2009 Annual School Report
Annangrove Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

Annangrove Public School is located within the semi rural village of Annangrove and continues to receive full support from parents and the community. It is a small, rural school which offers all students a broad range of educational opportunities. The small student population ensures each student receives a high degree of individual attention.

Annangrove Public School has a strong focus on quality teaching and learning across all Key Learning Areas. The well resourced classroom environments support productive learning with access to advanced technology. We promote our school motto “Nobly We Serve” in all aspects of school life.

2009 has been a very busy and exciting year at Annangrove and I look forward to 2010 being just as exciting. 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.

Paddy Rich
Principal

P & C

2009 has proved to be another enjoyable and successful year for the Annangrove Public School community amidst some major changes. I was elected P & C President after the resignation of Mrs Peta Hamilton.

We accomplished a lot, starting with a Trivia night organised by Mrs Jo Eltis and a wonderful team of helpers. It was a successful night, both in enjoyment as well as raising some money. We had a special guest, Mr Glen A. Baker who kindly offered his time free of charge. We had many donations of prizes provided by parents and local businesses. The money raised was used to purchase two picnic benches used by the students at eating times.

The P & C, through Mr Aaron Collings addressed the communities concerns about our new library building. Aaron spent many hours working to initiate changes and improvements for the school.

The school entrance was transformed through the hard work of Mrs Jill Pellizzon. The memorial path was covered in personal pavers and a Porte Cochere was constructed. We had an official opening with many past and present students and families attending.

Pictured above are the members of the official party at the opening of the memorial path.

I would like to thank all the parents, community members and Mr Rich for their help and encouragement through my time as P&C President.

Julia Collings
P&C President

Student representative’s message

As school captains we represented our school at the Leadership Camp at Vision Valley where we learnt to be effective leaders, work as part of a team and become confident public speakers. Getting involved in school activities is a great way for students to have more fun, feel more connected, and to find ways to contribute their ideas and skills. Some of the fundraisers our SRC organised throughout the year included: Bushfire appeal for the victims of the Victorian bushfires, Bandage Bear Day, Crazy Hair Day.

Toy drive for Victorian bushfire victims
Our Stage 3 classes, (Years 5 & 6) held many new and different fundraising activities to raise money for the Year 6 gift to the school. Some activities included: special canteen days, Annangrove Idol and a mini fete. We raised enough money to purchase an honour board for our office foyer.

We had many opportunities to get involved in sport throughout the year. We had soccer coaching with Paul Wade, (previous Australian soccer captain), AFL training through our PSSA competition as well as an AFL gala day.

We would like to thank the teachers and students for a great year in 2009.

Jono Pellizzon and Melanie Rance
2009 School Captains

School context

Student enrolment profile

Students enrolled at Annangrove Public School reside in our local rural community as well as many others who travel from nearby residential areas so they can attend our school. Many of our new enrolments have siblings already attending the school. We are beginning to see a growing trend of more students travelling from other areas to attend our school after previously enrolling at other local private and public primary schools.

<table>
<thead>
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Student attendance profile

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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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tr>
<td>K/1</td>
<td>K</td>
<td>11</td>
<td>19</td>
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<tr>
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<td>1</td>
<td>8</td>
<td>19</td>
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<tr>
<td>2/3</td>
<td>2</td>
<td>15</td>
<td>24</td>
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<td>9</td>
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<tr>
<td>6</td>
<td>6</td>
<td>19</td>
<td>19</td>
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</table>

Due to the small number of students in each grade it is advantageous to form composite classes. Staff devote considerable time and thought when placing students into the correct classes.

Staff information

The staff at Annangrove Public School are highly qualified professionals. Our classroom teachers are supported by Mrs Jennifer Asha (Computer teacher) one day a week and Mr Warwick Ford (STLA - Support Teacher Learning Assistance).

