Our school at a glance

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

Our welcoming and friendly school community is built on strong co-operative relationships between staff, students and parents. 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 endeavors.

Annangrove Public School prides itself on delivering outstanding educational programs with highly dedicated staff and excellent facilities, employing the latest technologies to offer your child the very best opportunities for success.

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

2011 has been a busy and exciting year for everyone at Annangrove. The staff, students, parents and community members have worked throughout the year to ensure that Annangrove Public School continues to provide a stimulating and challenging school environment.

I would like to thank our class teachers:

Mrs Doyle, Mrs McHugh, Mrs Burley, Mrs Sorokin and Mrs Niccol for their hard work and dedication in making our school an engaging learning environment.

Mrs Constable, Mrs Campbell and Mrs Williams for supporting our students in class and in the playground in the role of teacher’s Aide.

Mrs Constable, Mrs Rogers and Mrs Moss for continuing to operate an efficient and organized administration centre which is the heart of our school.

Mr Tyszyk for ensuring our school grounds look outstanding throughout the year through constant maintenance and improvement programs.

Our small but active P&C has been busy throughout the year with the main focus of planning our canteen refurbishment for early 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

2011 was a challenging year for the P&C. We designed a plan to boost attendance at meetings. It was wonderful to see everyone pull together in the second half of the year to ensure our regular meetings ran to schedule.

I would like to take this opportunity to thank the outgoing President, Mrs Donna Hunter, for all of her hard work over the last two years. Donna and her family were also very active in the upkeep of the school gardens, as well as caring for our chickens during the holidays.

We held a very successful fundraiser on election day, when several of our families volunteered their whole day to work on the sausage sizzle, cake stall, and white elephant stall. We raised $1,800 enabling the P & C to:

- Fund Student Accident Insurance, covering our children for accidental injury and death 24/7.
- Pay for all students to have access to Mathletics both from school and at home.
- Donate $1,000 (including $500 from canteen profits) to subsidise the Gymnastics Program.

The P&C run Canteen and Uniform shop did very well during the year. Our uniform shop, run by Gina Bowry, introduced new sports shirts, which
have been a big hit, and make our students look great on sports day.

The Canteen supported Multicultural day with an amazing menu covering three countries – Mexico, Italy, and China. The Canteen also had a very successful day providing a sausage sizzle at the Athletics Carnival.

The canteen renovation planning started in term 4, and we were very pleased to have Bendigo Bank donate $5,000 towards appliances. We are looking forward to the project being completed in early 2012.

As has always been the case, finding volunteers to help in both the canteen and uniform shop was very difficult, so the coordinators often had to make do on their own. 2012 is already shaping up to be much better in this area.

During 2011 the P&C formed a Fundraising Committee who went on to coordinate some very successful fundraisers (Mothers / Fathers Day stalls, culminating in the Christmas Raffle. They were able to secure fantastic prizes for the raffle, and we raised almost $2,000. Thank you to Di Stanic-Floody, Natalie Johnson, Lauren Candy, and Isabella Gordon for all their hard work.

I am looking forward to my role as P&C President in 2012. With our new fundraising committee in full swing, P&C meetings being very well attended, the canteen renovations underway, and school promotion high on our agenda, it’s going to be a very exciting year.

Kirsty Siedentopf
P&C President

Student representative’s message
School Captain Report
2011 was the best school year of my life. I learnt many valuable lessons and felt I grew in my confidence with the new responsibility of representing our students.

Danielle and I represented our school at a leadership camp in Vision Valley it was very informative in many ways but what I came away with was more confidence about public speaking. It was great fun meeting other school captains and sharing ideas.
On ANZAC Day Danielle and I laid a reef on behalf of Annangrove Public School at the memorial in Annangrove Park. I felt very proud on this day. We celebrated the great sacrifice of our diggers with a luncheon afterwards.

We ran many fundraising days being Genes for Jeans day to help raise money for cancer. My favourite fundraising activity was the mini fete where we had heaps of games, yummy food, rides and lucky dip prizes. The whole school had a fantastic day and I loved being a big part of helping in the event.

The money raised throughout the year is going towards a new sound system.

2011 was a great and successful year. Congratulations to Riley and Jade who were voted in as our Captains for 2012.

Alex Hunter
School Captain 2012

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

![Enrolments chart]

Student attendance profile

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>63</td>
<td>60</td>
<td>58</td>
<td>58</td>
<td>48</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>37</td>
<td>33</td>
<td>33</td>
<td>22</td>
</tr>
</tbody>
</table>

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 we contact the Home School Liaison Officer is notified.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class Size

<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>Kindy</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>1/2</td>
<td>2</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>10</td>
<td>25</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</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</td>
<td>1.606</td>
</tr>
<tr>
<td>Total</td>
<td>6.106</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.

Staff retention rates are very high.

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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>50474.54</td>
</tr>
<tr>
<td>Global funds</td>
<td>69628.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>35959.60</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>30513.75</td>
</tr>
<tr>
<td>Interest</td>
<td>2309.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3487.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>192372.98</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 19377.00   |
| Excursions               | 12337.31   |
| Extracurricular dissections | 12025.91 |
| Library                  | 4166.97    |
| Training & development   | 2024.04    |
| Tied funds               | 32075.99   |
| Casual relief teachers   | 13689.09   |
| Administration & office  | 39347.25   |
| School-operated canteen  | 0.00       |
| Utilities                | 18514.07   |
| Maintenance              | 5273.05    |
| Trust accounts           | 3092.45    |
| Capital programs         | 0.00       |
| **Total expenditure**    | 161923.13  |
| **Balance carried forward** | 30449.85 |

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

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

- Weekly guitar lessons which provided the opportunity for our students to learn a range of musical instruments.

- All students, K-6 participated in a ten week Gymnastics program. This program was highly motivational and enjoyable for all students.
• Both our Junior and Senior choirs, under the close supervision of Mrs Sue Burley performed at Education Week celebrations and our Carols Night and Presentation Day. Their performances were highly successful and very entertaining.

• 3-6 students were given a range of art and craft lessons with our Teacher's Aide and resident artist Mrs Kate Campbell with the production of a banner for the Galston Festival.

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

• Multicultural perspectives were incorporated through visual and performing arts in Multicultural Week.

Sport

Sports 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 2011 we successfully participated in school based carnivals in swimming, cross country and athletics. We sent competitive teams to compete in the Beecroft zone carnivals with great success.

➢ Ethan Raymen- 3rd in Junior High jump and 3rd in Junior Long jump.

➢ Stevan Stanic- Floody qualified for Area 100metres

• All students participated in a wide variety of sporting lessons and skills development at school including: cricket, AFL, soccer, Rugby League, tennis lessons, Basketball.
Our mixed soccer team were runners up in the **Small Schools State Soccer Knockout**. Thank you to Mr Dave Raymen and Mr John Tsyzyk for managing the team and travelling with them all over New South Wales to compete.

- Tennis lessons are conducted on our school court on a weekly basis.
- Our Learn to Swim program was a very successful program with all students showing significant improvement in water safety as well as stroke correction.

**Public Speaking**

In 2011 we continued our highly successful Public Speaking Competition. All students from K-6 were involved in the Public Speaking program. Several representatives from each stage were selected to progress onto the finals. The finals were held at school with Mr Jim Visione and Mr Ray Williams (State Member for Hawkesbury) 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 – Stevan Stanic-Floody
- Stage 2 - Madelynn Morgan
- Stage 3 - Emma Fletcher

**Environmental Education**

In 2011 our student gardeners were helped and encouraged with the support of Bunnings Dural. We had lessons on saving our environment as well as guides and tips for planting.

We were active participants in the Hills Shire Council Environment Day held at Annangrove Park. Our students learnt how to identify and label bugs and animals in our local water supply, Learnt about Reduce, Reuse, Recycle, making an evacuation plan for home and Fire safety. It was an outstanding day and our students were fortunate enough to be able to hold snakes, lizards and goannas.

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

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

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 five students in year 3 sat the NAPLAN test for 2011. Result tables cannot be reported for reasons of privacy and statistical limitations of the data

Literacy – NAPLAN Year 3

In 2011, five students in Year 3 sat the NAPLAN Literacy test.

Reading: 60% of our Year 3 students scored in the top three bands (Band 4, 5 and 6). Our school based data shows 80% 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.

Spelling: 60% of our year 3 students scored in bands 3, 4 and 6. Our school based data shows 80% of Year 3 students have a spelling age of equal to or above their chronological age.

Grammar and Punctuation: 80% of our Year 3 students achieved in Band 3 or higher.

Numeracy – NAPLAN Year 3

In 2011, five students sat the NAPLAN Numeracy test. 100% of students scored in Bands 5, 6 and 7.

Progress in literacy

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2008-2010</strong></td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average progress in Spelling between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2008-2010</strong></td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average progress in Grammar &amp; Punctuation between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2008-2010</strong></td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

In Literacy, the average growth of Annangrove students between Years 3 and 5 was higher than the State average in spelling, grammar and punctuation.
Progress in numeracy

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</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 included)</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 included)</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
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.
This was highlighted with a Multicultural Day for the whole school. Students experienced food, dance, customs, visual arts, sport and experiences from other countries as well as having a virtual world tour presented through interactive smart technology.
**Student Leadership**

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

Our captains were also invited to a Harmony Day Training program at Pennant Hills High School. They planned a K-6 Harmony Day for all students at Annangrove Public School. This was an outstanding day.

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 ensuring they developed a love of reading.

**Progress on 2011 targets**

**Target 1**

To improve student learning outcomes in Literacy, emphasizing reading.

Our achievements include:

- Training and implemented the L3 (Language, Learning and Literacy), strategies in our Kindergarten class.
- Collected and collated school based data for all students K-6 in reading.
- Professional Development for all staff in reading.
- Implemented the ‘Super Six’ comprehension strategies in senior classes and team teaching sessions with staff.
- Continued and extended our D.E.A.R. (Drop Everything And Read) program to include Year One and Two students and other students in need of remediation.
- Utilised regional and school based personnel to Support literacy programs.
- Individual programs written and established for students not reaching benchmark levels.

**Target 2**

To improve student learning outcomes in Numeracy.

Our achievements include:

- Ongoing ES1/ Stage One Count Me In lessons.
- Professional development opportunities for staff through our involvement with the Galston Community of Schools (Gcos) Staff Development day.
- Continued use of the online maths computer program- Mathletics.
- Teaching and Learning programs are differentiated to accommodate individual student learning needs.
- Common assessments are used throughout the year to track student progress.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Technology and PBEL (Positive Behaviour Engaging Learners)

**Educational and management practice**

PBEL – Positive Behaviours Engaging Learners.

**Background**

PBEL was a new behaviour plan we implemented across the school in 2010/11. This program provided us with a whole school scheme of support for defining, teaching and supporting appropriate student behaviours. It provided staff, students and parents with a common language to use when dealing with disengaged students. We developed 3 Key Expectations which are Respect, Responsibility and Effort. We incorporated this program into our Student Welfare and Discipline Policy. Through focus groups with parents, students and staff we had an outstanding response to how effective this program had been.
Findings and conclusions
All staff, parents and students responded favourably to our PBEL program.
- Parents and Staff agreed that PBEL boosts student engagement and learning by keeping students on task and not wasting time distracting others.
- Parents, students and staff all strongly agreed that the common language used was important and concerns could be quickly addressed.
- Students are aware of procedures, rewards and consequences and have a clear understanding of behaviour expectations.
- PBEL has been very successful in reducing behavioural incidents in the playground.
- We have incorporated our class merit award scheme and House citizenship program into the implementation of PBEL practices.

Future directions
- Continue our PBEL program across the school.
- Run information groups to update and teach new parents about our PBEL system.
- Continue to place posters and signs around the school and in all classes.
- Acknowledge award winners in our weekly newsletter.
- Collect school based data on the effectiveness of our PBEL program.

Curriculum
Technology

Background
Technology was selected to be evaluated as it is a fast moving area and we need to keep our students and staff aware of new technologies and how to use them correctly. 50% of parents of the school responded to our survey.

Findings and conclusions
Annangrove Public School is a very well resourced school with technology. All classes have a smartboard and a computer bank of 5 or more computers connected to the internet. We have a lab of computers in our Old library building along with 2 classes set up with teleconferencing facilities.
- Staff have been trained in using the smartboards and are confident in incorporating smart technology in their daily lessons.
- Computers are constantly used in Literacy and Numeracy lessons each week.
- Staff are setting weekly computer based work for homework for Stage 2 and 3 classes.
- Students publish and present completed work on the computers as part of unit assessments in Stage 2 and 3.
- Webquests are used in classrooms.
- Parents are happy for their children to use computers for school based activities.
- Approximately 12% of students do not have access to computers or the internet at home.
- Staff are concerned that we are not making the best use of our computer facilities in the library lab.

Future directions
- Continue Teacher Professional Learning for all staff.
- Employ a specialist computer teacher one day per week during term 3
- Stocktake of computer hardware to identify current state of repair and plan for future acquisition.
- Revise and update our Technology Scope and Sequence of skill development throughout the school on keeping with chances in technology.
- Future purchase of a class set of Ipads to allow students faster access to information and changes in technology.
- Continue using Mathletics and Spellodrome as class based activities as well as home based activities.
Parent, student, and teacher satisfaction
In 2011 the school surveyed the opinions of parents, students and teachers about issues relevant to the school. Their responses are presented below.

“Annangrove has so many opportunities for our children”

“Teachers work so hard”

“Our children get to do so much more here at Annangrove than they would at a big school”

“Children are known by all teachers and well looked after and taught”.

Professional learning
During 2011 teaching and non-teaching staff engaged in Professional Learning across the curriculum and in Learning theory. They participated in training workshops on CPR, The Code of Conduct and OHS.

- Teaching staff engaged in Professional Learning about the ‘Super Six’ Comprehension strategies, Guided reading and Grammar.

- Staff participated in the Galston Commnity of School (Gcos) Staff Development Day were they continued to make links with neighbouring schools and our local High School.

- Our Kindergarten teacher Mrs Doyle attended the L3 training throughout the year and will continue to do so in 2012.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including 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 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
- Increased proportion of Year 5 students in reading in proficiency bands from 21.4% in 2011 to 35% in 2012
- Improved expected growth in Year 5 from 41.7% in 2011 to 60% in 2012
- 90% students achieving exit levels using common assessment in K-2 in 2012.

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
- TPL for teachers using 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%
- Increased percentage of students in bands 4 and band 6 (proficiency standard) in Year 3 Naplan from 0% to 20%.
- Increased percentage Year 5 students demonstrating expected growth in writing from 66.7% to 70%
- Increase the mean in writing from 496 in 2011 to equal to or greater than region’s mean in 2012.
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 K-6.
- Staff TPL in writing:
  - Sentence structure
  - Paragraphing
  - 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.
- Increased percentage of students in NAPLAN Year 5 numeracy from 7% to 15% in the top two bands.
- Reduced percentage of students in NAPLAN Year 5 numeracy from 7% to 0% in the bottom two bands.
- Increased percentage of students achieving above expected growth in Year 5 numeracy from 50% to 60%.

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.

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
Ph: 9679 1303
Fax: 9679 1389
Email: annangrove-p.school@det.nsw.edu.au
Web: www.annangrove-p.schools.nsw.edu.au
School Code: 3719

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: