



Education &
Communities

Public Schools NSW

4292

Engadine West Annual School Report



2012



Our school at a glance

Students

Our enrolment at the end of 2012 was 762 students made up of 396 boys and 366 girls. 95.3% of students attended school on average each school day. This percentage was similar in 2011.

In 2012 the school had 30 classes. The average size of the classes was:

Kindergarten	20
Year 1	22
Year 2	23
Year 3	30
Year 4	28
Year 5	28
Year 6	27

Staff

The school had over 39 members of staff. This included 7 executive staff, 24 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 2012

Year 3 results from NAPLAN literacy tests indicated that 85% of students were placed in the top three bands for writing, 66% for reading, 69% for spelling and 71% for grammar and punctuation.

Year 5 results in NAPLAN literacy tests indicated that 69% of the Year 5 students were placed in the top three skill bands in Reading, 53% in Writing, 62% in Spelling, 62% in Grammar and Punctuation.

Year 3 results in NAPLAN numeracy tests indicated that 71% of Year 3 students were placed in the top three skill bands in Numeracy.

Year 5 results in NAPLAN numeracy tests indicated that 70% 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 2012 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 2012.

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' (P&C) proudly supports our school community through fundraising and other activities.

Engadine West Before and After School Care Centre is one of the largest in the Sutherland Shire. The P&C also manages an onsite Uniform Outlet and supports Student Banking and Scholastic Book Club. Once again our P&C managed Canteen has exceeded the Health & Safety regulations and continues to serve healthy tasty food enjoyed by so many students.

This year we had a very successful Family Fun Day to celebrate Engadine West Public Schools' 50th Anniversary. The P&C worked hard and with the community support raised enough money to fulfil the P&C and the School's wish to have an Electronic Interactive Whiteboard in every designated classroom in our school.

Other highlights were the school discos, the Easter Hat Parade, Mother's Day, Father's Day and Education Week.

The P&C is fortunate to have support and involvement from Management, Staff, Parents and Citizens, which enables us to give so much back to our students and help make Engadine West Public School the wonderful school it is today.

Lola Bassett – P&C President

Student representative's message

This year the S.R.C have met every second Thursday and in these meetings have come up with some great ideas that help the school massively.

The S.R.C has done a number of things this year, including raising money for Aicha (our sponsored child from Africa); running a couple of school discos; assisting in the fund-raising for Cancer and CanToo and participating in all Remembrance ceremonies conducted at the school this year.

The SRC has also investigated a number of ways to improve our school environmentally through the use of timed light switches and taps which automatically turn off to save water. These ideas are still in planning.

We would like to thank Ms Barrow, Mr Snudden and Mr Murphy for all of their hard work this year. Thank you.

Joshua Smith and Ethan Pastor
Student Council Representatives 2012

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	2012
Male	339	347	369	367	369	396
Female	337	338	346	346	365	366

Student attendance profile

Year	2008	2009	2010	2011	2012
K		95.3	95.2	96.1	95.8
1		96.3	94.0	96.0	95.1
2		96.2	96.2	94.6	95.9
3		95.8	94.8	96.7	94.8
4		95.4	95.3	95.6	95.4
5		94.4	94.0	96.3	95.3
6		94.2	94.4	94.6	95.2
Total	95.0	95.5	94.9	95.7	95.3

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 2012 class size audit conducted on Wednesday 16 March 2012.

Structure of classes

Class	Year	Total per year	Total in class
KA	K	20	20
KB	K	21	21
KD	K	21	21
KM	K	20	20
KS	K	21	21
KT	K	20	20
1G	1	22	22
1M	1	22	22
1S	1	22	22
1T	1	21	21
1/2B	1	14	23
1/2B	2	9	23
2D	2	24	24
2J	2	23	23
2M	2	23	23
2S	2	24	24
3B	3	30	30
3G	3	31	31
3S	3	31	31
3/4D	3	16	30
3/4D	4	14	30
4E	4	27	27
4M	4	27	27
4WP	4	29	29
4/5B	4	14	29
4/5B	5	15	29
5C	5	28	28
5P	5	29	29
5/6G	5	14	26
5/6G	6	12	26
6A	6	28	28
6H	6	27	27
6L	6	27	27
6R	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	24.0
Teacher of Emotional Disabilities	0.0
Teacher of Mild Intellectual Disabilities	1.0
Teacher of Reading Recovery	0.63
Support Teacher Learning Assistance	0.3
Teacher Librarian	1.2
Teacher of ESL	0.0
Counsellor	1.0
School Administrative & Support Staff	4.472
Total	39.602

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

Staff retention

During 2012 no teaching staff retired. The School Administration Manager retired. One full time classroom teacher was 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	30/11/2012
Income	\$
Balance brought forward	153,924.16
Global funds	298,045.19
Tied funds	153,060.19
School & community sources	297,464.49
Interest	9,095.50
Trust receipts	58,281.50
Canteen	0
Total income	<u>969,871.21</u>
Expenditure	
Teaching & learning	
Key learning areas	98,181.40
Excursions	91,116.92
Extracurricular dissections	93,648.29
Library	12,565.61
Training & development	8,066.20
Tied funds	133,691.17
Casual relief teachers	96,237.52
Administration & office	94,067.06
School-operated canteen	0
Utilities	53,426.77
Maintenance	27,655.79
Trust accounts	61,240.23
Capital programs	44,009.12
Total expenditure	<u>813,906.08</u>
Balance carried forward	<u>155,965.13</u>

A full copy of the school's 2012 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 2012

Achievements

Arts

Engadine West PS provides a wide range of extra-curricular Performing Arts opportunities. This includes Junior Dance, Senior Dance, Junior Band, Senior Band, Year 2 Choir, Year 4 Voice Choir, Year 1 Dance and recorder group. A highlight of the year was the school's participation in the Wakakirri Story Dance competition, where our senior students received a Highly Commended Award at the Sydney Region Finals. Our Open Day performance during Education Week provided an opportunity for all students K-6 to perform.

Sport

2012 has been an outstanding 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 Open Boys Rugby League Team won the Sharks Knockout. They represented the Sutherland Shire at the NSW All Schools Carnival.
- The Senior Boys hockey team and the Senior Girls netball team won the Engadine Zone PSSA competition. The Senior Boys and Senior Girls Oz-Tag team and the Junior Boys soccer team were finalists in the Engadine Zone PSSA competition.
- Students represented at State level in Rugby League, Touch, 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.
- Our school entered the NSW PSSA knockouts in soccer and hockey.
- 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 ten Oz-Tag, four soccer, four netball, two 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 Camp
- Year 6 Civics and Citizenship excursion to Canberra
- Band Camp
- Reach Out Program
- External academic competitions
- Celebrations including Easter and Education Week
- STAR contract project based learning
- Westgate - Gifted and Talented program
- Year 6 Murder Under the Microscope Science investigation challenge
- Kindergarten Talented Art program
- Film by the Sea movie making competition
- Students attended the Sydney Region Drama Camp
- 6 classes participated in Sydney Region Play Day

- 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 2012, 105 students from Year 3 sat for the National Assessment literacy assessment.

Year 3 results from NAPLAN literacy tests indicated that 85% of students were placed in the top three bands for writing, 66% for reading, 71% for spelling and 71% for grammar and punctuation.

1% of students were below state average in reading and 3% in spelling. No students were below state average in writing.

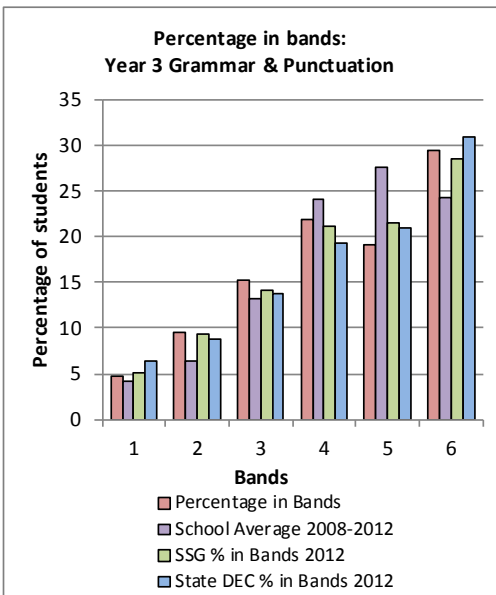
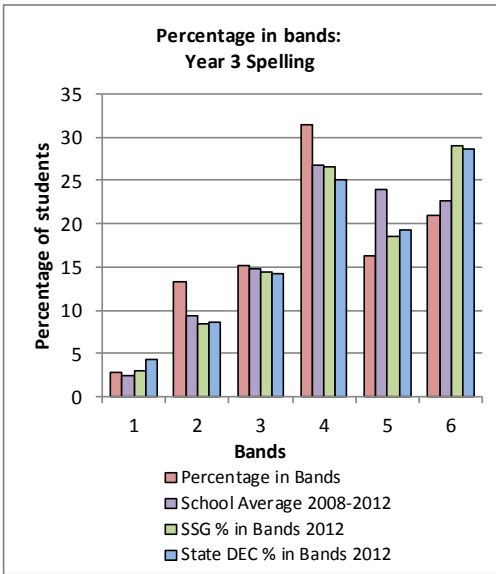
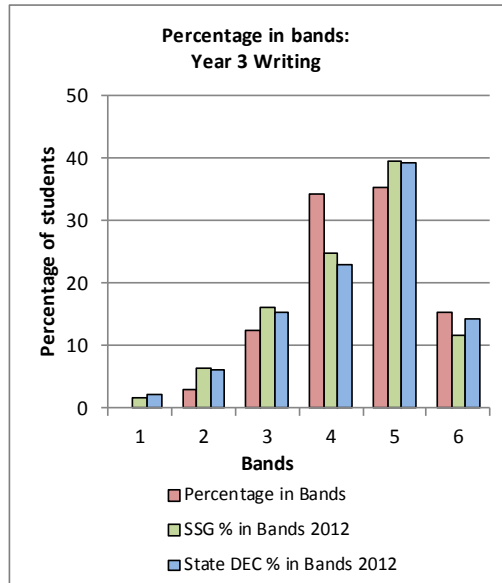
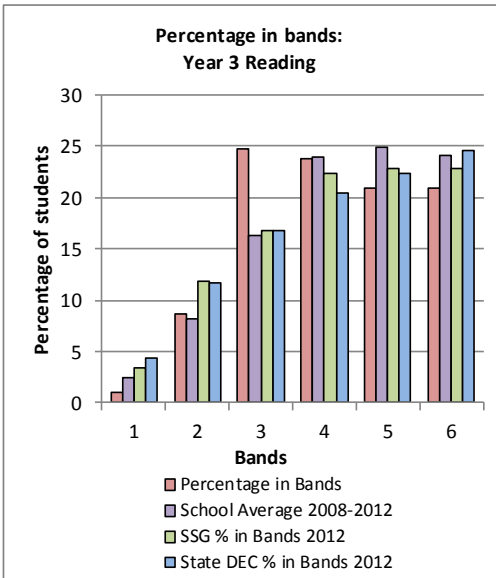
Areas of strength demonstrated by students in Literacy included:

- Locating information in paragraphs in an information text
- Using common punctuation marks
- Spelling high frequency words

Identified areas for improvement include:

- Finding the meaning of an unfamiliar word in an argument or text.
- Making inferences from the whole text.





Numeracy – NAPLAN Year 3

In 2012, 105 students from Year 3 sat for the National Assessment Program Numeracy Assessment.

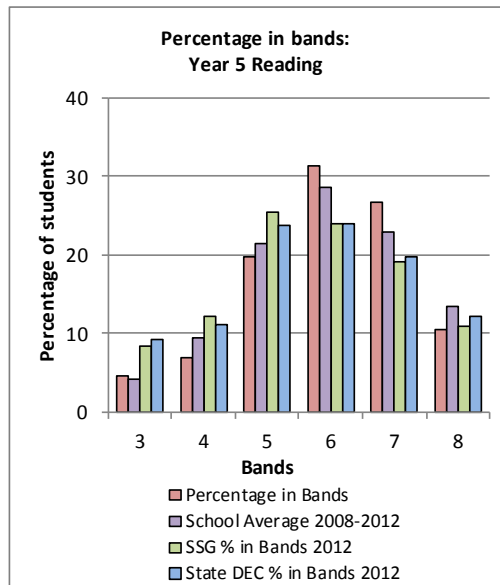
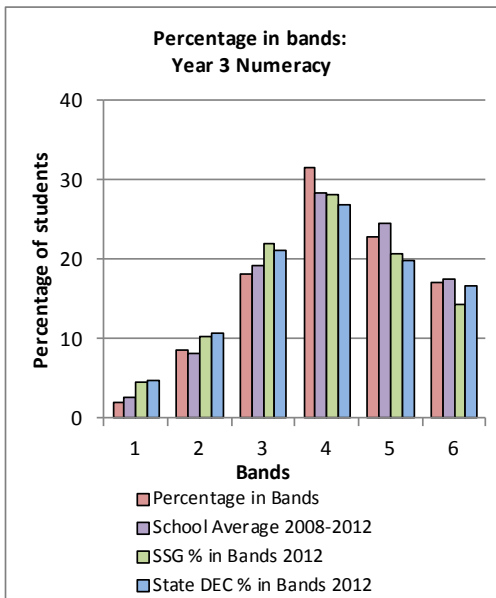
Year 3 results in NAPLAN numeracy tests indicated that 72% of Year 3 students were placed in the top three skill bands in Numeracy, 60% in Data, Measurement and Space, 72% in Number, Patterns and Algebra compared to 64% of the state. 2% of Year 3 students were placed in the bottom skill band.

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

- Determining the most likely outcomes in experiments
- Solving word problems that involve 2 digit numbers
- Geometric patterns

Identified areas for improvement include:

- Working mathematically to solve a multi-step problem
- Subtraction of 2 digit numbers



Literacy – NAPLAN Year 5

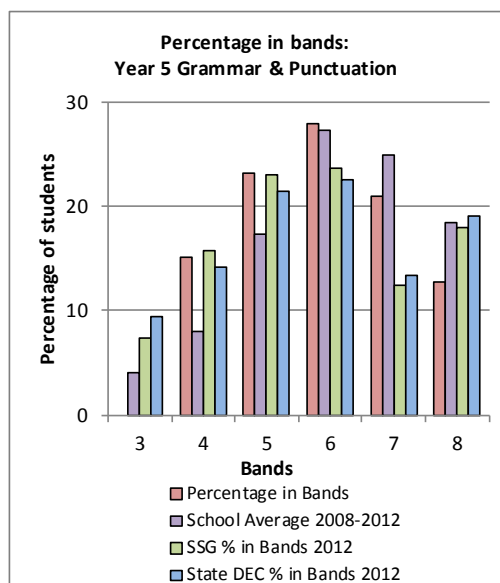
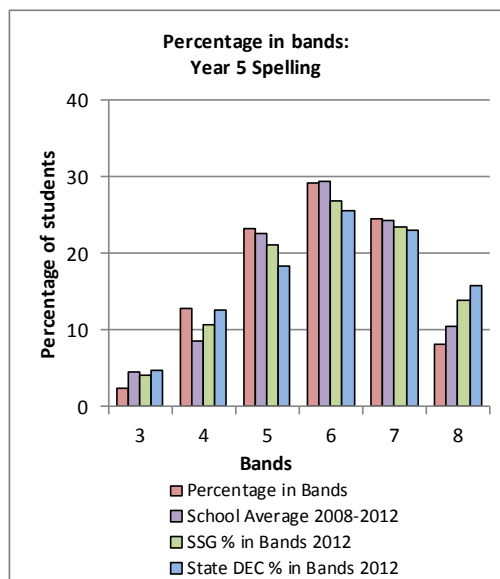
In 2012, 86 Year 5 students sat for the NAPLAN test. Year 5 results in NAPLAN literacy tests indicated that 69% of the Year 5 students were placed in the top three skill bands in Reading, 53% in writing, 62% in Spelling, 62% in Grammar and Punctuation. 15% of students were in the bottom two bands in Punctuation and Grammar compared to 22% of the state.

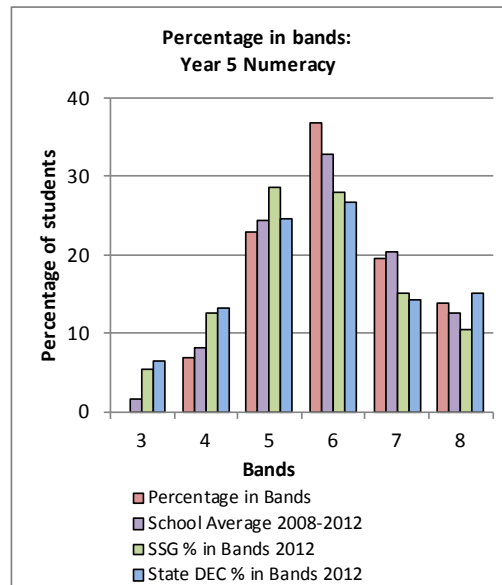
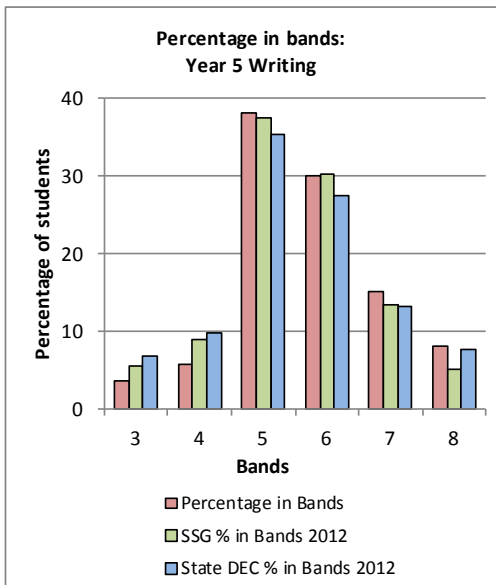
Areas of strength demonstrated by Year 5 students in Literacy included:

- Links information from adjacent sentences to retrieve details in an information report.
- Identifies the correct verb indicating past tense in a complex sentence.
- Structures texts in appropriate stages.

Identified areas for improvement include:

- Identifies the overall intended goal for an argument text.
- Identifies an error, then correctly spells a three syllable word





Numeracy – NAPLAN Year 5

In 2012, 86 Year 5 students sat for the NAPLAN test. Year 5 results in NAPLAN numeracy tests indicated that 70.1% of Year 5 students were placed in the top three skill bands in comparison to 59.2% of the state. 6.9% of Year 5 students were placed in the bottom two skill bands compared to 17.1% of the state.

Areas of strength demonstrated by Year students in numeracy included:

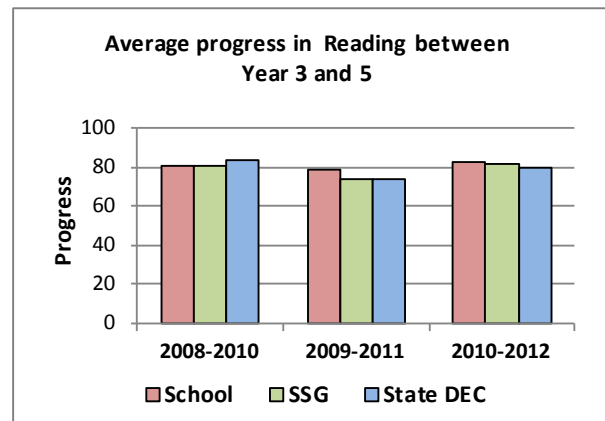
- Interprets a two-way table.
- Determines the operation to solve a problem involving multiplying by 10.
- Determines the correct process to solve a word problem involving 2-digits.

Identified areas for improvement include:

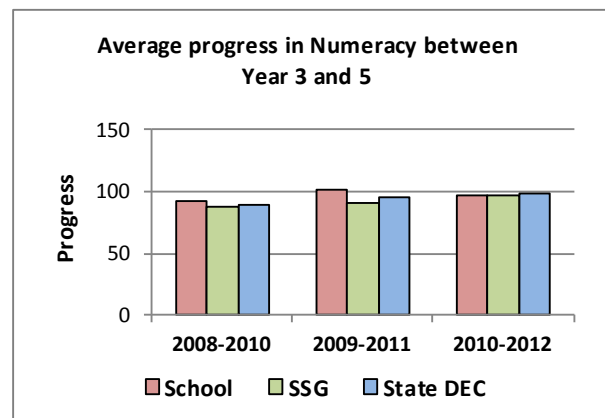
- Uses given dimensions of two prisms to calculate volume and solve a word problem.
- Finds the length represented by one unit on a scale drawing.



Progress in literacy



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	99.1
Writing	100.0
Spelling	97.1
Grammar & Punctuation	95.2
Numeracy	98.1

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	95.4
Writing	96.6
Spelling	97.7
Grammar & Punctuation	100.0
Numeracy	100.0

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 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 Resident Aboriginal artist program for a day to create an art mural to be located on an outside wall. As well, a local Aboriginal artist worked with a group to create smaller pieces of art for display in the school foyer.

All students attended an Aboriginal Inursion in Term 4 which highlighted the local Aboriginal 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 posters or collages 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 Student Representative Councillors held many fundraising events including cake days to raise money for the school's sponsorship child in Africa.

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 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.

Reach Out Buddy Reading Program

In 2012 the school continued with the successful Reach Out Buddy Reading Program that was established in 2011. This year the program expanded to also include year 5 and 6 girls and infants students from the school, another local pre-school and Year 8 students from Heathcote

High School. 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 program made several purchases with the \$25 000 grant, won in 2011 from the NAB School's First Initiative. A class set of lap top computers with portable trolleys and wireless internet access were purchased. The lap top computers have been used by the program participants, community partners and the whole school, to create digital stories and support classroom programs. The school also purchased a significant amount of quality picture books for use in the program and throughout the school.

The program has established 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 K-2 Athletics and Cross Country Carnivals; further building 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 skills activities.

Premier's Sporting Challenge

This year Engadine West Public School participated in the Premier's Sporting Challenge. The aim of the challenge is to promote a healthy active lifestyle through encouraging students to participate in a diverse range of sports and physical activity. Awards are given based on daily average activity time. The majority of Engadine West student achieved a Gold level award which equates to 60 minutes of activity per day.

Band

The band program continues to maintain a high profile in the community in 2012. The junior and senior bands are comprised of 95 students from Years 4, 5 and 6. Four staff members and two external tutors make up the band team. Both bands were awarded gold at the Bandfest competition. Band students attended a three day camp in the Royal National Park to improve their musical knowledge and skills. Engadine West also hosted the COSOtP Big Band day that involved 220 students from local schools learning and

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

Quality Teaching

Teaching and improving student learning is our core business. Teachers are participating in an action research learning project based on the research of John Hattie, which specifically focuses on using explicit teaching strategies that Hattie has identified as having the biggest impact on improving student learning. Teachers are focussing 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.

Environmental Education

A school priority is the provision of quality sustainability initiatives that are embedded across our dynamic school curriculum. The 2012 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.
- 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.

Engadine West will continue to promote quality Environmental Education during 2013 through the development and achievement of strategies developed in partnership across our school's learning community.



Progress on 2012 targets

Target 1 Quality Teaching

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

Our achievements include:

- Staff are now familiar with six of John Hattie's teaching strategies that have a profound impact on improving student learning through staff professional development.
- Implementation of differentiated learning programs in all teams
- All staff involved in creating professional learning plans which were monitored by executive staff.

Target 2 Literacy

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:

- 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.
- Continuation of Linkages, Talented Writers, Year 4 High School Student For A Day, High School Volunteers and Transition to High School Programs. Also, purchasing and developing relevant resources to support these projects
- Providing parent learning workshops regarding best teaching practice in Literacy.
- 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.
- 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.

Target 3 Numeracy

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

Our achievements include:

- Linking NAPLAN 2011 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.
- Sharing, mentoring and displaying best practices in stage and staff meetings to enhance differentiating of the curriculum.
- Effective organisation of Mathematics resources and resource data base.

Target 4 Welfare

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

Our achievements include:

- Positive Behaviour for Learning (PBL) program has been introduced and implemented school wide.
- The school has a more effective and equitable reward system that focuses on positive behaviour.
- School Staff manage the behaviour of students in alignment with school expectations.
- A range of resources have been developed to support the effective implementation of PBL across the school. These include detailed lesson plans and resources for behaviour management, such as tokens, 'bee-hives' for each room, and rewards to reinforce positive behaviour.

- There is 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, and Reach Out.
- The Reach Our program has been extended to include an additional group who have worked with a local pre-school.
- The STARS online learning and behaviour management system has been utilised by staff, with staff receiving additional professional development in its use.
- The Learning Support Team has been effective in monitoring and informing staff regarding welfare issues in the school.
- Information regarding PBL has been communicated to parents and they have been provided opportunities for input, implementation and feedback in the process

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 2012 our school carried out evaluations of educational and management practise.

School Management

The staff survey indicates that:

- 90% believe the school is continually looking to improve its performance.
- 91% believe the school monitors its plans, policies and programs on a regular basis.

Background

2012 was the first year implementing the 3 year School Management Plan. Staff and curriculum teams met regularly to ensure that the 2012 goals were being achieved and to provide feedback to the teaching staff on the progress of targets.

Findings and conclusions

Staff believe 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 2012 the school sought the opinions of parents, students and teachers about the school.

The parent survey indicates that:

- 90% value and support the staff at Engadine West Public School
- 91% see that teachers try to improve their teaching through ongoing training and development.
- 91% believe the school cares about the students and the discipline is fair.
- 92.1% believe the school encourages everyone to learn.

The student survey indicates that:

- 99% believe their teacher is fair
- 97% believe that they achieve success at school
- 98% of students are proud to be a student at our school.

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 engaging teaching and learning programs in the classroom that meet the needs of all students.

Professional learning

All teachers in the school, both permanent and temporary, participated in professional learning activities. These included: Best Start Training; whole school Quality Teaching; Reading and Writing; Numeracy; Aboriginal Education; Anti-Racism; Anaphylaxis, 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.

Total expenditure on Professional Learning in the school was \$21,855. Average expenditure per teacher on professional learning was \$721.51.

The school has a 15 nsw scheme teachers who are members of the NSW Institute of Teachers. Of these teachers, 14 are maintaining accreditation at Professional Competence and one is 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 2013

Target 1 Quality Teaching

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

Strategies to achieve this target include:

- Implementation of Action Research from Hattie's top 6 effects in classroom practise.

Executive to mentor and coach staff in their chosen area of Hattie's top effects in their classroom.

- Creation a of Quality Teaching data teams to assist teachers to gather data on learning outcomes for new annual TARS process. Data analysis of formative assessments will become embedded in weekly grade and stage meetings.
- Development of staff knowledge in differentiating the curriculum and using learning continuums in literacy and numeracy to track progress of students.
- Plan collaboratively across teams/stages and collaboratively develop teaching strategies to target identified areas in the curriculum
- Development of staff knowledge in differentiating the curriculum by collaboratively sharing teaching strategies and assessment knowledge in teaching teams.
- Sharing, mentoring and displaying best practices in stage meetings. This will be followed up with teacher recognition and celebration of teaching success.

Target 2 Literacy

To improve our students' literacy learning outcomes.

Strategies to achieve this target include:

- Analysis of Best Start & NAPLAN data directs program development and reflects improvement in student performance. Focusing on spelling and higher order thinking strategies and, linking NAPLAN 2012 to the curriculum.
- 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.
- Liaison by teachers with LAST & 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.

- Participation by staff in in further training regarding the implementation of draft NSW/ National Curriculum
- 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", "Middle Schools Project" and "Gifted and Talented".
- 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.
- Strengthening partnerships with local pre-schools by the implementation of the "Reach Out" buddy reading program.
- Celebrating success in the improvement of student outcomes in literacy by promoting achievements through the school's web site assemblies, media and newsletters.

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 Numeracy

Implement Quality Teaching in Numeracy K-6

Strategies to achieve this target include:

- Focus teaching areas on targeted weakness as identified in NAPLAN 2012.
- Promote corporate programming, continue lesson observations amongst peers focusing on numeracy
- Allocation of time to staff to amend Scope and Sequence from NSW Syllabus and resources.
- Technology is incorporated into quality mathematics lessons.
- Staff development in assessment techniques and open ended tasks.
- Analysis of data to formulate individualised report comments.
- Trialling creation of grade based student self-reporting practices.
- Regular participation with COSOtP schools through Video Conferencing and school visits.
- Curriculum Differentiation of numeracy program through professional development and sharing of differentiated programs in stage meetings.
- 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.
- Inform parents of current classroom practice through student reports and celebration of student success, such as at assemblies and WESTGATE presentations.

Our success will be measured by:

- Numeracy 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.

- Raising the profile of numeracy through competitions, Maths Fund Days and Linkages. Student achievements acknowledged through publicising results in newsletters, the school website and community newspapers. Rewarding student improvement and excellence at assemblies.
- Providing clear and accurate assessing and reporting procedures, reflecting a quality program that implements ICT across all stages.

Target 4 Welfare

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

Strategies to achieve this target include:

- Continue with the implementation of the Positive Behaviour for Learning (PBL) program.
- Monitor and evaluate the effectiveness of the PBL program through staff surveys and an analysis of STARS tracking data.
- Continued support of the 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.
- Develop clearer expectations for Captains and Prefects through the creation of a Student Leaders Code of Conduct.
- Support student leaders and promote leadership as a desirable goal through promotion of the leaders in the school. This will include events such as morning teas where student leaders, parents and staff meet to discuss expectations and congratulate students.
- Annual review of the Code of Conduct, Respect and Dignity Policies and staff developed Expectations Policy.
- 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.

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.

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>

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.

Joshua Smith – Student

Ethan Pastor - Student

Lola Bassett – P & C President

Tracey Stevenson – School Administration Manager

Lisa Leavai – Support Teacher

Michael Griggs - Teacher

Jeanine Payne – Teacher

Amanda Sideris – Teacher

Natalie Pepperell - Teacher

Hugh Hogan – Assistant Principal

Nicole Gilmore – Assistant Principal

Ross Edwards – Assistant Principal

Vince Murphy – Assistant Principal

Craig Snudden – Deputy Principal

Stephen Fuller – Deputy Principal

Garry Royston - Principal

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