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal / Teacher</td>
<td>1.00</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4.00</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.20</td>
</tr>
<tr>
<td>Teacher Librarian/Relief from Face to Face teaching/Part time</td>
<td>0.60</td>
</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.40</td>
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<td><strong>Total</strong></td>
<td><strong>7.40</strong></td>
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Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
<td>97.3</td>
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<tr>
<td>Postgraduate</td>
<td>2.7</td>
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</table>

Staff retention

Annangrove Public School has had five full time teachers, including a teaching Principal for 2009. The school retained its allocation. Mrs Toni Niccol was placed on the 3/4 class for the year.

Staff attendance

In 2009, the average daily staff attendance rate was 98.4%.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School P & C. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

Achievements

Arts

Annangrove Public School has many programs in Creative and Practical Arts and our students have continued to display their talents and skills working with a variety of mediums. There has been a wide range of opportunities for our students to display their talents throughout the year. These have included:

- Weekly music lessons provide the opportunity for our students to learn a range of musical instruments. These include: guitar, trumpet and drums.
- All students, K-6 participated in the Footsteps dance program. This program was highly motivational and enjoyable, especially for our senior students. Our students were taught a wide range of dances both modern and traditional. The students performed these dances throughout the year at school functions as well as at their school disco.

- Both our Junior and Senior choirs under the close supervision of Mrs Sue Burley performed at our Easter Hat parade, Education Week celebrations and our Carols night. Their performances were highly successful and very entertaining.

- 3-6 students were given a range of art and craft lessons with our Teacher’s Aid and resident artist Mrs Kate Campbell.

- Our K-2 students were involved in Junior Clubs. All students participated in digital photography, sewing, cooking, gardening, bushwalking and wood construction.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2009</th>
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<tr>
<td>Income</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied Funds</td>
<td>30,658.52</td>
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<tr>
<td>School &amp; community sources</td>
<td>51,971.79</td>
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<td>Interest</td>
<td>2,155.35</td>
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<td>Trust receipts</td>
<td>13,788.86</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>171,172.63</strong></td>
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</table>

Expenditure

Teaching & Learning

| Key Learning Areas         | 13,134.36  |
| Excursions                 | 16,075.94  |
| Extracurricular dissections| 7,829.78   |
| Library                    | 2,286.19   |
| Tied Funds                 | 39,156.02  |
| Casual relief teachers     | 2,951.88   |
| Administration and office  | 47,837.06  |
| Utilities                  | 17,124.93  |
| Maintenance                | 14,207.83  |
| Trust payments             | 15,131.63  |
| Capital programs           | 0.00       |
| **Total expenditure**      | **175,840.62** |

**Balance carried forward** | 57,009.81
Sport

2009 was a highly successful year for the students of Annangrove Public School in the sporting arena.

- Our mixed soccer team won the Small Schools State Soccer Knockout. Making Annangrove State Champions for 2009. Thank you to Mrs Linda Sorokin (teacher and manager) and Mr Minno Pellizzon (parent and coach) for their time and commitment to the team.

- Our under 10 girls Futsal team were runners up at the regional carnival and went on to represent the Dural region at State Level. They played extremely well, but were unlucky to make the finals. They represented our school and the region in this inaugural competition offered by FNSW for 10 year girls. They are true pioneers in promoting equality in sporting opportunities for girls.

- Tennis lessons are conducted twice a week on our school court.

- Our students participated in a wide variety of sporting pursuits including: soccer, cricket, AFL, 7 a side soccer, girls and boys Futsal soccer teams, Rugby League coaching, squash and tennis lessons, Basketball, golf and Joey League.
Public Speaking

Again in 2009 we ran our very successful K - 6 Public Speaking Competition. Each class selected several representatives from each stage to progress into the finals. The finals were held at school with Mr Jim Visione and Mr Ray Williams (Member for Hawkesbury) adjudicating. The winners were presented trophies at our annual presentation days. Our winners were:

- Stage 1 Jessica Eltis
- Stage 2 Emma Bishop
- Stage 3 Ryan Wartmann

Debating

Senior students from Annangrove competed in the Beecroft zone interschool debating competition under the close guidance of Mrs Linda Sorokin. Working through lunchtime they prepared debates on a wide range of topics. They enthusiastically competed in debates on various topics and learnt a great deal about public speaking, rebuttals, voice projection, body language and preparing notes for a debate. They were undefeated in their three rounds. Congratulations to our debating team on their ongoing commitment and dedication.

