School Context
Annangrove Public School is a welcoming and friendly school community, based on a strong co-operative partnership between staff, students, parents and the wider community. Our School prides itself on delivering outstanding educational programs with a highly dedicated staff and excellent facilities, employing the latest technologies to offer every child the very best opportunities for success.

We are a small caring school which continues to be a focus of the local community. At Annangrove we offer all students a broad range of educational, creative and social opportunities in a safe, caring and picturesque environment.

Our school community reflects the changing nature of society and our teachers are committed to the idea of learning as a life continuum. Our caring and harmonious school environment allows all students to achieve their full potential in personal, social and academic endeavours.

Principal’s message
2014 has once again been a highly successful year at Annangrove Public School. Our students excelled in all areas including academic, sporting, creative and social learning. It has been a pleasure to lead our journey as a school community, demonstrating how we value quality education in a caring environment.

The achievement of students across a range of pursuits has been exceptional. Several students achieved credits, distinctions and High distinctions in external University competitions.

In the sporting arena, students have experienced some great triumphs, and we have again showcased our students in the Creative Arts.

Our school continued to develop and maintain a strong, effective partnership between school and the community. Our promotions committee worked tirelessly to increase enrolments which resulted in 18 students enrolling in Kindergarten. Our P & C, along with our canteen committee, worked hard to raise finances to purchase high quality learning resources for use in our classroom programs.

The teaching, administration and support staff at our school are exceptionally dedicated and professional in manner. They are focused on providing the very best learning opportunities for all of our students.

Throughout 2014 we saw a range of significant events at Annangrove Public School. Weekly music lessons began, iPads were introduced, and the “Out of the Box” club was commenced for our Gifted and Talented students. We began planning our Aboriginal garden, had trees removed from the playground and did the groundwork to establish an Out of School Hours (OOSH) facility onsite to commence in 2015.
I sincerely and warmly extend my appreciation and thanks to the entire school community, and to the staff. It is indeed a privilege to hold the position of Principal at this wonderful school. The Annual School Report provides a summary of our endeavours and achievements in 2014 and gives a structure to communicate our priorities and the focus of our learning in 2014. This report highlights many of our fine achievements.

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 as well as a guideline for the future development.

Paddy Rich
Principal

P & C message
In 2014 the P & C Executive Committee was:

- President     Kirsty Siedentopf
- Secretary     Sue Lannoy
- Treasurer     Kylie Seward

2014 was another rewarding year for the P & C with many new members joining. Our committee members were enthusiastic and keen to get moving to help the school as much as they could.

The P & C proudly contributes financially towards programs each year. These include:

- Mathletics subscriptions for all students K-6
- Insurance for all students, covering them for accidental injury.
- Gymnastics programs K-6

In 2014 we were also able to:

- Initiate School banking through the Commonwealth Bank, helping the children learn about saving and being moneywise. The bonus was earning a few hundred dollars commission for the school.
- Purchase plants for our gardens.
- Started the Green Thumb Gardening Club under the supervision of Mrs Lexie Barnes, and successfully obtained a grant won by Rhys Banes, which was used to purchase a garden shed.
- Purchase full colour flyers/brochures for distribution to surrounding suburbs promoting our school.
- Raise funds to allow the installation of Wi-Fi across the whole school and update other classroom technology.

We have continued to be insistent in the battle to get a safer pedestrian crossing installed. This year saw some media attention of our plight in local papers, and although there is still not a solution on the table, we will continue to do whatever we can to protect our children.

Our fundraising committee, headed by Mrs Annette Lewis, worked tirelessly throughout the year. The highlight was definitely Bogan Bingo, a wonderfully successful night which raised more than $3,000. Our foray into the Market business was a bit of a “wash out”, thanks to Sydney’s spectacular summer storms, yet the Twilight Markets still managed to raise more than $2,000. This project will definitely be made next year and promises to be an annual event for the local community.
Finally, it is with a heavy heart that I bid farewell to Annangrove. It has been an honour to represent the parents of the school for the last few years, and I wish the next P & C President the very best. I will miss the students, parents, and staff of this wonderful school as our family moves on to new opportunities.

