Annandale North PS
Annual School Report

Photos taken by ANPS students
Principal's message

Annandale North Public School thrived in 2012 due to its cohesive and committed community of students, teachers, support staff and parents. Students excelled in their learning, teachers were committed to and participated in Professional Learning and provided quality programs in all Key Learning Areas.

I officially began my principal's position in term 4, 2012. It was a great opportunity to see our school at the end of a school year cycle and enabled me to lead in the planning for the New Year ahead. We had many challenges in terms of increased student enrolment numbers the need for new teaching spaces and teaching and executive positions. With community support and executive knowledge we were able to set up a new enrolment policy, convert classrooms to accommodate students and recruit three fantastic permanent staff members, Mrs Russell, Mrs Ramrakha and Mr McLean.

I look forward to a productive 2013. My role will focus on evaluating what is currently working well, introduce strategies to improve current practice and energising and motivating our students, teachers and parents to achieve their very best.

I am privileged to be at Annandale North Public School and face the challenge of leading the school to provide quality education that prepares our students for their future.

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.

Ms Sheila Bollard
Principal

P and C message

The ANPS Parents and Citizens' Association (P&C) plays an important role in helping the school deliver the best possible education for the students. It primarily does this through encouraging parents to engage in school activities and to support educational opportunities through fundraising.

In 2012 the P&C was able to provide financial support for a range of school programs and resources. The P&C contributed more than $35,000 to ANPS. Some of the highlights of this contribution included reading resources; computers for classrooms and the library; ongoing support of the music program; a welcome event for new families; and farewell activities and presents for teachers and students.

Fundraising efforts by the P&C continued in 2012 with many successful fundraising activities and events. The fete in September was the key event for the year and the school raised over $50,000. Other events included the very well attended disco, the Mother's Day stall, the Father's Day stall and the Easter Raffle. Following the successes of 2012 a fundraising committee has been formed and there is an exciting calendar of events for 2013.

In 2012 there were two successful grants - the Coles Land Care Grant and the Telstra Kids Fund. These grants have been used to contribute to the activities of one of the subcommittees of the P&C - Project Green. The aim of this group is to improve the playground environment and Project Green has also applied for a Community Building Partnership Program Grant which will be announced in early 2013.

On behalf of the P&C I would like to extend a sincere thank you to everyone who has contributed to the success of 2012. The outcomes we have achieved would not be possible without the tireless work of the Principal, teachers, parents and friends of ANPS.

Mrs Penelope Bye
P and C President
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

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>
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<th>Position</th>
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<tr>
<td>Principal</td>
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<td>Assistant Principal(s)</td>
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<tr>
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<td>Counselor</td>
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<td>Total</td>
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Staff retention

In 2012 we secured three new permanent teachers. Ms Hawkey, Miss Kelly and Mrs Saba. Mrs Crowl and Mrs Thomas retired. Mr Braiding received a promotion as Deputy Principal. In 2013 we will have two new Assistant Principals a new teacher librarian and a new permanent teacher.

Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools. Many of our teachers have postgraduate qualifications.

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Financial summary

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

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Expenditure

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A full copy of the school’s 2012 financial statement is tabled at the annual general meeting the P and C. Further details concerning the statement can be obtained by contacting the school.
Achievements

The Arts

Arts

This year 2/1B and 3H participated in the Sydney Region’s Koori Art Expressions. Each class submitted projects inspired by this year’s theme for NAIDOC Week and the 40th anniversary of the Aboriginal Tent Embassy. The group artworks were successful in being selected for display at the Powerhouse Museum. A highlight for students was going to the museum and seeing their artwork and the artworks of other students professionally displayed.

Year 5 students once again participated in the popular Dance Sport Challenge. This 15 week program involved students learning 4 ballroom style dances including: tango, jive, cha-cha and salsa. Four finalist couples were selected to compete in the finals held in September at Homebush State Sports Centre. All students performed very well and found it to be a highlight of the school year.

The dance ensemble, guided by Ms Kelly, has had a busy year rehearsing and performing dance routines incorporating a range of styles. The ensemble, with over 25 Years 3 to 6 students performed a complex routine at a whole school assembly for students and parents. However, the highlight for our dancers was performing at the Hills Dance Spectacular in August.

The senior choir, consisting of primary students, continued to rehearse and performed at various full school assemblies, the presentation day assembly and music night. The junior singing group, guided by Ms Holman and made up of enthusiastic Stage One singers, also continues to expand.

All students across the school participated in a drama program coordinated by Mrs Croll. In Semester One the K-2 classes developed performance pieces inspired by the stories of Dr Seuss. The performances were vibrant and colourful and incorporated movement, dance, music and drama. A highlight of the performance was the costuming that was coordinated by our wonderful parents. The second semester saw primary classes devise original drama performances based on picture books. The performance titled “Stories Matter” was a collaborative effort between students, teachers and Mrs Croll.

Premier’s Spelling Bee

37 of our Stage 2 and Stage 3 students tried out for the Premier’s Spelling Bee competition and our successful 4 applicants competed in September in regional finals. They performed very well and each received certificates for excellence.

Public Speaking

To encourage public speaking our Stage 2 and 3 students were given the opportunity to participate in the Multicultural Perspectives Public Speaking Competition. Our 4 finalists then had to deliver a prepared speech and an impromptu speech. We were able to host the local final in June in our new hall. Our students performed very well and one of our Stage 2 candidates progressed to the Regional final in August and then to the State final in November. His prepared speech topic was “The Australian Flag”.

ANPS also entered the Sydney East Region Public Speaking competition. A speaker from each of the 4 stages was selected to take part in the first round in October. Again each child delivered a prepared speech and the students from Stages 1-3 also had to do an impromptu speech.

Debating

This year our Stage 3 debaters participated in a round-robin inter school competition. They attended regular preparation sessions, building on their skills of research and constructing effective arguments and rebuttals. Within the local area competition, they were the winning team in the grand final. All of Stage 2 and 3 have participated in an inter-class debating competition in Term 4. The goal of this is to enhance each student’s research and debating skills.

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Sport

As the students’ progress from Kinder to Year 6 they learn a series of 12 fundamental movement skills through a range of exciting and fun activities. These begin as simple movement co-ordination games but quickly become more complicated skills integrated into team-based sports. Teachers monitor student progress throughout the program and are trained to provide engaging activities for all levels of ability.

Kinder and Grades 1 and 2 (Stage 1)

Stage 1 students have been enthusiastically involved in sports this year. However, several gala days were called off due to inclement weather. The sports program consisted of specific skills in game situations such as soccer, T-Ball, cricket, running games and other ball skills. Children learnt about throwing, overarm bowls, kicking, catching, sportsmanship and cooperation.

Grades 3 and 4 (Stage 2)

Stage 2 participated in a weekly sports program that focussed on the skills associated with particular sports, namely: T-Ball; AFL; Netball and Cricket. The students participated enthusiastically and whole-heartedly and skills were developed via these fun games.

Grades 5 and 6 (Stage 3)

Stage 3 participated in team-based gala days twice per term. Unfortunately, Term 2 gala days were missed due to a teachers’ stop-work meeting and a wet weather day. The “make-up” day was missed due to Stage 3 camp. They also participated in a weekly sports program that focussed on specific skills for the gala days.

In the Playground

Additionally, students have had more opportunities to display their burgeoning sports skills due to the completion of the building work and the subsequent freeing up of playground areas with re-marked courts. For example, the newly marked netball court (within the basketball court) has enabled the children to learn new skills in a different sport.

Gymnastics’ and Dance

Every student participated in both the Footsteps Dance Program and the Inner West School Gymnastics Program. They learnt a variety of movement skills that focused on flexibility, balance, strength and co-ordination.

Learn to swim

Students in Year 2 once again participated in the Learn To Swim program in the first two weeks of Term 4, focusing on confidence, efficient movement and safety in water. The program caters for swimmers of all abilities.

The Swimming Carnival

The swimming carnival was held at Leichhardt Aquatic Centre. The day was a success and we had 28 students go on and represent our school at zone. Indeed, Annandale North produced the 11 years girl’s age champion – Lyla from Year 6. We also had 10 of those zone students go on to regional level and perform to the best of their ability.

Cross Country

Our students from Year 2 to Year 6 took part in the Cross Country enthusiastically in Term 2. From there we had 48 representatives in the zone level. Six of those students went on to regional level and 1 student made the state carnival from the regionals.

Athletics Carnival

The children enjoyed the school athletics carnival this year that was held at King Georges Park, Rozelle. Most events were keenly contested and there were several PBs achieved on the day. Years 3 to 6 competed in track and field events whilst K-2 participated in a combination of novelty and relay events.

Zone and State Representatives

There were 37 representatives at the zone level and Annandale North produced the senior boy’s champion in Oliver O’Shea and the girl’s age champion in Georgia Pollitt. We also set 2 new zone records, namely: the 8-year-old boys 100m and the senior girl’s relay.

Amazingly, Annandale North produced 17 students who went on to the regional level. We even managed to get 2 of those students into the state competition.

Lastly, Georgia Pollitt advanced from the zone to the regional to eventually making it into the state soccer team. They competed in the national tournament in Darwin, Northern Territory where they got the bronze medal for third place.
Other

Stage 3 Canberra Excursion 2012

In Term Two Stage 3 students had the opportunity to participate in a 3 day touring style excursion to Canberra and the Snowy Mountains. Students accompanied by their teachers visited significant sites in Canberra connected to their learning about government such as The Australian War Memorial and Parliament House. At Parliament House they participated in a role-play, viewed Parliament sitting and met with Tanya Plibersek, Federal Member for Sydney and Kevin Rudd, former Prime Minister. They also visited Kosciusko National Park Education Centre and enjoyed time in the snow at Blue Cow snowfields. This excursion reinforced the students’ class learning and for some provided their first experience of snow.

Connected Learning

Annandale North has had an influx of technology over the past year as a result of considerable spending by both the P and C and the school. All rooms have had their desktops upgraded to the latest Aluminium Macs. A wireless network was installed last year and expanded this year. All new rooms – the SPRs near the hall and the home base room near the canteen- have new computers and interactive whiteboards installed. The library has 7 new laptops and many classrooms received an additional desktop this year.

The iPads are a regular feature of the class timetable this year. Students can utilise the photography and video capabilities of these devices, as well as use their wireless internet capability for research. A number of literacy and numeracy based applications are installed on board the devices to further engage students.

Edmodo was trialled as a homework networking and management system in Stage 3. This social networking style tool allowed students to submit their homework online. It also enabled older students to discuss various aspects of the individual projects.

Book trailers, PowerPoint presentations, publishing software, mind maps, research, wikis and blogs have given students an insight into the many different ways people can collaborate, learn and be creative.

Gifted and Talented

Gifted and Talented education has continued to be an important part of Annandale North Public School. Not only do classroom teachers cater for the diverse needs of our students, the school also provides the opportunity for children to be part of specific extension groups. In particular, a Digital Group was run for children who had a particular interest and ability regarding technology in Stage 2. These children produced iMovie book trailers. During this time, they learnt about copyright friendly images, using a storyboard for planning and presenting information in a succinct and persuasive manner using multimodal tools. Furthermore, two groups of children in Stage 2 were given the opportunity to self select an historical figure and create a narrative based on their research of that person. The latter activity gave the children an opportunity to learn how to learn independently because they were taught how to locate, plan and produce information using note taking, graphic organisers and digital production methods.

K-6 Buddy Program

The buddy program continues to be a highly rewarding and positive experience for the oldest and youngest students at ANPS. The senior students take the role of supporting the kindergartens students in their transition to school very seriously. They help the new students to become familiar with the school surrounds and help develop their independence in finding their way around. One of the most important roles our senior students play in the buddy program is to assist the kindergarten teachers with daily routines such as moving from the classroom to the playground, eating and meeting and playing with new friends. As the year progresses the buddy classes join together to work cooperatively in peer tutoring situations. They engage in a range of activities including sharing quality literature as part of Book Week celebrations and art and craft activities, including helping their little buddy design and make a hat for the Easter hat parade. The kindergarten students greatly enjoy the time that they spend with their buddies and the older students gain valuable experience in modelling positive relationships and developing leadership qualities.

Best Start

Best Start is a kindergarten literacy and numeracy assessment program that identifies the knowledge, skills and understandings that each child brings on entry to school. Results from the Best Start Assessment enables teachers to develop quality teaching and learning programs that best support students in achieving Early Stage 1 outcomes. The testing is completed in the first week of school. A set of standard tests are administered one-on-one by the kindergarten teacher. The literacy component covers speaking and listening, print concepts, reading, phonics, phonemic awareness, comprehension and writing. Numeracy tasks assess the student knowledge in numeral identification, counting sequences, problem solving and pattern recognition. Once the child’s skills have been assessed a written report is generated. This report provides parents and caregivers information about what their child can do and how they can further support their child’s learning at home.

University of NSW Competitions

The school trialled competition participation after school hours this year as a means of reducing disruption to non-participating students, countering the need for available space at our school and enabling teachers to be available to supervise the tests. The after school model was less successful than anticipated. Students still performed well, however, being at the end of the day students were more tired than they would be earlier in the day. It appears that the importance of the results from these competitions also took on a higher stakes role in future educational decisions. With these factors brought to light, the school intends to work with our support staff and reintroduce UNSW competitions into regular hours.
Whole school enrichment strategies and programs.

- Cross grade groupings
- Interclass and interschool debating
- Chess club
- Public speaking
- Environmental group
- Maths Olympiad
- UNSW academic competitions
- Murder Under the Microscope
- Library and information research skills
- Bands, String Ensembles, Choir, Recorder, Keyboards
- Participation in Music festivals – Opera house, Sydney East
- Instrument tuition
- Dance Group
- Digital Photography Group
- Regional creative and Practical Arts workshops and competitions
- Italian
- Student Representative Council
- Student Leadership opportunities
- School sports carnivals, district and regional participation.
- PSSA Gala Days
- School Performances

Academic

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) and enter the Annandale North Public School in the Find a school field and select GO.
Significant programs and initiatives

Library Annual School Report

Our teacher librarian (0.8) runs the library, programs and teaches collaboratively with the staff of ANPS, K-6, shares the teaching of Debating and is responsible for a group running a short course with Gifted and Talented students in Stage 2.

During the year the children have been involved in a range of teaching and learning activities including:

- Over 100 children completing the Premier’s Reading Challenge
- Cooperatively planned research using the Information Search Process on topics such as China inventions, Australian innovation, Products and Services and a comparative study of religion.
- Simultaneous Story Time in which all of Year One read The Very Cranky Bear by Nick Bland
- Book Fair
- Book Donation Stall
- Book Week Parade and theatre presentation
- Library Monitor program in which 12 Year 6 children have taken an active part in the running of the library
- Establishment of the 21C Library website whose purpose it is to facilitate the access of quality resources to assist with research, including an online encyclopedia and to encourage reading for pleasure.
- Expansion of the number of laptops available for student use
- Permanent installation of a projector which has enabled reliable and simple access to technology to whole classes.
- Narrative history writing of a personal interest project for selected Stage 2 students.

Aboriginal Education

At ANPS teachers continued to develop quality teaching and learning activities, which focused on Aboriginal Education to be taught throughout the K-6 class programs. Teachers placed an emphasis on incorporating ‘Indigenous Games’ in their sports’ programs in order to assist students develop associated skills. Aboriginal perspectives and culture were embedded throughout the curriculum during sport, art and music, and through stories. Two classes entered Koori Art Expressions and had their work selected to be exhibited at the Powerhouse Museum. The art was based upon this year’s National Aboriginal and Islander Day Observance Committee (NAIDOC) Week topic ‘40 Years of the Tent Embassy.’ NAIDOC Week, Reconciliation Week and Sorry Day are all recognised and supported within classroom practices and at school assemblies.

Music Program 2012

The ANPS Music Program has been an integral part of the schools extracurricular activities for the past nine years. The program currently has 100 students participating across four ensembles. We have two concert bands (Junior and Senior) and two string ensembles (Junior and Senior).

The annual Music camp was held in late March where children were involved in intensive tutorials and rehearsals and concluded with an entertaining concert for the parents.

The ensembles have performed at school assemblies throughout the year and entertained residents at a local nursing home. Our Senior Strings have also participated in the Combined String ensemble at the Instrumental Festival of Music at the Opera House, while the school fete provided a further performance opportunity for all our ensembles. We have hosted workshops throughout the year with Newtown and Kegworth Public Schools and in November we commenced the preparation for the end of year concert. The Senior Band is working towards a joint performance with Annandale Public School towards the end of term 4.

An increasing number of children have been encouraged to participate in activities associated with The Arts Unit of the Department of Education. Three of our String students participated in The Arts Unit String Sinfonia, rehearsing and performing weekly throughout the year. Five students participated in the Sydney Region Orchestra and nine children attended State Music Camp.

Our end of year concert concluded the music program for 2012, providing an opportunity for the children to entertain their families and friends and showcase all the hard work and effort throughout the year.

Programs for students with additional learning needs

The school receives Support Teacher Learning Assistance (STLA) for a number of students in K – 6. Those students identified as having significant difficulty with literacy, attend a small withdrawal group to work closely with the STLA. We also have a Learning and Support Teacher (L.A.S.T) three days per week that classes can access to address specific learning needs in literacy and numeracy. Support for students with other learning needs - such as hearing or movement, is funded on a case by case basis and allows the school to employ School Learning Support Officers (SLSO) to assist teachers in their classroom and students in the playground. Community volunteers are also welcome to undertake training in the Program to Aid Literacy (PAL). Our PALs are special people who read with selected students to build confidence and improve targeted aspects of their reading. Ongoing professional development for staff also assists to build their capacity to integrate children with specific learning needs into mainstream classrooms.
Multicultural Education

The Italian program was increased this year to accommodate the new 17th class thus ensuring that all students received two sessions of Italian each week. The students participated in a range of speaking, listening, reading and writing activities. A highlight of the year was the Commedia Dell’Arte interactive drama sessions for the children and the subsequent performances in Italian by the Year 6 students.

Multicultural Perspectives continue to be taught through the different COGs units and are augmented by the ANPS participation in the Multicultural Perspectives Public Speaking Competition.

Environmental sustainability.

Students have maintained the vegetable garden against the challenging backdrop of our continuing school building program. Despite the challenges, we have had crops of salad vegetables, strawberries and herbs. We are grateful for the assistance of parents and that of the After Care program. The environmental ministers from Stage 2 and 3 have participated in the monitoring and safe storing of students’ scooters and skateboards, as well as overseeing the condition of the ‘urban forest.’ Students have been diligent in the recycling of paper throughout the school.

Community Involvement

Annandale North has a long and proud history of high parent and community involvement and in 2012 this tradition continued.

The highlight of the calendar year was the ‘Adventures in Wonderland’ fete held in September. The fete committee worked tirelessly to create a memorable day and is a wonderful example of the school community and local business working together to host a fantastic family event.

The P&C continues to be supported and the monthly meetings are always well attended. This year the P&C were involved in discussions around Project Green, canteen, enrolment numbers and possible solutions. The P&C, in addition to the fete, organised the disco, Mother’s and Father’s Day stalls, Easter raffle and ran sushi days.

Every day the community is welcomed into the school. Enthusiastic parents support reading groups and activities; scripture teachers run their weekly lessons; individual students are supported through the PAL program; parents and friends attend assemblies, carnivals, performances and gala days.

Students are given the opportunity to participate in a wide variety of extracurricular activities in the community including Dance Sport Challenge, music performances, public speaking, and sport and debating. The ANPS community is always supportive and willing to assist with organisation and we are strongly represented at these events.

Respect and Responsibility

Anti-Bullying Week took place in Term 1 for the third consecutive year. This event aims to raise awareness of bullying and its different forms, and highlight ways of preventing and responding to it. The highlight of the week’s activities was a whole school assembly where class posters were displayed promoting the anti-bullying message.

Ethics classes continue to grow at ANPS. In 2012 there were 2 Stage Three and 2 Stage Two classes running. These took place during the designated scripture time. The classes are facilitated by parent volunteers who have been trained by Primary Ethics. The classes covered a range of topics including homelessness, stealing, animal rights and moral rules. It is anticipated that next year classes will be introduced for Year Two students.

Once again a toy drive was organised at Christmas. Students were encouraged to bring along a Christmas gift suitable for a child. With the support of parents the gifts were delivered by some of our students to Jarrah House, a facility that provides support for women and children.
Progress on 2012 targets

Progress on 2012 Targets

Target 1: To improve literacy outcomes (spelling focus) for all students

Our achievements include:

- 68% of Year 3 students scored in the top 2 NAPLAN bands in Spelling.
- 53% of Year 5 students scored in the top 2 NAPLAN bands in Spelling.
- In Terms 1 and 4 standardized testing of spelling across Stages 1-3 was conducted using the Dalwood test to identify students’ spelling levels.
- All staff was given time to participate in the analysis of SMART data in Term 1 to locate spelling gaps in their current class and to inform their programming of spelling.
- An explicit scope and sequence of spelling skills across K-6 was implemented by all teachers. Staff engaged in professional learning about strategies for transferring spelling skills into writing tasks.
- All staff was provided with planning time at the end of Terms 2 and 3 to enable collaborative planning for the following term.
- The profile of spelling was raised through the participation of students in the UNSW Spelling Competition. In addition 37 Stage 2 and Stage 3 students tried out for the Premier’s Spelling Bee with the 4 finalists proceeding to Regional Finals. Weekly assembly awards were used to celebrate improved spelling by students.

Target 2: To improve numeracy outcomes for all students

Our achievements include:

- The school continued its participation in the Leading Mathematics Learning project with professional learning provided for all staff in the Number, Patterns & Algebra strands.
- A group of 9 senior students participated in this year’s Maths Olympiad with many performing in the top 25%. The University of NSW continues to have high participation rates by 3-6 students.
- 2012 saw the continuation of streamed maths groups from Stage One to Three. The timetabled maths groups took place three times a week and focused on the number strand. Cooperative planning sessions took place at the end of each term that assisted teachers in developing quality teaching and learning activities and assessment tasks. The support teacher worked across all stages providing numeracy support to students. Small remedial groups and extension opportunities were provided.
- Resources were purchased to support student learning, including “Number Cases”, for each classroom. Each case contains resources to assist teachers develop students’ understanding of number. Teachers continue to use Mathletics as a teaching resource, making use of the interactive learning objects, online booklets and setting individual tasks for students.
- Following NAPLAN, school results were analysed using the Smart Data program. Information was ascertained on whole school and individual performance in all strands of the national assessment program. Overall our numeracy results were pleasing with over 87% of our Year Three students and 77% of our Year Five students placing in the top three bands.
- The University of NSW, Faculty of Engineering, provided $200 to be awarded to a student or students who have achieved excellence in Mathematics. The school presented 4 x $50 vouchers to outstanding maths students from Years 2-5. These were presented at the final presentation assembly for the year. It is likely that these awards will continue next year.
Target 3: Innovative use of interactive technology and explicit integration of ICT across all key learning areas.

Our achievements this year include:

- Access to computer technology has increased - from four units within class rooms used in small group teaching strategies, to at least 2 hours per week timetabled computer time across the library, the iPads and classroom computers.
- We have developed a mission statement with all staff that makes 21st Century learning a priority. This has included professional learning undertaken by key staff members in 21st Century learning skills and project based learning, to share with colleagues.
- Staff have been provided with resources that require utilisation of interactive whiteboards and promote student engagement at a deeper level.
- Staff members sharing resources, links or lesson ideas at staff meetings that explicitly cater for ICT integration across the curriculum.
- iPad deployment is fully complete. The devices are timetabled into regular classrooms throughout the week. A variety of teaching strategies have been demonstrated to ensure cross-KLA integration.
- All older desktops have been renewed with P&C or school funds.
- Library has been furnished with a digital projector and sound, as well as a bank of laptops. This expands the access and capacity of ICT across the school. Similarly, the ability to showcase student work has manifested in better quality projects from students.
- Student ability to use these technologies as a learning tool and a communications tool has increased dramatically. By stage 3, students can effectively present using iMovie, Garageband, Keynote or PowerPoint. They can research a variety of topics with an understanding of visual literacy, reliability of sources, referencing, bias and safety. They can create, collaborate and problem solve.

School evaluation

The Italian Language Program.

Background

Parents have questioned, Why Italian? We are not eligible for another school based "community language" as we do not have a high proportion of NESB students. Any other language program would more than likely run before or after school. The Italian teachers we have at the moment are DEC trained teachers, so the program can run in class time as RFF. CO.AS.IT subsidise the teachers’ salaries. Alternative programs would come at a greater cost to parents as they would not be subsidised. If we were to choose a different language program, it would mean loss of a full time support teacher and a second language would become an optional subject.

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Italian.

- 85% of surveyed families valued that their child was learning Italian from K-6.
- 71% of surveyed families were satisfied with the CO.AS.IT program.
- 87% of surveyed families valued the fact that it enabled the school to have a full time support teacher.
- 91% of surveyed families would like to be made aware of the Italian continuum

The open comments were very positive about the fact that students were learning a language. Student responses were positive and although an Asian language would be preferred it is now clear to many families that the subsidised Italian program by CO AS IT enabled every child to learn a language and freed up a teacher to support children with learning difficulties.

Many families wanted greater information about what the expectations were about achievement from year to year and for the program to have a more obvious presence on the website or in assemblies.

Future Directions:

Provide information about the program for families K-6 via a scope and sequence and updates via the school web site.

Highlight and showcase the Italian program during assemblies and look at holding an Italian day.
School Satisfaction Survey (Students)

Background;

In 2012 the school sought the opinions of students from years 2 – 6 about their school experience. Their responses are presented below (Agree/Strongly Agree) percentages.

- 90% that they like to go to school each day.
- 98% learn to get along with other people.
- 95% believe they are a success as a student. 5% mostly disagree 0% felt they were not a success.
- 94% of students were happy.
- 97% knew how to cope with the work.
- 97% believed the work was good preparation for the future.
- 57% like to do extra work.
- 93% felt happy.
- 94% felt learning was fun.
- 98% were proud to be a student.
- 99% felt their teacher was fair to them.
- 97% said other students were friendly.
- 93% felt proud wearing their ANPS uniform.
- 91% felt they got to use technology to help them learn.
- The following themes were found as a response to “My school is a place where…”
  - I learn and have fun. (most frequent style of response) 54%
  - I am treated with respect / I have friends 20%
  - I feel safe. 14%
  - I can be myself/accepted 12%
  - varied answers (I feel bored/some people say mean things/on Johnston St *) 4%

*The Johnston St Comment could relate to “my school is a place where?” Answer on “Johnston St!”

Future Directions:

On the whole, the student satisfaction survey demonstrates a high level of student satisfaction. From the open ended responses 54% of students said in an open response that they learn and have fun were significant. 96% of open ended answers were positive.

Some areas for review include finding out students who are in the 6-10% who do not like to come to school or are not happy and find out why. This can be addressed through the PD, H PE Key learning area.

School Management

Background;

In 2012, the school sought the opinions of students from parents about school management.

The following categories were in the “almost always” or “usually” sections;

- 69% - The school is always looking for ways to improve its performance
- 66% - The school makes minor changes from time to time to improve what it does
- 60% - The school regularly measures the success of its programs
- 64% - The educational needs are met by the school
- 88% - The school cares about the students and the discipline is fair
- 90% - The staff at the school are valued and supported
- 76% - Teachers undertake extra training to improve their classroom teaching
- 79% - The school is well organised
- 76% - The allocation of money and other resources are managed effectively
- 70% - The school communicates effectively with parents.

The following result was predominantly in the “Sometimes” category

- 50% - The school makes major changes from time to time to improve what it does

This survey was wracked with “I don’t know” or “cannot answer” as we were in quite a period of change of staff and leadership when the survey was deployed.

Most comments were relating to a need to address the ANOOSHCA issues, enrolment issues and a significant number of parents wanted greater communication about events.

Future Directions:

The key to this area is communication, much of this is in constant flow yet, we may not be effectively communicating this to our community. As a new principal to the school it certainly highlights many areas where our management team can improve on the daily running and change processes within our school.
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

LITERACY

2013 Targets to achieve this outcome include:

- improve student Literacy outcomes in the area of writing
- increase the number of students in proficient bands (top 2) in year 3 (71%-77%)
- increase the number of students in proficient bands (top 2) in year 5 (81%-85%).

Strategies to achieve these targets include:

- analysis of SMART data
- teacher training in SMART data and Learning tools for Literacy
- continuation of Best Start into Stage 2
- explicit teaching of editing skills
- revisit editing code for writing conventions
- use of IWBs and iPads to support learning
- develop stage based rubrics to demonstrate expectations in writing skills.

School priority 2

Outcome for 2012–2014

NUMERACY

2013 Targets to achieve this outcome include:

- increase the number of students in the top two bands. In year, 3 fractions, decimals and percentages from 55-63%
- increase the number of students in the top two bands. In year, 5 fractions, decimals and percentages from 60%-65%
- increase the number of students achieving greater than or equal to expected growth in fractions, decimals and percentages from 67%-75%.

Strategies to achieve these targets include:

- target Professional Learning to support outcomes
- continuation of Leading Mathematics Learning Project
- provide Count Me In Too training for new staff
- analysis of SMART data
- teacher training in SMART data and Learning tools for Numeracy
- continuation of Best Start into Stage 2.

School priority 3

Outcome for 2012–2014

CURRICULUM and ASSESSMENT

2013 Targets to achieve this outcome include:

- 100% of staff participating in Professional Learning supporting the implementation of the New Australian Curriculum
- 100% of staff engaging in 21st Century learning techniques
- use of Literacy and Numeracy continuum to plan, assess and inform programming

Strategies to achieve these targets include:

- all staff participating in extra Staff Development days with our community of schools.
- AP’s trained in leading the new curriculum
- identification of 21st Century skills and sharing of practices in the classroom
- professional learning in the use of the Literacy and Numeracy continuum.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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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: