Our school at a glance

Annangrove Public School prides itself on delivering outstanding educational programs with a highly dedicated staff and excellent facilities, employing the latest technologies to offer your 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.

Our welcoming and friendly school community is based on strong co-operative partnerships between staff, students, parents and the wider community.

Messages

Principal’s message

2012 has been a very productive year at Annangrove Public School. The staff, students, parents and community members have worked together to ensure that we continue to provide a stimulating and challenging school environment, while maintaining our four class structure.

Our teachers have continued to provide outstanding teaching and learning opportunities for our students and I would like to publicly acknowledge them for their hard work and commitment. Thank you to:

Mrs Doyle – Kindergarten
Mrs McHugh and Mrs Burley-1/2
Mrs Sorokin – 3/4
Mrs Niccol - our Release from Face to Face teacher, Learning Support Teacher and Principal’s Release.

Thank you to our wonderful office ladies who work tirelessly behind the scenes, ensuring our school operates with precision and catering to students needs. These ladies are: Mrs Constable, Mrs Rogers and Mrs Moss.

Thank you to Mrs Campbell, Mrs Constable and Mrs Williams who offer support in our classes in the role of teacher’s Aide. They have supported students and staff throughout the year and have been invaluable.

Mr Tyszyk our General Assistant has continued to keep our school grounds looking beautiful. Every visitor to our school comments on how beautiful our school grounds look. Thank you.

Our school P&C had been busy throughout the year with the main focus being our canteen refurbishment that was completed early in 2012.

Our students experience many excursions and incursions during the year, which have enhanced their learning experiences.

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.

Mr Paddy Rich
Principal

P & C message

My first year as P&C President was one full of challenges and great successes. We were very excited to add several new members to our group, and meetings were run (almost) every month of the school year. Our meetings were positive, and a great forum for general discussion and important decisions regarding our school.

This year, your P&C executive members are:

President: Kirsty Siedentopf
Vice President: Scott Pope
Secretary: Susan Lannoy
Treasurer: Kylie Seward

At the beginning of the year, the P&C decided to offer an incentive to families to pay their Voluntary Contribution promptly, and we were grateful to Crinti’s Italian Restaurant at Castle Hills, who donated a $150 voucher. This was a
great success, and saw many more families paying on time than in previous years.

A new Fundraising Committee was formed, headed by Mrs Annette Lewis and assisted by Mrs Lexi Barnes, and Mrs Susan Lannoy. The Committee organised and ran Bunnings BBQ’s, raffles, cake stalls, drink stalls, guessing games, the Mothers and Fathers Day stalls … the list goes on! A huge thanks needs to go to these ladies who worked very hard, and really increased the money coming into the P&C, which always goes straight back into the school – for example:

- To fund Student Accident Insurance, covering our children for accidental injury and death 24/7.
- To pay for all students to have access to Matheletics both from school and at home.
- Subsidising various programs throughout the year.
- $2,000 towards new blinds for all classrooms.

The biggest and most exciting project of the year was the renovation and grand opening of the new canteen. It was hard work, and very stressful at times, but the result was a state of the art, custom designed and built space worth around $30,000 – for which we paid less than $6,000. We are very grateful to the following people and organisations for their donations of time, labour, money, and goods:

- Mr Berni Trieb of Bendigo Bank Dural – donated $5,000 for new appliances.
- Mr Nash Patel of The Good Guys Castle Hill – gave substantial discounts to allow us to purchase everything we needed for under $5,000 (oven, dishwasher, microwave, freezer, and drinks fridge)
- Mr Roger Perkins – drew up the plans.
- Mrs Geraldine McLoughlin of Dural Bunnings – provided paint, tiles, electrical materials, and general hardware.
- Dural Rotary, led by Mr Colin Fell – worked right through the school holidays to have the canteen up and running by term 3, as well as providing additional materials as required.
- Reece Plumbing Supplies – donated the hot water system
- Kmart – donated small appliances, cutlery, crockery, utensils, etc.
- Kitchen Perfection – for the fantastic deal on the custom designed and built fitout.