Environmental Education

A dedicated group of community members and parents have started to regenerate the school's nature trail under the watchful eye of Mrs Sandra McDowell, community member and neighbour. They were successful in gaining an environmental grant to help fund this program.

During 2009 we were able to purchase and install plant identification labels throughout the trail and build a viewing platform for students and trail walkers. This viewing platform has become a very popular spot with our students during lunchtimes. Mrs McDowell is continuing to label and identify plants along the trail, including the traditional Aboriginal uses for many of the plants.

Through our connections with Galston High School, especially the Agriculture department, we decided to build our own chook yard and raise some Annangrove Public Chooks. Our chooks have been a very positive influence on our students. They love them. Students have learnt about the life cycle of a chicken and how to hypnotise them. Pictured below are four of our chook enthusiasts.

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 the 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)

Ten Year 3 students and seventeen Year 5 students participated in the Naplan Tests. The Literacy component was made up of, reading, writing, spelling, grammar and punctuation.

Literacy – NAPLAN Year 3

In Year 3 reading, all students scored in the top range bands with 50% of students scoring in bands 5 and 6. No students from Annangrove Public School scored in bands 1 and 2 and only 20% of students scored in band 3.
Year 3 Reading

84% of Year 3 students scored in the top bands, (bands 3/4/5) in reading. This result is well above State average. One student scored in band 2 and no students from Annangrove Public School scored in band 1.

Year 3 Spelling

Our results for spelling in Year 3 were spread across bands 2 to 6. The majority of students 57%, scored in the top bands, (bands 5 and 6). No students scored in band 1.

Year 3 Writing

In Year 3 writing, 90% of students scored in the top bands, (bands 4/5/6). Most of our students are performing at a much higher level in writing than the state average. No students from Annangrove Public School scored in bands 1 or 2 for writing.

Year 3 Grammar and Punctuation

In grammar and punctuation the students were spread across all bands. The majority of students, 63% scored in bands 4 and 5. This is an area of focus for 2010.
Numeracy – Year 3

Our year 3 students showed a varied response in numeracy. 58% of students scored in bands 3 and 5. This will be an area of focus for 2010.

Literacy – Year 5 Reading

In Year 5, the majority of students, 87% scored in the highest bands, (bands 6/7/8). This was significantly higher than the State average.

Year 5 Writing

In Year 5 writing, 75% of our students scored in bands 6 and 7. No students scored in band 3.

Year 5 Spelling

In Year 5 Spelling, 87% of our students scored in bands 6 and 7. No students scored in band 3, with only one child scoring in each of bands 4 and 5.
**Year 5 Grammar and Punctuation**

In Year 5 Grammar and Punctuation, 69% of students scored in bands 6 and 7. No students scored in band 3.

- **Numeracy – Year 5**
  
  In Year 5 Numeracy, 75% of students scored in bands 6, 7, well above the State average. No student scored in Band 3 or 4.

**Progress in literacy**

The students at Annagrove Public School have continued to show positive growth in reading over the past three years, achieving well above the State average.

**Progress in Writing**

The school has focussed on writing as a target area for two years. Student progress is above both the State and LSG. We will continue to maintain this focus over the next three years.
Progress in Numeracy

Progress in numeracy continues to improve as we have maintained a satisfactory level achieving equal or above State and LSG levels.

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 2009

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<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
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<tr>
<td>Numeracy</td>
<td>84</td>
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</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

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<tr>
<td>Writing</td>
<td>100</td>
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<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2009, the students at Annangrove Public School participated in a number of programs which were used to teach students about the history and culture of our indigenous people.

Aboriginal perspectives in all Teaching and Learning programs continued as a priority across the curriculum and in all classrooms.

Multicultural education

At Annangrove Public School multicultural education and perspectives are integrated into all teaching programs, specifically through our HSIE and literacy units.

Respect and responsibility

Respect and responsibility are consistently promoted throughout the year as part of our Student Welfare program. Students, teachers and parents all have the right to be treated with respect when communicating with others in the school community.

We have continued our Peer Support program, implemented in term 3 with a focus on building friendships through leadership. This program was run by senior students and encouraged responsibility for the care and welfare of the students in their groups.

Our school captains coordinated the ANZAC Day and Remembrance Day services at school and represented the school at the public district services. It is important to reinforce the need to observe and understand our national traditions.
Progress on 2009 targets

Target 1
To have all classes connected with interactive Smart boards and using them as a teaching tool.

Our achievements include:

- Purchasing and installing Smart boards in all permanent teaching classrooms.
- Providing Teacher Professional Training in the form of a 2 day training course for three teachers and one administration staff member. The remainder of the staff will be trained in 2010.
- Purchasing new interactive hardware for staff to use in their lessons.

Target 2
To improve the literacy standards with a specific emphasis on Spelling.

Our achievements include:

- Implementing the PEG Spelling program 3-6.
- Identifying specific students to work with our Learning Support Teacher on individual programs.
- Using syllabus outcomes to plan teaching and learning experiences specific to spelling.
- Timetabling and accounting for effective use of STLD time.

Target 3
To improve student outcomes in the space strand as well as working mathematically.

Our achievements include:

- Using syllabus outcomes to plan teaching and learning experiences specific to the working mathematically strand.
- Initiating and running maths groups across the 3-6 in space and working mathematically.
- Creation of assessment tasks and class programs reflective of the Quality Teaching Framework.
- An increase in Years 3 and 5 students achieving in higher bands in the Naplan test.
- Continued implementation of CMIT group sessions in ES1 and Stage 1.

Key evaluations

Curriculum- Creative and Practical Arts (CAPA)

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 2009 our school carried out evaluations of Creative and Practical Arts and Communication within our school.

Background

The staff felt that this Key Learning Area had not been reviewed in recent times and it was important to evaluate the program, to ensure current practices and programs were in line with syllabus requirements.

Findings and conclusions

A survey of our Creative and Practical Arts was completed by all staff, students and parents and the following was indicated:

- All surveys returned emphasised the importance of Creative and Practical Arts as a Key Learning Area at our school.
- 98% of students surveyed loved the range of activities offered and would like to have more.
All parents strongly agreed that the programs currently running at Annangrove Public School were developing their child’s skills in Visual Arts, Music and Dance.

Most parents would like to see further development of the music program on offer at the school. This would involve the students learning a range of instruments with private tutors.

Staff wanted to integrate their Creative and Practical art sessions through their teaching of Science and HSIE (Human Society in It’s Environment) units.

There was a general consensus amongst staff that assessment of particular skills needed to be embedded within the program and reported to parents on a regular basis.

94% of students commented on how they loved to work in group activities in Creative and Practical Art lessons and had more fun during these lessons.

66% of parents were unaware of what outcomes their child were expected to achieve in Creative and Practical Arts.

Future directions

- Development of a student Learning journal for Creative and Practical Art lessons.
- Opportunities will be provided to facilitate whole school planning to coordinate a K-6 scope and sequence of lessons.
- Sharing lesson ideas with colleagues through the small schools network.
- Continue the Junior Clubs, K-2 and extend them into the 3-6 classes.
- Exhibit students work in the school foyer, library and other key areas of our school as well as taking opportunities for public exhibition and competitions.
- Allocation of funds for new Creative and Practical Arts resources and equipment.

Educational and management practice

Teaching and Learning

Background

The school’s commitment to quality teaching has refocused our attention on teaching and learning Pedagogy. We evaluated our Teaching and Learning programs as a focus for 2009. We collected a range of data and information during Term 4.

Findings and conclusions

- 100% of all staff were happy with their professional learning and believed they provided relevant and stimulating teaching and learning activities from the curriculum to all students.
- 100% of all staff implemented quality assessments and detailed tracking of student outcomes.
- Parents reported high levels of satisfaction with teaching and learning, believing the school provided strong skills in the teaching of literacy and numeracy. Parents have great respect and admiration for the teaching staff of Annangrove Public School.
- Students reported high levels of satisfaction with their learning, believing they were achieving in literacy and numeracy and that they were receiving a quality education.
- Teaching staff reported high levels of satisfaction and achievement with the delivery of literacy and numeracy programs across the school.

Future directions

- The school will continue to provide a range opportunities for staff to attend professional learning programs which will enhance their teaching and learning programs. These will incorporate literacy, numeracy and technology programs as well as CAPA (Creative And Practical Arts) our focus KLA.

Professional learning

Professional learning activities have occurred throughout the year. It is vital that all teaching staff are regularly updating and continually improving their teaching and management skills. At Annangrove Public School all teachers
participated in professional learning opportunities during 2009.

Our school joined with the other schools involved in the Galston Community of Schools (GCoS) staff development day. We were involved in various aspects of literacy as well as numeracy and writing activities.

Targets for 2010

Target 1. To improve literacy for all students

Strategies to achieve this target include:

- Training in Best Start assessment for Kinder. Implementation and monitoring throughout 2010
- Focus on reading groups in 3-6 and purchase of relevant and suitable resources for use in Stages 2 and 3.
- Strengthen implementation of the NSW Quality Teaching Model
- Identification and development of specific Learning Support Plans for students with special needs in literacy.
- Focus on identified areas of NAPLAN 2009 results and attend Teacher Professional Learning sessions to build teacher’s knowledge and skills.
- Benchmark, collect data and provide remedial work for identified students and track their progress.
- Utilise the expertise and knowledge of our STLA to ensure quality programs are offered for identified students as well as class programs.
- Increased use of ‘guided reading’ strategies in class programs.

Our success will be measured by:

- All Kindergarten students’ literacy needs addressed.
- Increased levels of engagement and skills developed through reading groups.
- Increased comprehension skills across all levels at each stage.

- Improved NAPLAN results in literacy.
- Purchase and use the PM Benchmarking kit which will allow us to track student progress in literacy.
- All students working to ability through differentiated literacy programs.

Target 2 To improve numeracy for all students.

Strategies to achieve this target include:

- Ensure Best Start assessment is given to Kindergarten and utilised.
- Counting-On programs utilised and operating in Stage 2 and 3.
- Strengthen implementation of the NSW Quality Teaching Model
- Focus attention on identified areas of need from NAPLAN 2009 results.
- Continue differentiation of Maths through flexible groupings and programs across the 3-6 classes.

Our success will be measure by:

- All Kindergarten students’ numeracy needs addressed as shown in progress assessment data.
- 75% or more of students in each stage achieving stage appropriate outcomes.
- Specific assessments used to show the effectiveness of our teaching and learning programs.
- Parent and student data reflecting positive student engagement.

Target 3. To improve student engagement and behaviour.

Strategies to achieve this target include:

- Strengthen implementation of the NSW Quality Teaching Model.
- Continue to implement a quality preschool to Kindergarten Transition program.
- Strengthen our Year 6-7 Transition program.
• Continue and strengthen our partnership with Galston High School and the Community of Schools.

• Introduce the PBEL (Positive Behaviour Engaging Learners) through a whole school approach to school discipline and welfare.

• Introduce a consistent language style and values for students, staff and parents.

Our success will be measured by:

• All class programs bearing evidence of the NSW Quality Teaching Framework and a professional dialogue between colleagues established.

• Staff trained in the PBEL program and programs established throughout the school.

• Key expectations established and communicated to students, staff and parents.

• Continued participation in the Galston Community of Schools and be involved in the events run at Galston High School.

• Use district consultants to help organise and improve our transition programs.

• Introduce a reward scheme to reward positive behaviours in the classrooms as well as in the playground.

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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:

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.

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