching practice in English has led to improved student outcomes.

Our achievements include:

- Analysis of our NAPLAN and standardised testing results and teacher judgment of student performance. Professional learning sessions were 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.
- Development of teacher understanding of the NSW English Syllabus for the Australian Curriculum has led to readiness for implementation in 2014.
- Collegial planning and unit writing across Stage and Year teams has resulted in the creation of high quality units of work which model best practice and incorporate Australian curriculum priorities.
- 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.
- The continuation of Linkages, Talented Writers, Year 6 High School Student For a Day and Transition to High School Programs. Also, purchasing and developing relevant resources to support these projects.
- Embedding ICT in teaching and learning to engage students in a quality learning environment.
- Reviewing the English Scope and Sequence to reflect the requirements of the NSW English Syllabus for the Australian Curriculum.

Target 3 - Numeracy

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

Our achievements include:

- Linking NAPLAN 2012 to the curriculum and using NAPLAN teaching strategies and resources from the SMART Data website.
- Evaluation of NAPLAN data to identify target areas of student strengths and weakness.
- Develop syllabus based teaching and learning programs collaboratively across teams/stages.
- Effective use of ICT resources on classroom interactive whiteboards to enhance student learning. Resources are shared through digital programs.
- Effective organisation and acquisition of Mathematics resources and resource data base.
- 3 Teachers received training on Taking Off With Numeracy (TOWN) Years 3 to 6 assessment and programming system. These teachers will now train EWPS teachers to implement TOWN in Years 3 to 6.
- 2 Teachers received training on Count Me in Too (CMIT) Years K to 2 Numeracy assessment and programming system. These teachers will now support E.W.P.S teachers K-2 in implementing CMIT in their classrooms.



Target 4 - Welfare

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

Our achievements include:

- The Positive Behaviour for Learning (PBL) program has continued to be effective and has become imbedded in the school culture.
- The effective and equitable PBL reward system has contributed to a marked decline in behaviour incidences within the school.
- School Behaviour Expectations have allowed staff to manage student behaviour in a more consistent and effective way.
- The implementation of detailed lesson plans and resources for behaviour management, such as tokens, 'bee-hives' for each room, and rewards to reinforce positive behaviour have led to a greater consistency of behaviour management by staff and a greater understanding of behaviour expectations by students.
- There has been a continuation of a high level of engagement in leadership and citizenship across the school. Students have participated in SRC initiatives, Captains and Prefects' responsibilities, Kids for Kids mentoring program, SLIPS, Mini-Mates, environmental initiatives, library monitors, buddy reading, Principal for a Day, and Reach Out.
- The Reach Our program has continued to grow and develop with greater engagement and participation levels of students and local pre-schoolers.
- Staff have continued to develop their utilisation of the STARS online learning and behaviour management system which has enhanced their ability to record data and track behaviour of students.
- The Learning Support Team has developed improved systems for identifying and responding to students

with needs, including a new EWPS Learning Support Plan and BEAR Reading Program.

- The appointment of a fulltime Learning Assistance Support Teacher (LAST) has seen the development of a number of Literacy and Numeracy programs and a greater number of students' needs being met.

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 2013 our school carried out evaluations of teaching.

Teaching

The staff survey indicates that:

- 93% believe the students are almost always provided with relevant curriculum.
- 93% believe there are classroom management strategies in place to maximize student learning.

Background

2013 School Management Plan included quality teaching as a school target area. Staff and met regularly to ensure that the 2013 goals were being achieved and to provide feedback to the teaching staff on the progress of targets.

Findings and conclusions

School teaching staff believes the school is focused on improving teaching and learning programs for all students and that all programs are regularly evaluated to ensure we are meeting the needs of all students.

Future Directions

With so much research available on effective teaching strategies, the school will continue to implement teaching strategies that research suggests has a large impact on improving student learning in the classroom. School leaders will keep up to date with research findings and ensure that these strategies are implemented in the classroom.

Parent, student, and teacher satisfaction

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

The parent survey indicates that:

- 97% believe that what students learn about is important
- 90% value teachers keeping records about student progress
- 78% understand how student learning will be assessed
- 77% believe that teachers know what students can do and what they need to learn

The student survey indicates that:

- 95.2% believe what they learn is important
- 95% believe that teachers know what students can do and what they need to learn
- 95% of students believe that their reports and parent interviews provide information about their learning

Findings and Conclusions

The data from these surveys indicate that parents value the time and effort teachers put into developing quality teaching and learning programs and students feel valued and are proud to be a student at Engadine West Public School.

Future Directions

The school will continue to promote quality, engaging teaching and learning programs, classroom management practice and reporting methods that inform the school community and promote improved student outcomes.

Professional Learning

All teachers in the school, both permanent and temporary, participated in professional learning activities. Numbers in brackets indicate the number of staff who completed the training. No numbers indicates all staff completed this training. Professional Learning activities included: Analysing NAPLAN Data to Improve Student Learning; ARCO training (1); BOS Program Builder Training; Best Start Software upgrade Training(3); Cash Flow Budgeting (1); CPR; Code of Conduct; Librarian training; Understanding the Developing

Brain; ICT in Reading; Introduction to TOWN; Intel Teach Elements project-based approaches self-study program (1); Introduction to Count me in Too (2); Introduction to Taking off with Numeracy; Leading Change in English: Primary (4); Learning Support Team Network Meetings (1); Understanding hearing loss (1); Personalised Learning Programs for Aboriginal and Torres Strait Islander students (2); Platform –sustainable Leadership (2); Specialist Anaphylaxis Training ; SAM Leadership (1); SR Behaviour, Learning and Teaching Models (2); SR Learning and Support Teacher Conferences x 3 (1); Sydney Region English K-10 Staff Development Day; Supporting Students with disabilities (2); Sustainability Networks (1); Choir teacher training (4); Sydney ICT Coordinators Training (2); Taking off With Numeracy (3); Quality Teaching; Reading and Writing; Numeracy; Asthma and Emergency Care; Child Protection; Digital Literacy; Video Conferencing; Interactive Whiteboard; ICT; Public Speaking; Welfare and Positive Behaviour Learning; Environmental Education; and Executive Leadership development courses (ASPIRE).

Total expenditure on Professional Learning in the school was \$23,369. Average expenditure per teacher on professional learning was \$778.96.

The school has 18 'new scheme' teachers who are members of the NSW Institute of Teachers. Of these teachers, 15 are maintaining accreditation at Professional Competence and three are working towards accreditation.

All permanent and some temporary staff participated in professional learning at staff development days. These days focussed on learning experiences as outlined in the school targets from the management plan, as outlined below.

School Development 2012–2014

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 2014

Target 1 Quality Teaching

Increasing student engagement through Quality Teaching and learning in all K.L.A's

Strategies to achieve this target include:

- Staff professional development on effective use of data to inform and drive quality teaching and learning in classrooms through an Action Research project.
- Plan collaboratively across teams/stages.
- Identify and provide for individual student needs.
- Development of staff knowledge in differentiating the curriculum, in particular in English and Mathematics.
- Sharing, mentoring and displaying best practices in lesson programming in stage meetings.
- Peer lesson observations and professional feedback using the Quality Teaching Framework Coding Matrix; share feedback across staff.
- Inform parents of current classroom practice through student reports and celebration of student success, such as at assemblies and WESTGATE presentations.
- Use school newsletters, the school website and local news publications to disseminate information on Quality Teaching practice and initiatives.
- Participate in quality teaching development projects in the local network of schools and professional associations; including Community of Schools on the Park (COSoTP), local pre-schools, Sutherland Shire Youth Services, Sydney Region Primary Executive Network (SPREN) and Sydney Region Early Childhood Network.
- Increase availability of ICT resources for teachers to use in quality lessons through purchase of equipment, such as video cameras and a green screen.
- Provide Professional Development in the use of new technologies, such as video cameras and a green screen.

Target 2 Literacy

To improve our students' literacy learning outcomes

Strategies to achieve this target include:

- Provide professional learning in the implementation of the new NSW English Syllabus for the Australian Curriculum (the English Syllabus)
- Review assessment and reporting procedures in relation to the English Syllabus
- Analyse student performance data and focus on the development of quality teaching and learning strategies.
- Evaluate Years 2-6 new school spelling program implemented in 2013.
- Embed ICT resources through quality literacy strategies.
- Network across COSOtP our community of schools and share innovative best practice.
- Strengthen partnerships with local high schools.
- Strengthen partnerships with local pre-schools.
- Participate in Regional literacy programs; including Regional Public Speaking, Film by the Sea, Play Day, Multicultural Public Speaking, Premier's Debating and Premier's Spelling Bee.
- Liaise with Learning Support Team (LST) in developing Aboriginal students' IEPs and special needs students' IEPs.
- Celebrate success in the improvement of student outcomes.
- Survey the school community to assess needs and provide feedback.
- Facilitate parent workshops focusing on quality teaching and learning.
- Continuation of targeted programs to support learning in English; including Reading Recovery, Parents as Tutors, LAST support, Being Excited About Reading (BEAR).

Target 3 Numeracy

Implement Quality Teaching in Numeracy K-6

Strategies to achieve this target include:

- Promote corporate programming; continue lesson observations amongst peers focusing on numeracy.
- Training and implementation of 'Taking Off With Numeracy' (TOWN) program Years 3-6 and 'Count Me In Too' (CMIT) program Years K-2.
- Commence process to implement the new NSW Mathematics Syllabus for the Australian Curriculum (new Mathematics Syllabus).
- Allocation of time for staff to create a whole school Scope and Sequence based on the new Mathematics Syllabus.
- Technology is incorporated into quality Mathematics lessons.
- Staff development in assessment techniques and open ended tasks reflective of the new Mathematics Syllabus.
- Analysis of data to formulate individualised report comments.
- Create grade-based student self-reporting practices.
- Regular participation with COSOtP and NSW Public schools through Video Conferencing and school visits.
- Curriculum Differentiation of numeracy program through professional development and sharing of differentiated programs in Grade meetings.
- Develop specific programs to target boys' education in Mathematics.

Target 4 Welfare

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

Strategies to achieve this target include:

- Maintain the Positive Behaviour for Learning (PBL) program.
- Review and update school's discipline policy in line with PBL.
- Continue to 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 Code of Conduct, Respect and Dignity Policies and staff developed expectations policy.
- Provide mentoring opportunities for staff across school networks.
- Professional development of staff in STARS or LMBR 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.

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.

Michael Kimber – P & C President

Tracey Stevenson – School Administration Manager

Jennifer Davis – Teacher

Michael Griggs - Teacher

Theoni Hatzitanos – Teacher

Jeanine Payne – Teacher

Heather Ryan – Teacher

Amanda Sideris – Teacher

Danielle Sprod – Teacher

Karen Wepler – Teacher

Nicole Gilmore – Assistant Principal

Hugh Hogan – Assistant Principal

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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>