And our school families: Scott and Leanne Pope (plumbing), Gerard and Lexi Barnes (flooring), Anthony and Sue Lannoy (electrical).

As the Canteen Coordinator, and therefore project manager, I am incredibly grateful for all of the assistance that was received during the project, and I am very pleased with the result. We now have a functional and much more pleasant space to work in. After three years, I am very happy to be handing over the role of Canteen Coordinator to Mrs Lexi Barnes.

Our uniform shop, run by Mrs Gina Bowry and assisted in 2012 by Mrs Philippa Fraser, introduced new “starter packs”, which were appreciated by our new families. Once again we would like to open the uniform shop on more days, so we are hoping for more volunteers in 2013 to assist.

I am looking forward to continuing my role as P&C President in 2013. We have already set ourselves some challenges (like getting a Crossing Guard to protect our kids when crossing the road), and we hope to be able to make a real difference in the school community throughout the year.

Kirsty Siedentopf
President P&C

Student representative’s message

I had the privilege of being School Captain at Annangrove Public School for 2012. This was an honourable role with many memorable moments.

It was an interesting year, learning to adapt to new responsibilities, preparing for High School, and leading the school throughout the year.

On Anzac Day, along with several other students, we represented our school proudly at the
Annangrove Park memorial service, where we laid a wreath remembering those who gave their lives for our country.

Thank you to Mr Rich and Mrs Niccol (our class teachers for 2012), teachers and office staff for the support throughout the year. It enabled us to organise fundraising events through raffles, mini fete day, mufti days and ice block sale days. We raised $2,300.00, enough money to purchase a video camera and equipment as well as some reading resources.

2012 was a year we will remember, as it prepared us for High School. It offered great opportunities, challenges, experiences, friendships, support and many memorable moments. All this from a wonderful little school! Thankyou for making this one of our many enjoyable life experiences.

Jade Johnson and Riley Stanton

Significant programs and initiatives

During 2012 work began on refurbishing our school canteen. We were lucky enough to receive a $5000 grant from Bendigo bank, which enabled us to purchase all new electrical items for the canteen. This included a dishwasher, oven, fridges and a freezer. We had many volunteers, who gave up their time, as well as supplied tiles, paint and labour to get our canteen finished.
Thank you to Scott Pope and his father, for all his work and effort with the plumbing. Lexie and Gerard Barnes, for the flooring and painting, Anthony Lannoy for his work with the electricals and the team of men from Dural Rotary, who spent many hours working on the canteen. A huge thank you needs to go to our canteen supervisor who oversaw the project, Kirsty Siedentopf.

After many years of canvassing, we were rewarded with a toilet makeover. This has been long awaited. Work began in December and was completed during the holidays ready for the start of the 2013 school year.

Our school held an Olympathon in September to raise funds for classroom resources. Students were divided into Peer Support groups, representing different countries to compete in a variety of sports. These included: long jump, hockey, javelin, torch relay, cycling, and basketball. All the students enjoyed a BBQ lunch. Students were able to receive a gold, silver or bronze medal.

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### 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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>60</td>
<td>58</td>
<td>58</td>
<td>48</td>
<td>45</td>
</tr>
<tr>
<td>Female</td>
<td>37</td>
<td>33</td>
<td>33</td>
<td>22</td>
<td>33</td>
</tr>
</tbody>
</table>

### Student attendance profile

![Attendance Chart](chart.png)

### Management of non-attendance

When students are absent from school it is recorded in individual class rolls. This includes full absences as well as partial absences. If class teachers, or the school Principal are concerned about a student’s lack of attendance, the Home School Liaison Officer is notified.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.8</td>
<td>95.2</td>
<td>94.6</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>96.7</td>
<td>93.4</td>
<td>94.1</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>97.5</td>
<td>96.3</td>
<td>91.1</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.9</td>
<td>95.2</td>
<td>96.4</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.7</td>
<td>94.3</td>
<td>93.6</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.9</td>
<td>94.5</td>
<td>91.9</td>
<td>95.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.9</td>
<td>92.3</td>
<td>93.7</td>
<td>93.2</td>
<td></td>
</tr>
</tbody>
</table>

Total 95.0 94.9 94.2 93.4 93.7
### Class Sizes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Our classes were organized into 4 Stages. A straight Kindergarten class (Early Stage 1), 1/2 (Stage One) class, 3/4 (Stage Two) class, 5/6 (Stage Three) class.