Kirsty Siedentopf
P & C President

Student representative’s message
There are many experiences in a person’s life which change them forever and make them the people they are today. We both feel that our role as School Captains for 2014 has had a major impact on shaping our lives. Annangrove Public School has given us the most honorable role of our lives as School Captains. This role has enabled us to follow, understand and demonstrate Annangrove’s 3 key values: Respect, Responsibility and Effort. These have been our key directional tools and have helped us perform our role as School Captains to the best of our abilities.

We have both been at Annangrove since Kindergarten and during the past seven years have met so many wonderful teachers, staff, volunteers, representatives and mentors who have all encouraged us.

Being part of this great community for all our primary schooling has been extremely rewarding, creating many treasured memories that we will take with us for the rest of our lives. The friendships that we have made at Annangrove have been amazing and will be unforgettable.

As leaders, we never felt we were alone. We had the full support of our Principal Mr Rich, the teachers, our fellow students and their families.

We will miss our little school, as it holds a very special place in our hearts. Thank you for the memories and the great friendship. They will be treasured forever.

To our fellow students, we wish you lots of good times, the best of luck and success in High School.

Megan Johnson & Kane Flemming
(2014 School Captains)

Student information
During 2014 our school had four classes from Kindergarten to year 6. These were: K, 1/2, 2/3 and 4/5/6. At the end of 2014 our enrolment numbers totaled 81 students. Student numbers varied throughout the year with some students leaving to due to geographical relocation or change in family circumstances.
Student attendance profile

Class Rolls are checked daily to ensure that students are attending school, to gain maximum benefit from the educational programs. Absences are followed up by the class teacher. If the school is concerned about a student’s attendance they will contact the child’s parents. If the concern if not rectified they are referred to the Home School Liaison Office.

Staff Information

In 2014, the staff consisted of three classroom teachers and a Teaching Principal. In addition, two permanent part time teachers were employed for the school’s Library program, relief from Face to Face Teaching (RFF) and our Learning and Support program. A part time counsellor also worked at our school. The office staff consisted of a full time Senior Administration Manager supported by a part time School Administration Officer. A General Assistant was also employed.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.606</td>
</tr>
<tr>
<td>Total</td>
<td>6.106</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. There are no Indigenous staff currently employed at Annangrove Public School. All staffing allocations were retained from 2013.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>100</td>
</tr>
</tbody>
</table>

Professional Learning and Teacher accreditation

All staff participated in professional Learning activities throughout 2014. With staff setting professional goals related to our school targets they attended Teacher Professional Learning activities which helped to achieve their professional goals and meet the school targets. These targets effectively allow staff to implement programs within their classrooms and the school, both educationally and administratively to improve student outcomes.

Specific Professional Learning targeted the support and implementation of the new English Curriculum and changes in technology.

All staff attended combined Staff Development Days (SDD) as part of the Galston Community of Schools in order to update qualifications in: CPR, Asthma Training, Anaphylaxis, Child Protection and Disabilities Training, Grammar,
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>15,083.81</td>
</tr>
<tr>
<td>Global funds</td>
<td>94,893.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>41,873.93</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>35,185.75</td>
</tr>
<tr>
<td>Interest</td>
<td>880.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,918.50</td>
</tr>
<tr>
<td>Total income</td>
<td>189,836.15</td>
</tr>
</tbody>
</table>

Expenditure

Key learning areas | 9,136.96 |
Excursions         | 8,703.99 |
Extracurricular dissections | 11,364.29 |
Library            | 3,074.24 |
Training & development | 2,154.96 |
Tied funds         | 50,040.56 |
Casual relief teachers | 9,819.96 |
Administration & office | 43,877.10 |
School-operated canteen | 0.00 |
Utilities          | 18,909.38 |
Maintenance        | 9,785.92  |
Trust accounts     | 1,876.90  |
Capital programs   | 0.00      |
Total expenditure  | 168,744.26 |

Balance carried forward | 21,091.89 |

A full copy of the school’s 2014 financial statement was 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 2014

Achievements

Arts

Annangrove students participate in many programs within the Creative and Practical Arts curriculum. Our students have continued to display their talents and skills working with a wide variety of mediums. All students are encouraged to enjoy their own creativity therefore all students experience success. Students have had many opportunities to display their talents throughout the year.