### 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

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

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are currently no Indigenous staff employed at Annangrove Public School.

#### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
</tbody>
</table>
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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>30449.85</td>
</tr>
<tr>
<td>Global funds</td>
<td>81981.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>33326.60</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>43094.10</td>
</tr>
<tr>
<td>Interest</td>
<td>1356.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2062.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>6192271.28</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 10451.73   |
| Excursions                | 7665.84    |
| Extracurricular dissections| 7785.84   |
| Library                   | 3602.38    |
| Training & development    | 711.57     |
| Tied funds                | 37406.03   |
| Casual relief teachers    | 15547.95   |
| Administration & office   | 45742.54   |
| School-operated canteen   | 0.00       |
| Utilities                 | 20522.26   |
| Maintenance               | 14794.85   |
| Trust accounts            | 3284.26    |
| Capital programs          | 0.00       |
| Total expenditure         | 167515.25  |
| Balance carried forward   | 24762.03   |

A full copy of the school’s 2012 financial statement is tabled at the Annual General Meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

At Annangrove Public School our 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 variety of mediums. There has been a wide range of opportunities for our students to display their talents throughout the year. These include:

Achievements

Arts

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

- Our 3-6 students were given a range of art and craft lessons with the expertise from our SLSO (Student Learning Support Officer) and resident artist Mrs Kate Campbell.

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

Junior Choir

Senior Choir

Junior Choir

Senior Choir

Junior Choir

Senior Choir

Junior Choir
Sport

Sport plays a large role at Annangrove and is actively promoted for fitness, enjoyment and participation. Students at Annangrove have many opportunities to participate and excel in the sporting arena.

During 2012 we successfully participated in school based carnivals in swimming, cross country and athletics.

For the first time in 2012, the students from Annangrove Public School participated in a combined athletics carnival, at Les Shore Oval Glenorie, with Hillside Public School and Middle Dural Public School. This day was hugely successful and 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 with great success. Jade Johnson was successful in qualifying for the Area swimming and water polo teams. Natalie and Olivia Dolly were both successful in qualifying for the zone cross country.

- All students participated in a wide variety of sporting lessons and skills development at school which included: cricket, AFL, soccer, Rugby League, Tennis and Basketball.

- Our mixed soccer team made it to the semi-finals in the Small Schools State Soccer Knockout where they were beaten by Otford Public School. Thank you to Mr Dave Raymen for managing the team and driving the bus.

- Tennis lessons are conducted on our school court on a weekly basis.

Public Speaking

In 2012 we continued our highly successful Public Speaking Competition, overseen by Mrs McHugh. All students from K-6 were involved in the Public Speaking program within their classes. Representatives from each stage were selected to progress onto the finals. The finals were held at school with Mr Jim Visione, Mr Wes Chia and Mrs Elaine White adjudicating. All finalists were recognised with certificates and the Stage winners
were presented with trophies at our annual presentation day. Our winners were:
Stage 1 – Lachlan Campbell
Stage 2 – Cooper Flemming
Stage 3 – Madelynn Morgan

Premier’s Spelling Bee
In 2012 we had three students represent the school in the Premier’s Spelling Challenge. We had Luke Attard and Shane Tissington represent Stage 3 making it to the third round. In Stage 2 we had Joshua Pollard making it through to the fourth round.

Environmental Education
Throughout 2012 our student gardeners were helped and encouraged with the support of Hills Shire. We had lessons on saving our environment, recycling and worm farms, as well as guides and tips for planting.
Students from Years 5/6 planted a range of trees along our top oval. It was tough going, as the ground was rock hard in many places. Through hard work and determination our students planted the trees and continued a regeneration of the area.

Several students from Years 3-6 were selected to participate in an Enrichment Day at Longneck Lagoon.

Academic
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.
Yr 3: Band 1 (lowest) to Band 6 (highest)
Yr 5: Band 3 (lowest) to Band 8 (highest)
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 2012. Result tables cannot be reported for reasons of privacy and statistical limitations of the data.

Reading – NAPLAN Year 3
Reading: 87.5% of our Year 3 students scored in the top three bands (Band 4, 5 and 6). There has been a substantial increase in expected growth in Year 3 reading.

Our school based data shows 88% of Year 3 students are reading at or above PM level 25 with sound comprehension strategies.

Writing: 100% of our Year 3 students scored in band 3 or above, with the majority of students reaching band 5 or higher. There has been a solid improvement in the proficiency bands in Year 3.

Spelling: 87.5% of our year 3 students scored in the top three bands.

Our school based data shows 87.5% of Year 3 students have a spelling age equal to or above their chronological age.

Grammar and Punctuation: 87.5% of our Year 3 students achieved in the top three bands.

Numeracy – NAPLAN Year 3
In 2012, eight students sat the NAPLAN Numeracy test. 100% of students scored Band 3 or higher. The school average was 427.0 compared to the State average of 405.7. There has been significant improvements in the proficiency band in Year 3.

Literacy – NAPLAN Year 5
In 2012, 9 students in Year 5 sat the NAPLAN Literacy tests.

Reading: 89% of our students achieved results in Band 5 or higher. There has been a substantial increase in expected growth in Year 5.

Our school based data shows 89% of Year 5 students are reading at PM Level 30, (the top level) and comprehending at 90% or above.
Writing: 89% of our students achieved in the top four bands. There has been solid growth in Year 5 writing.

Spelling: 89% of students scored in the top 4 bands.

Grammar and Punctuation: 89% of our students scored in the top three bands. Our students’ average score was 524.1 compared to the State average of 503.7.

Numeracy – NAPLAN Year 5

In 2012, 9 students in Year 5 sat the NAPLAN Numeracy test. 89% of students scored in Bands 6 and higher.

There has been significant improvements in the proficiency band in Year 5.

Progress in Literacy

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>40.4</td>
</tr>
<tr>
<td>SSG</td>
<td>83.4</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
</tr>
</tbody>
</table>

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.

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

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

Significant programs and initiatives

Aboriginal education

In term 2 we had a visit from Monty Prior, well known Aboriginal author, performer and storyteller. He told dreamtime stories which had our students K-6 fully captivated.
Aboriginal Education is taught through a variety of Aboriginal Perspectives in relation to 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 Environments throughout Australia.

Multicultural education

Multicultural perspectives were included in teaching units across all Key Learning Areas in all classes.

Student Leadership

Our school captain Riley attended the Hornsby/Hills three day leadership camp held at Vision Valley. He learnt many new skills which helped our captains successfully run projects back at school.

Our Year 6 students were trained in Peer Support. Team Leaders implemented a 10 week K-6 Peer Support Program, focusing on friendship and citizenship.

Our senior students were buddied up with Kinder and Year One students during our whole school D.E.A.R (Drop Everything and Read) program. They worked closely with the younger students three afternoons per week, listening to them read, testing their sight word knowledge and instilling a love of reading.

Progress on 2012 targets

Target 1

To improve student literacy outcomes in reading and writing.

2012 Targets to achieve this outcome include:

To improve student performance in reading as measured by:

- Increased proportion of Year 3 students in reading in proficiency bands from 40% in 2011 to 47% in 2012.
  **Outcome:** Increased in percentage Year 3 proficiency band from 40% to 50%. Above expectations.

- Increased proportion of Year 5 students in reading in proficiency bands from 21.4% in 2011 to 35% in 2012.
  **Outcome:** Increase in percentage in Year 5 proficiency bands from 21.4% to 44%. Substantially above expected growth.

- Improved expected growth in Year 5 from 41.7% in 2011 to 60% in 2012
  **Outcome:** Increase in percentage in expected growth in Year 5 from 41.7% to 75%. This is a substantial increase in expected growth.

- 90% of students achieving exit levels using common assessment in K-2 in 2012.
  **Outcome:** Programs are in place to achieve this outcome over a two year period.