Gymnastics

All students, K-6 participated in a ten week gymnastics program run by School Gymnastics. This program was highly motivational and enjoyed by all students. The culmination of this program was a whole school display during Education Week.

Mrs Burley and Mrs McHugh were instrumental in preparing the students for performances at Easter, Education Week, Book Week, Carols Night and our Presentation Days. These performances were highly entertaining.

In terms 2 and 3, students from K-2 participated in the Junior Clubs each Thursday afternoon. This involved a range of activities including: woodwork, cooking, weaving, clay
modelling, indigenous arts, whacky science, gardening, iPads, French knitting, and fabric painting.

All students 3 - 6 participated in senior clubs. They learnt to cook, sew and paint as well involving themselves in a range of creative options.

Sport

The students at Annangrove were offered a wide range of sporting opportunities throughout the year, with wonderful results. Sport plays a large role at Annangrove and it is actively promoted for fitness, enjoyment and participation.

During 2014 we successfully participated in Swimming, Cross Country and the Athletics carnival.

The Athletics Carnival was held at Les Shore Oval, Glenorie. This day was hugely successful, and like the swimming and cross country carnivals, allowed our students to compete against a larger cohort, as well as develop friendships with students in our wider community.

We sent teams to compete in the Beecroft Zone Carnivals in swimming, cross country and athletics with great success. Megan Johnson was selected in the Sydney North Regional State soccer team. She participated in the state soccer competition, which the Sydney North team won.
Year 3-6 students participated in the Primary Schools Sports Association – (PSSA) in Netball and Oz tag. Our students were successful and keen participants. We entered several teams in the Oz tag Gala day, with two teams reaching the finals. Our school sent teams to compete in the Regional Futsal Championships at Richmond. All teams were highly competitive and displayed great enjoyment and sportsmanship.

All students participated in a wide variety of Sporting activities and Skills Development at school which included: Cricket, AFL, Soccer, Rugby League, Tennis and Basketball. Weekly tennis lessons are conducted on the school court prior to school lessons beginning for the day.

Public Speaking
In 2014 we continued our highly successful Public Speaking Competition, overseen by Mrs McHugh. All students from Kindy to Year 6 were involved in the Public Speaking program within their classes. Representatives from each Stage were selected to progress to the finals. The finals were held at school with Mr Jim Visione and Mrs Elaine White presiding as judges. All finalists were recognised with certificates and the Stage winners were presented with trophies at our Annual Presentation Day. Trophy recipients were:

Stage 1 – Abbie Hodgert
Stage 2 – Isabella Nesci
Stage 3 – Kane Flemming

Premier’s Spelling Bee
In 2014 we had two students represent the school in the Premier’s Spelling Challenge. Lachlan Campbell and Calum Fraser both represented Stage 2. Lachlan succeeded to the second round and Calum made it to the fourth round.

University Competitions
Throughout 2014 we had an increase in the amount of students sitting the NSW University Competitions. For such a small school we have had a very high participation rate, accompanied by outstanding results.

Maths
High Distinction
**Academic achievements**

**NAPLAN**

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.

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

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

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) for more information on NAPLAN testing.

The reporting of information must be consistent with privacy and personal information policies. Ten or more students must complete the NAPLAN testing for individual school percentage in band, three-year school average, the average growth information to be publicly reported.

At Annangrove Public School eight students in Year 3 sat the NAPLAN test for 2014. Therefore result tables cannot be reported for reasons of privacy and statistical limitations of the data.
Reading: 91.7% of our Year 3 students scored in the top three bands (Band 4, 5 and 6). Our school based data shows 94% of Year 3 students are reading at or above PM level 27 with sound comprehension strategies. Only one student from our Year 3 cohort scored in Band 2 and no students were below national minimum standards in reading.

The Year 3 students at Annangrove achieved 57.4 points above State level in reading.

Writing: 81.6% of our Year 3 students scored in band 3 or above, with the majority of students reaching band 5. No students were below national minimum standards in writing. Writing will continue to be a target area in 2015.

Spelling: 83.4% of our Year 3 students scored in the top three bands. Annangrove students performed 48.7 above State level in spelling. No students were below national minimum standards in spelling.

The Year 3 students at Annangrove achieved 35.7 points above State level in spelling.
**Grammar and Punctuation**: 100% of our Year 3 students achieved in the top two bands in Grammar and Punctuation.

Annangrove students scored 91.4 points above State level. No students were below national minimum standards in Grammar and Punctuation.

The Year 3 students at Annangrove achieved 33.4 points above State level in Grammar and Punctuation.

**NAPLAN Year 3 - Numeracy**

In 2014, 100% of students who sat the NAPLAN Numeracy test scored Band 3 or higher. No students were below national minimum standards in numeracy.

The Year 3 students at Annangrove achieved 50.1 points above State level in Numeracy.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation). In 2014 we had seven students in Year 5 sit the Naplan Tests.

**Reading**: 100% of our students in Year 5 reading achieved results in Band 5 or above. No students were below national minimum standards in reading. The Year 5 students at Annangrove achieved 38.4 points above State level in reading.

**Writing**: 100% of students scored Band 5 or higher in writing. No students were below national minimum standards in writing. Writing is a target area for 2015.
**Spelling:** 100% of Year 5 students scored in Band 5 and above. No students were below national minimum standards in spelling.

**Grammar and Punctuation:** 100% of students scored Band 6 or above in Grammar and Punctuation. No students were below national minimum standards in Grammar and Punctuation. The Year 5 students at Annangrove achieved 58.9 points above State level in Grammar and Punctuation.

**NAPLAN Year 5 - Numeracy**
In 2014 seven students from Year 5 sat the NAPLAN Numeracy test. 100% of students scored Band 5 or greater. The Year 5 students at Annangrove achieved 15.5 points above State level in Numeracy. No students were below national minimum standards in Numeracy.

**Minimum Standards**
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7, 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
<tr>
<td>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Policy and Equity funding

Aboriginal Education

The Aboriginal and Torres Strait Islander histories and cultures are taught through cross curriculum which encompasses the concepts of Country and Place, People, Culture and Identity. Through the introduction and implementation of the Australian English curriculum we have taught the students the knowledge of beliefs and values systems of Aboriginal and Torres Strait Islander people.

Aboriginal Education is taught through a variety of Aboriginal Perspectives throughout all Key Learning Areas with emphasis on HSIE (Human Society and Its Environment) and Literacy units. Students in Early Stage One and Stage One focused on the Dreamtime stories. Stage 2 focused on the involvement of Aboriginal Australians during the British Colonisation of Australia. Stage 3 focused on the Aboriginal involvement in shaping Environments throughout Australia. A K-6 excursion to Taronga Zoo focused on Animals of the Dreaming.

We successfully applied for a local community grant to construct an Indigenous garden in the grounds of the school. After extensive consultation with community groups, construction is now underway and the garden area is expected to be completed in June 2015.

Multicultural Education

Implementation of the new National English curriculum has provided the students at Annangrove PS with many opportunities to explore and appreciate the rich traditions of the people and countries of Asia. Students are developing a deeper understanding of the many languages and diverse Asian cultures and how they influence our country’s wonderful diversity. Multicultural Education is inclusive of classroom and school practices.

Multicultural perspectives are taught across all Key Learning Areas throughout the school. Students are taught tolerance, intercultural understanding and the skills for life in modern Australia. All teaching and learning programs reflect this understanding and promote harmony.

Equity Funding
Aboriginal background

An Educational Action Plan for our Aboriginal and Torres Strait Islander students was implemented. We planned and documented Personalised Learning Plans for all indigenous students. We used our funding to hold review meetings, with parents, teachers, students and specialized staff. This process enabled the school to maintain strong collaborative partnerships with parents and students. Funding allowed for individual programs in Literacy and Numeracy to be implemented. As a result significant improvements in student outcomes was evident.

Socio-economic background

In 2014 our school used allocated funding to run individual programs for students at risk in Literacy and Numeracy. We employed staff to run individual and small group activities on a daily basis.

School planning and evaluation 2012—2014
School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 we conducted evaluations on School Culture and Literacy.

Background

Throughout 2013-4 we continued to refine our PBEL key expectations of Respect, Responsibility and Effort. We fully implemented our Student Welfare and Discipline policies and noticed some positive changes in our school. Since the introduction of the PBEL programs there has been a 90% reduction in suspensions and timeouts.

Findings and Conclusions

School Culture

The processes used include both formal and informal data collected from parents, students and teachers. Written surveys, parent and staff meetings as well as informal meetings were used to collect data.

- A survey was sent to all members of the school community and we recorded a healthy response.
- The responses show that 90% of parents feel positive about our current school climate.
- 60% believe they contribute towards school based activities. They would like to encourage more parents and community members to become active members of our community.
- 80% of parents decided the P & C should actively promote activities to get more parents involved.
- 100% of parents agree that the teachers create a positive culture in their classrooms.
- 80% agreed that the school culture was positive and rewarding through our Student Welfare policy.
- Communication between home and school rated as very high and efficient.
- Students, parents and teachers all support the core expectations and culture of the school. Respect, Responsibility and Effort are the three elements that have developed the ongoing culture of cooperation within the school.
- 80% of parents supported the programs and activities run at the school. Some would like to see a wider range of extracurricular activities such as drama.

Future Directions

Annangrove Public School will continue to provide a strong and fair welfare and discipline policy which reflects our key expectations of Respect, Responsibility and Effort. Staff will continue to work collaboratively with parents and students to ensure the school community have a clear and concise understanding of our key expectations and the behaviours which are expected.

Posters displaying expectations are displayed around the school grounds and buildings reinforcing Respect, Responsibility and Effort. Staff continue to model and discuss the expectations with the students and parents.

Literacy/English results

Evaluation processes included both formal and informal data from parents, students and teachers. Written surveys, parent and staff meetings and informal meetings were used to collate data.

Background

In 2014 we decided to evaluate and appraise the teaching and learning activities based around Literacy/English at our school following the introduction of the National Curriculum.

Staff indicated that Literacy/English was the area of priority for further professional learning, and guidance in implementing the new curriculum into our classrooms.

Findings and conclusions

- 100% of all surveys indicated they valued Literacy/English as an important subject.
• 70% of parents indicated they were aware of the new English curriculum.
• 100% of parents thought staff taught English/Literacy in depth and gave their child a love of reading.
• 100% of parents indicated they had seen improvement in their child’s Literacy skills. Staff indicated they were finding it increasingly difficult to cover each aspect of the English curriculum in detail and depth.
• 90% of parents surveyed indicated the success of the Spellodrome and Reading Eggs programs and their child’s enjoyment of these.
• 40% of parents indicated they would like to receive information regarding the new Australian Curriculum.
• 50% of parents were aware of the trialling of the New Mathematics Curriculum.

Future Directions
The Staff at Annangrove will continue to implement the National Curriculum with greater knowledge and understanding of the Asian and Aboriginal cultures and perspectives. Staff are motivated to continue attending relevant professional training sessions and share resources and techniques, to improve the pedagogy of their teaching and the outcomes in their classrooms.

School planning 2012 — 2014:
School priority 1- Writing

Outcomes from 2014
To improve student performance in Writing.

Evidence of achievement of outcomes in 2014:
• More students achieving in the top bands of Years 3 and 5 Naplan results
• No students achieving below minimum standards in writing across Years 3 and 5.
• Regular and ongoing whole school teacher professional learning in the content and implementation of the Australian Curriculum- K-10.
• Staff attendance at a professional learning course titled ‘A beginner’s Guide to Grammar to improve Writing K-12’ was presented in conjunction with the Galston Community of Schools.
• Teacher professional learning provided for the development and initial introduction of an editing system.

Strategies to achieve these outcomes in 2014:
• New English Curriculum implemented with a major focus on multicultural, indigenous and Asian perspectives using a range of multimodal texts.
• Staff training in using the PLAN (Planning Literacy and Numeracy) software. All staff successfully used school and stage based data to plot student progress on the Literacy and Numeracy continuums. Through this process staff were able to analyse the data to develop specific teaching and learning programs to ensure all students achieved success and reached their personal best.
• Continued the implementation of MultiLit and MiniLit programs across the school with the assistance of parents and members of the community. These programs helped to strengthen word attack skills, word recognition, along with student confidence in oral reading.
• Continued to operate DEAR (Drop Everything and Read) program across the school. Staff developed specific tutoring programs which senior students delivering the program on a regular basis. The program was highly successful with students showing significant progress.
• Learning and Support Team was nominated to oversee all literacy programs across the school under the Every School, Every Student (ESES) framework. We continued to refine the process of identifying students at risk
by allocating time in our weekly staff meetings to discuss matters and share resources.
• All staff attended combined Staff Development Days (SDD) with Galston Community of Schools and Small Schools network.

School priority 2- Numeracy

Outcomes from 2014
To improve student performance in Numeracy.

Evidence of achievement of outcomes in 2014:
• No students achieving in the lower bands in Numeracy.
• No students achieving below minimum standard in Numeracy in Years 3 and 5.
• Over 50% of Year 3 students achieving in bands 5 and 6 in Numeracy.
• Over 50% of Year 5 students achieving in the top three bands in Numeracy.

Evidence of progress towards outcomes in 2014:
• Staff trialled the new Mathematics curriculum and attended several professional training sessions regarding its implementation.
• Highly successful CMIT (Count Me In To) maths groups in Early Stage 1 and Stage 1 continued. Practical maths groups were also introduced in 2014 across Stages 2 and 3. These sessions very highly successfully and allowed students to enjoy motivating and effective ‘Hands On’ activities.
• Staff purchased and upgraded Maths resources and equipment.
• All staff were trained in using the PLAN (Planning Literacy and Numeracy) software. This resulted in all students being plotted on both the Literacy and Numeracy continuums. Specific programs were developed to cater for students at risk.

Parent/caregiver, student and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers concerning all aspects of the school. Their responses are presented below.
Parent satisfaction was high as all respondents reported they are happy with the level of communication between school and home. Parents were happy with the changes to the newsletter and the introduction of the school App. All parents were very happy with the continuation of our PBEL (Positive Behaviours Engaging Learners) program. They commented on how there are clear guidelines and consequences.
100% of staff commented favourably regarding the effectiveness of our PBEL and ensured its continuation.
Staff reported they were very satisfied with all aspects of school
Students at Annangrove PS love coming to school and the range of programs we offer.

Future Directions 2015-2017 School Plan
NSW Dec is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from 1st May 2015.
Annangrove Public School strategic directions 2015-17 are:
1. Successful learning for all
2. Build collaborative partnerships with all sections of the school community.

About this report
In preparing this report, the self-evaluation committee has gathered information from surveys conducted throughout the year and has analysed further information concerning
the school's practices and student learning outcomes. The self-evaluation and school planning committees have determined targets for the school's future development.

Mr Paddy Rich       Principal
Mrs Tracee Doyle    Teacher
Mrs Linda Sorokin   Teacher
Mrs Julie McHugh    Teacher / Librarian
Mrs Toni Niccol     Teacher
Mrs Sue Burley      L.A.S.T. (Learning and Support Teacher)
Ms Kerryn Chappell  S.A.M. (School Administration Manager)
Mrs Kirsty Siedentop P & C President

School contact information
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Fax: 9679 1389
Email: annangrove-p.school@det.nsw.edu.au
Web: www.annangrove-p.school.nsw.edu.au
School Code: 3719

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