Strategies to achieve these targets include:

- Stage 2 and 3 staff refresher in the Super Six comprehension strategies of reading.
- Super six strategies used with a variety of texts in Stage 2 and 3 classes.
- Collaborative sharing times on teaching strategies and lesson ideas.
- Professional development for teachers on how to use the Benchmark kit.

To improve student performance in writing as measured by:

- Increased percentage of students in the top two bands (proficiency standard) in Year 5 NAPLAN from 14% to 26%
**Outcome**: Programs are in place to achieve this outcome over a two year period.

- Increased percentage of students in band 4 and band 6 (proficiency standard) in Year 3 NAPLAN from 0% to 20%.
  **Outcome**: Increase in percentage in Year 3 to two bands from 60% to 62% and in band 4 from 0% to 25%.

- Increased percentage Year 5 students demonstrating expected growth in writing from 66.7% to 70%.
  **Outcome**: Increase percentage in Year 5 from 66.7% to 75%.

- Increase the mean in writing from 496 in 2011 to equal to or greater than region’s mean in 2012.
  **Outcome**: Programs are in place to achieve this outcome over a two year period.

**Strategies to achieve these targets include:**

- Collaborative sharing sessions on teaching strategies for persuasive writing.
- Daily writing session planned across all grades.
- Develop a writing scope and sequence, incorporating planned assessment tasks.
- Develop a common editing code for K-6.
- Staff TPL in writing
  - Sentence structure
  - Paragaphing
  - Grammar
  - Punctuation
  - Spelling

**School priority 2**

**Outcome for 2012–2014**
To improve numeracy outcomes for all students.

**2012 Targets to achieve this outcome include:**
To improve student performance in numeracy as measured by:

- Increased percentage of students in NAPLAN Year 3 numeracy from 20% to 30% in the top two bands.
  **Outcome**: Increase in percentage Year 3 top two bands from 20% to 50%. This shows a significant improvement in Year 3 proficiency bands.

- Increased percentage of students in NAPLAN Year 5 numeracy from 7% to 15% in the top two bands.
  **Outcome**: Increase in percentage in Year 5 top two bands from 7% to 33.3%.

- Reduced percentage of students in NAPLAN Year 5 numeracy from 7% to 0% in the bottom two bands.
  **Outcomes**: Programs are in place to achieve this outcome over a two year period.

- Increased percentage of students achieving above expected growth in Year 5 numeracy from 50% to 60%.
  **Outcome**: Programs are in place to achieve this outcome over a two year period.

**Strategies to achieve these targets include:**

- Participate in regional TPL –Northern Sydney Region Numeracy Project.
- Develop and adapt Neals scope and sequence.
- Develop Individual Learning Plans for students in bottom bands.
- Run TPL sessions in CMIT and Counting On.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of our Science programs and student fitness.

**Background**

The staff felt that Science was a Key Learning Area which had not been reviewed in recent times. It has been a part of our (RFF) Release from Face to Face teaching program, and it was important to evaluate these programs to ensure current practices were in line with syllabus requirements.
Findings and conclusions
A survey about our Science programs and their content was sent home to parents, students and staff and the following was indicated:

- 100% of parents who returned their surveys indicated the importance of science lessons and the enjoyment of practical science lessons.
- All staff believed the Science program operating through the RFF timetable was highly successful and provided many quality teaching and learning opportunities.
- Staff indicated the purchasing of new resources such as the Primary Connections series, and Simple Machines kits enabled detailed science lessons to be taught in a practical manner.
- Parents found the information provided to students about science programs at the Powerhouse Museum very informative and useful.
- 100% of students indicated their love of weekly science lessons.
- All students and staff indicated they would like to see the Science program continued into 2013.

Future directions
- Continue the science program as part of the RFF program into 2013.
- Purchase more resources in the form of ‘Primary Connections’.
- Send regular information home to parents regarding our Science programs.

Parent, student and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school through a range of focus groups. Their responses are presented below.

- 100% of parents agreed we have a dedicated and professional group of teachers at our school who are always prepared to go the extra mile to ensure our students are happy and learning.
- 100% of parents agreed that the facilities and resources at our school are excellent, especially with the canteen and toilet refurbishments.
- 100% of students loved the range of excursions offered.
- 100% of students agreed that the refurbishment of our toilet block was a necessary and successful project and they feel more comfortable using them.
- 100% of staff agreed that the students of Annangrove grow and learn in our small school and continue to reach personal milestones.
- All staff agreed that our three key expectations, Respect, Responsibility and Effort are effective and they now need to be evaluated.

Professional learning
Professional learning is a vital part of our school’s ongoing priorities.

- 100% of staff participating in professional learning activities. These activities covered all curriculum and school target areas. We had staff attending training in Information Computer Technology, Quality Teaching, Literacy and Numeracy, Science, Leadership and Student Welfare.
- The average expenditure per teacher in 2012 was $700.
- The total school expenditure on teacher professional learning in 2012 was $5121.
- All staff participated in the professional learning activities covered in the Staff development days throughout the year.
- Annangrove Public School currently has no new scheme teachers employed.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans. These include the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan, and the Department’s planning documents.
School priority 1
Outcome for 2012–2014
To improve student performance in writing.
2013 Targets to achieve this outcome include:
To improve student performance in writing as measured by:
- Increased percentage of students (Year 3) in proficiency bands from 62% to 72%.
- Increasing the mean in Year 3 writing from 420 in 2012 to equal to or greater than the region’s mean in 2013.
- Increased percentage of students (Year 5) in proficiency bands from 0% to 26%.
- To increase the mean in writing from 468 in 2012 to equal to or greater than region’s mean in 2013.

Strategies to achieve these targets include:
- Attending teacher Professional Learning on Critical Literacy and developing a depth in writing for English.
- Introduce a common editing code across the school.
- Planned writing activities across the school to enable staff to plot students on the writing continuum.

Patterns & Algebra
- To increase the percentage of Year 3 students in proficiency bands (5 and 6) from 25% to 37%.
- Reduce the percentage of students in bands 1 and 2 from 12.5% to 0%.

School priority 2
Outcome for 2012–2014
To improve student performance in numeracy.
2013 Targets to achieve this outcome include:
To improve student performance in numeracy as measured by:
- Increase the percentage of Year 3 students in proficiency bands (5 and 6) from 50% to 62%.
- Increase the percentage of Year 5 students in proficiency bands (5 and 6) from 14% to 28%.
- To increase the percentage of students to equal or greater than expected growth from 33% to 49%.

Strategies to achieve these targets include:
- Develop Individual Learning Plans for students in lower bands, targeting specific areas of numeracy.
- Run Teacher Professional Learning session on Patterns and Algebra and collaboratively share resources.
- Increasing the use of technology to engage students in maths, through ‘Mathletics’.
- Implement and monitor standardised assessments through our assessment schedule.
- Purchase a range of hands on maths equipment to enable students to be involved in practical maths lessons.

School priority 3
Outcome for 2012–2014
To develop and implement a Healthy Eating and Fitness program.
2013 Targets to achieve this outcome include:
To develop and implement a Healthy Eating and Fitness program through:
- Introducing and implementing the Crunch and Sip program across the school.
- Introducing and implementing a common snack time across the school.
- Promoting positive attitudes towards fruits and vegetables.
- Informing parents and the community about Crunch and Sip.
- Developing a school policy for Crunch and Sip.
- Developing a fitness program across the school.
- Incorporating our coaching sessions, sport sessions and PD/H/PE sessions into our fitness program.
**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and has 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.

Mr Paddy Rich Principal
Mrs Tracee Doyle Teacher
Mrs Linda Sorokin Teacher
Mrs Julie McHugh Teacher / Librarian
Mrs Toni Niccol Teacher
Mrs Sue Burley Teacher
Mrs Kirsty Siedentopf P&C President

**School contact information**

Annangrove Public School
185 Annangrove Road, Annangrove, 2156
Phone: 96791303
Fax: 96791389
Email: annangrove-p.school@det.nsw.edu.au
Web: www.annangrove-p.school.nws.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: