

# Annandale Public School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Annandale Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Dace Elletson

Principal

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### Message from the Principal

The annual report for 2016 is provided to the community of Annandale Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning, and the benefit to all students from the expenditure of resources, including equity funds.

Our school's success is underpinned by three key elements that promote quality teaching and learning programs for our students

Firstly, we have highly committed staff who provide high quality educational opportunities within an encouraging and inclusive environment. All of our students are valued and nurtured to achieve their personal best in everything that they do. Secondly, our students are a highly caring, creative, passionate and motivated group of people who are keen to participate in a diverse range of educational opportunities and are always seeking to broaden their educational horizons. Thirdly, Annandale Public School enjoys tremendous support from our parent body and the local community.

The school self-assessment process has involved reflection on feedback from all members of the school community and the following key features of our achievements for Annandale Public School in 2016 were identified:

- all staff benefited from the establishment of an academic partnership with the University of Sydney and participated in ongoing professional learning in the areas of spelling and writing. The academic partnership was funded as a joint partnership between the school and the P&C.
- the Learning, Support and Wellbeing team in the school thoroughly reviewed procedures and practices relating to early student identification and referral for learning difficulties and giftedness.
- The MultiLit suite of products was rolled out school-wide. This has led to improved results in reading and student reports of engagement and satisfaction. The attendance rate for all students has improved.
- a state government grant was used to establish before and aftercare for preschool and kindergarten aged students. This has led to increased enrolments in the preschool and improvement in community satisfaction with the school.

Dace Elletson

# School background

## School vision statement

Our dynamic 21st Century teaching and learning programs set high expectations for all students, and develop a strong sense of self and of community, a life-long love of learning, and an appreciation and understanding of our cultural heritage and the environment.

## School context

Annandale Public School is a vibrant and growing school, located in the inner west of Sydney. It has a long and proud tradition of providing public education since 1886. The site comprises spacious, well equipped playgrounds, heritage and modern buildings and well-resourced classrooms. There is a DoE Preschool on site as well as an Early Intervention Unit and a Before and After School Care facility. The school has an organic Learning Garden and a new well-equipped Learning Kitchen to promote healthy life style choices for students. At Annandale Public School we are committed to developing confident and independent life-long learners by providing all students with a range of varied and effective teaching and learning programs in an inclusive, creative and supportive environment. Each child is given opportunities to maximise skills in academic, artistic, cultural, environmental and sporting domains and to develop leadership potential. The commitment and dedication by staff at Annandale Public School are complemented by constructive interaction and positive relationships with students, school families and the wider community.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework and our school achievements. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the School Excellence Framework.

### Learning

Within the domain of Learning, the school has primarily focused on the improvement of academic and wellbeing outcomes with the following strengths evidenced as a part of school-wide practice:

- There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.
- Curriculum provision is enhanced by learning partnerships and networks with other schools (e.g. Community of Leichhardt Area Schools i.e. CoLAS)
- There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.
- The school actively collects and uses information to support students successful transitions.
- Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which we live.

### Teaching

Improving reflective practice and the lifting and supporting teachers so that they always seeking to improve is a key strategy in raising outcome attainment. Staff have identified the following strengths built over the course of the year:

- Staff regularly evaluate teaching and learning programs including the assessment of students.
- Teachers regularly review and revise teaching and learning programs.
- All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.
- Teachers regularly use student performance data and other student self-assessment to evaluate the effectiveness of their own teaching practices.
- Teachers collaborate within to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgment.

### Leading

Strong, collaborative and consultative leadership are the goals of the school's leadership team. Other strengths

identified include:

- The school leadership team values, promotes and models effective, evidence based practice.
- The school leadership team communicates clearly about school priorities and practices.
- Staff have purposeful leadership roles.
- The school community is committed to the school's strategic direction and practices to achieve educational priorities.

Details of our achievements in 2016 and next steps for 2017 for our School Plan 2017-19 are outlined on the following pages. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Raising expectations and enhancing the quality of learning and wellbeing for every student

### Purpose

The school evaluates and modifies learning practices to add value to students' learning. There is a strong focus on understanding and using evidence based data and every student is actively engaged in meaningful and challenging learning. Wellbeing processes and practices are evaluated and refined so that students thrive as learners, leaders, and responsible, productive citizens.

### Overall summary of progress

In 2016, our school-wide focus has been on the establishment of systems for the collection of school based assessment data in the areas of writing, spelling and mathematics. This data has enabled the school community to engage in powerful and accountable professional discussions and we are making significant inroads into the improvement of student learning outcomes in these critical curriculum areas.

Teachers undertook professional learning in marking writing tasks using the NAPLAN marking criteria and regularly meet in stage groups to discuss consistent teacher judgement, as well as strategies on how to move students learning forward. Moving into 2017 and beyond, we expect NAPLAN data to align more closely to that collected by the school.

Learning, support and wellbeing procedures and processes have been enhanced to monitor and plan for student progress in literacy and numeracy. Early identification and intervention has meant we are able to provide targeted reading and mathematics support to students in small groups, and in partnership with parents.

The kitchen garden program was expanded beyond stage 2 students and now encompasses every student in the school. The kitchen garden specialist works closely with all classroom teachers and as a school we have directly incorporated and embedded the 8 week program into the scope and sequence documents for science, history and geography.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
By September 2017, increase the number of students achieving minimum expected growth in NAPLAN - year 5 by:  20% in writing (2015 - 33%)  20% in spelling (2015 - 63%)  10% in mathematics (2015 - 46%)  10% in reading (2015 - 69%)	NAPLAN data of year 3 and 5 students shows a decrease in the percentage of students not meeting national standards in all areas  Value added data for year 5 students in NAPLAN is considered 'Delivering' in all areas  School based assessment data in spelling (Words their Way) shows over 80% improvement across the school comparing pre and post tests	\$23,000 University of Sydney Academic Partnership (jointly funded between the school and P&C)  FTE 0.2 Mathematics Specialist (QTSS)  2 x SLSO – PreLit/MiniLit  \$90,000 (Aboriginal background plus equity funding)  FTE 0.2 RFF for Assistant Principal \$20,000  Assistant Principal step up wage \$10,250
By December 2017, there will be 50% consensus amongst staff that we have grown from 'delivering' to 'sustaining and growing' in the School Excellence Framework areas of Assessment and Reporting and Wellbeing, from a baseline of 0% in 2015.	In 2016 against the School Excellence Framework:  - 70% of staff agreed that we were sustaining and growing in the area of wellbeing  - 75% of staff agreed that we were sustaining and growing in the area of assessment and reporting	

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
By September 2017, an explicit system for collaboration, classroom observation, modelling of effective practice and feedback has been developed and 50% of teachers rate it has valuable or highly valuable, compared to 0% in 2015.	Target for 2017 - see next steps below.	

## Next Steps

1. Continue to build on the improved learning, support and wellbeing team processes and strengthen the support for gifted and talented students and those identified through the Premier's Priorities and State Priorities.
2. Investigate the implementation of Positive Behaviour for Learning as a process for consideration in the 2018-2020 school plan.
3. Continue close monitoring and expansion of school based data collection processes and develop assessment timelines across the school for literacy and numeracy.
4. Use funding allocations in 2017 to lead the final improvement measure as indicated in the 2015-2017 school plan. That being:

*By September 2017, an explicit system for collaboration, classroom observation, modelling of effective practice and feedback has been developed and 50% of teachers rate it has valuable or highly valuable, compared to 0% in 2015.*

## Strategic Direction 2

Dynamically striving for effective, quality teaching and leadership

### Purpose

Develop outstanding teaching practice that drives powerful improvement in student learning outcomes. Data drives decision making and educational delivery holds the highest expectations of achievement, is personalised and futures focused. Learning within and across the community is student centred, targeted, evidence based, reflective and monitored on an ongoing basis.

### Overall summary of progress

In order to achieve this strategic direction, quality teaching, assessment, and the development of school-based assessment data have been key professional learning focuses in 2016.

Assistant Principals, along with Mathematics and English leaders have driven professional learning across the entire teaching team. They have negotiated the selection and administration of whole school data collection measures, and led the implementation and analysis of same. Raw data was used to enhance the learning opportunities of students and to guide discussion in stage teams around professional learning opportunities that framed the development of Professional Development Plans (PDPs) for 2016.

All teaching staff undertook professional learning in mathematics, spelling and writing. Data was analysed at a whole school, stage and class level and planning, programming and class groupings were developed as a response to student need.

Teachers met with the principal on a termly basis in various formats (individually, stage teams, small groups), to discuss data, the progress of children against school plan targets, and professional learning needs required to achieve improved learning outcomes and professional capacity to bring about change.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
From a baseline of 63% (year 3) and 33% (year 5) in 2015, students achieving proficiency in NAPLAN writing will grow by 20% to 83% (year 3) and 53% (year 5) by September 2017	NAPLAN data shows limited value added growth at this time but school based assessment records have shown a spike since the administration of NAPLAN (May) in all areas, particularly spelling and sentence structure.	\$23,000 University of Sydney Academic Partnership  (Professional learning funds with P&C contributing 50%)
By December 2017, 0% of staff will indicate that there is 'little evidence of the practical use of student outcome data' using the National School Improvement Tool, compared to 48% in 2015.	- 0% of staff indicated that there is 'little evidence of the practical use of student outcome data' using the National School Improvement Tool	
By December 2017, there will be 60% consensus amongst staff that we have grown from 'delivering' to 'sustaining and growing' in the School Excellence Framework areas of Effective Classroom Practice, and Learning and Development, from a baseline of 0% in 2015.	In 2016 against the School Excellence Framework:  - 64% of staff agreed that we were sustaining and growing in the area of Effective Classroom Practice.  - 100% of staff agreed that we were sustaining and growing in the area of Learning and Development.	



## Next Steps

1. Continue relationship with University of Sydney academic partnership. This may move to a consultative relationship and the school will investigate forging links as it advances the mathematics agenda across the school.
2. Implementation of the new Annandale Public School version of the Vardy's Road scope and sequence that now incorporates the working mathematically strand.
3. Two Assistant Principals off class 2 days per week in 2017 and working with teachers to support and improve practice. The focus will be on visibility of formative assessment strategies and the development of mathematical knowledge and understanding, as well as improvement in the area of mathematics.
4. Focus on Premier's Targets and State Targets as a means of driving improvement in all key learning areas.
5. Use funding allocations in 2017 to lead the final improvement measure as indicated in the 2015-2017 school plan. That being:

*Implement systems and processes where leadership teams plan, observe, meet and reflect with teachers on teaching practice so that it is refined and improved overtime.*



### Strategic Direction 3

Building a school culture where effective decision making and open communication promotes relationships that are productive, professional and cohesive

#### Purpose

The community as a whole commits to a culture of organisational improvement by engaging in whole-school planning and decision making processes that are collaborative, accountable, data driven, transparent and reflective of student need as well as school and community priorities.

#### Overall summary of progress

The development of a targeted, purposeful and robust professional learning schedule was of paramount importance in 2016, and teachers responded positively to this, as well as the clear links to their professional development plans and the school plan.

Staff responded favourably during the year to the communication and consultation processes that were established across the school by the leadership team. Overall, staff indicate that the development of respectful, effective communication structures and fair, equitable, transparent and forward thinking leadership has been established. .

The parents and community report increased levels of satisfaction with the school and the opportunities it is providing to families in our catchment. The development and launch of the new school website was a major project undertaken as a joint initiative between the parent body and the school, as were many highly successful fundraising events, the establishment of before and aftercare for preschool aged children, the expansion of the band and language programs, our academic partnership joint funding project and our ongoing joint commitment to the kitchen garden program.

A priority of the entire school community is the development of dance, drama and the arts alongside literacy and mathematics. The installation of a specialist music and drama teacher has meant that every child in the school can attend 'free' lessons on a weekly basis through a sessional program aimed at improving dramatic expression, musical understanding, and a love of the arts.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
In December 2017, 30% of teachers will rate 'Learning Culture' as 'sustaining and growing' on the annual School Excellence Framework survey compared to 0% in August 2015.	In 2016 against the School Excellence Framework:  - 64% of staff agreed that we were sustaining and growing in the area of Learning Culture.	FTE0.6 classroom teacher funded with equity funds  \$5,000 Inaugural School Open Day Fair (general school funds)
In December 2017, 30% of teachers and parents will rate "A Culture that Promotes Learning" as 'outstanding' on the annual National School Improvement Tool compared to 0% in August 2015.	In 2016 against the National School Improvement Tool:  - 13% of staff rate 'A Culture that Promotes Learning' as outstanding (74% rate 'high')	
In December 2017, 85% of staff will report that the recommendations of the 2014 School Program Report have been achieved compared to 0% in August 2015	Progress against this target is also being measured informally on an ongoing basis with final data being collected in 2017 in conjunction with parent voice.	

## Next Steps

1. Continue to deliver specialised drama and music lessons with regular review and feedback from parents and students.
2. Continue to engage with back end systems in LMBR and the BPC budgeting tool and communicate changes and benefits effectively across the team.
3. Review recommendations of the 2014 School Program Review with staff and the parent body and seek advice and feedback on whether we as a community are ready to formally sign off on the completion of the document.
4. Continue to build a productive and cohesive working environment characterised by respectful and professional relationships which is informed by the Department of Education Dignity and Respect Charter.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p><i>Strategic Direction 1</i></p> <p>All students have a Personalised Learning Pathway (PLP) and are making progress in literacy and numeracy outcomes.</p> <p>All Aboriginal students received Tier 2 small group reading intervention if they required it through PreLit or MiniLit.</p> <p>Parents needing support were offered free uniforms, school fees and excursions upon application.</p> <p>Parents were supported by the school and HSLO if required and there was an improvement in attendance for Aboriginal students.</p>	\$6,602
<b>English language proficiency</b>	<p><i>Strategic Directions 1 &amp; 2</i></p> <p>All students received Tier 2 small group reading intervention if they required it through PreLit or MiniLit</p> <p>The EAL/D teacher targeted students to help them to gain English language proficiency.</p>	\$13,516
<b>Low level adjustment for disability</b>	<p><i>Strategic Direction 1</i></p> <p>All students requiring adjustments and accommodations are catered for within the school. 68 students were referred for learning support in the year, in addition to students on recurring monitoring.</p> <p>All students received Tier 2 small group reading intervention if they required it through PreLit or MiniLit.</p> <p>The school's learning, support and wellbeing team processes have been enhanced and focus on supporting teachers in personalising learning and support. The school used the Nationally Consistent Collection of Data (NCCD) to engage teachers in meaningful dialogue about how to cater for the varied needs of students in their classes and the Assistant Principal Learning, Support and Wellbeing provided professional learning on Trauma Identification to the staff.</p>	<p>\$80,864</p> <p>FTE0.6 + \$19,651 flexible funding</p> <p>FTE0.4 Reading Recovery</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><i>Strategic Direction 2</i></p> <p>This funding was used to investigate support structures for teachers in the explicit teaching of spelling, writing and mathematics. Whole school data collection measures were implemented across the school.</p> <p>A University of Sydney academic partnership was established which will continue into 2016.</p>	FTE0.16
<b>Socio-economic background</b>	<p><i>Strategic Direction 1</i></p> <p>Parents needing support were offered free</p>	\$6,802

<b>Socio-economic background</b>	uniforms, school fees, camps and excursions upon application.	\$6,802
<b>Support for beginning teachers</b>	<p><i>Strategic Direction 2</i></p> <p>This funding was used to provide an additional hour of release from face to face teaching for each beginning teacher. It was used to assist teacher's induction, professional development and mentoring processes within the school.</p>	\$16,261
<b>Community Consultation - Before and After School Care Fund</b>	<p><i>Strategic Direction 3</i></p> <p>The principal consulted with the community to establish the need for before and after care for preschool and kindergarten aged children.</p> <p>Additionally, consultation around the establishment of vacation care was undertaken.</p> <p>Funds expended went to improved communication, site modification and purchase of equipment.</p>	\$30,000 (NSW State Government Grant)

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	172	170	185	196
Girls	188	195	192	176

In 2016, student enrolment remained steady and grew slightly over the period of the year. It is anticipated that in the next 2 to 3 years enrolments will continue to grow and the school will be at capacity.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	95.6	95.3	96
1	95.3	92.1	92.7	94.8
2	94	93.6	95.3	95.4
3	95.1	95.5	93	95.2
4	95	93.7	92.3	94.3
5	95.9	94.9	94.5	93.8
6	94.1	94.5	92.3	93.7
All Years	95	94.2	93.7	94.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

In 2016, the Learning, Support and Wellbeing Team targeted student attendance as an area of priority and they were able to achieve a significant improvement over the 12 months.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.5
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	0.4
School Administration & Support Staff	6.12
Other Positions	1.16

\*Full Time Equivalent

The Australian Education regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Annandale Public School has one Aboriginal teacher.

### Workforce retention

2016 saw two positions filled by Merit Selection due to promotions, transfers or other internal movement.

- Assistant Principal

- Classroom Teacher

In 2016, one staff member (School Learning Support Officer, Early Intervention) retired.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

### Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Annandale Public School staff in 2016. Our main focus was based on the overwhelming research that states that supporting and improving teacher quality is the greatest determiner in improved student outcome attainment. Our partnership with the University of Sydney focused squarely on engagement with research, analysis of best practice, planning for

improvement and change in classroom practice.

In 2016, 6 teachers gained accreditation at proficient, four of these from the preschool.

## Financial information (for schools using both OASIS and SAP/SALM)

Income	\$
<b>Balance brought forward</b>	<b>168 423.00</b>
Global funds	289 669.00
Tied funds	217 618.00
School & community sources	246 967.00
Interest	5 601.00
Trust receipts	182 690.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	66 094.00
Excursions	43 640.00
Extracurricular dissections	67 610.00
Library	7 795.00
Training & development	31 416.00
Tied funds	188 367.00
Short term relief	65 028.00
Administration & office	78 480.00
School-operated canteen	0.00
Utilities	51 346.00
Maintenance	31 842.00
Trust accounts	81 432.00
Capital programs	9 850.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	447 023
(2a) Appropriation	469 236
(2b) Sale of Goods and Services	-99 200
(2c) Grants and Contributions	76 755
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	231
<b>Expenses</b>	-200 858
Recurrent Expenses	-200 858
(3a) Employee Related	-113 372
(3b) Operating Expenses	-87 486
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	246 165
<b>Balance Carried Forward</b>	246 165

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

A full copy of the school's 2016 financial statement was tabled at a general meeting of the parents and citizens body. Further details concerning the statement can be obtained by contacting the school.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 492 010
Base Per Capita	21 127
Base Location	0
Other Base	2 470 882
<b>Equity Total</b>	111 217
Equity Aboriginal	10 035
Equity Socio economic	6 802
Equity Language	13 515
Equity Disability	80 863
<b>Targeted Total</b>	340 478
<b>Other Total</b>	552 177
<b>Grand Total</b>	3 495 883

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The NAPLAN results show improvements in average reading, writing and spelling scores for year 3 students over the last four years. Year 5 students have shown average performance in reading and grammar and punctuation.

Numeracy scores for year 3 students have shown above average growth in the past 4 years and growth for Year 5 students has remained an area for improvement which we are addressing in the current School Plan.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands has remained steady for reading and numeracy. In reading, 75% of students are in the top 2 bands and in numeracy 60% are in the top two bands.

The percentage of year 5 students in the top two bands has remained steady for reading and decreased for numeracy. In reading, 58% of students are in the top 2 bands and in numeracy 26% are in the top two bands.

In 2016, and in accordance with the **State priorities: Better services– Improving Aboriginal education outcomes**, 1 Aboriginal student in Year 3 sat the NAPLAN test. In Year 5, 2 sat for NAPLAN.

The Year 3 student was not in the top two bands across any of the NAPLAN tests.

One of the Year 5 students scored in the top two bands in the test aspect of reading.

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- The majority of parents feel welcome when they visit the school and believe that if there were any problems with their child's behaviour, the teachers would inform them immediately.
- Both parents and children indicated strongly that they believe that teachers encourage children to do their best and achieve.
- Parents felt confident that if there were issues with bullying then they are dealt with in a timely manner.
- Both students and parents feel that teachers are responsive to student needs and encourage independence and a democratic approach.
- A positive learning culture exists in the school.
- Parents feel that school staff emphasise academic skills and hold high expectations for all students to succeed.

## Policy requirements

### Aboriginal education

Aboriginal education is intertwined with teaching philosophies and programs at Annandale Public School and in 2016 the erection of a third flagpole and formal raising of the Torres Strait Islander flag was a celebration for the entire community.

Effective implementation of the Aboriginal Education & Training Policy and the Aboriginal Education Training Strategy is reflected in all priority areas.

Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

- 100% of Aboriginal students have Personalised Learning Pathways developed and are prioritised to receive additional support if they require it
- Aboriginal perspectives are incorporated into Units of Inquiry
- Student attendance is supported through school and HSLO support structures
- Increase in staff understanding of Aboriginal culture and history
- NAIDOC was celebrated through the exploration of dance, culture, art, a smoking ceremony and the installation of significant totems throughout the playground.



## Multicultural and anti-racism education

Annandale Public School continues to promote multicultural education through a range of initiatives.

- Teachers recognise and respond to the diverse cultural needs of the school community
- Classroom teachers, librarian and EALD teacher work cooperatively to develop strategies that best cater for student's individual needs
- We actively encourage parents and family members of all races and cultures to visit the school and share their rich stories and experiences
- Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted
- Teaching and learning programs support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds
- One staff member is currently trained as Anti-Racism Contact Officer. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment
- Staff increased students' understanding of racism and discrimination and its impact through activity based teaching and learning programs.

## Other school programs

### Preschool

2016 was a very productive year. The Preschool began to review its policies and procedures in preparation for the 2017 ACECQA accreditation process. This was accomplished with the assistance of the preschool department advisor, Kelly Birkett (P-2 Initiatives Officer), Dace Elletson (Principal) and Margaret Goss (Assistant Principal).

Community members, in consultation with the school, identified the need for a before and after school care program. This was achieved and preschool enrolments have increased. An additional Thursday/Friday class was formed. We welcomed new staff members to the team: Mrs Karen Elliott as teacher for the Green room (Thursday/Friday group) and Mrs Leanne Matthews (SLSO) for the Blue

All staff including the School Learning Support Officers (SLSOs), completed updated professional development plans (PDP's) that were regularly reviewed by the school Principal. Staff attended regular professional development programs throughout the year and have taken part in all Staff Development Days either at school, or by attending preschool staff development at other venues. During Term 2, all preschool staff attended an Early Years Learning Conference: Quality Learning for Everyone. Topics included the use of technology in early years settings and ways to provide

a high quality, inclusive program for all children. All staff have updated their training in CPR and Anaphylaxis.

As part of the reporting to parents process, the end of the year Transition to School Statements were completed for the second time. A new initiative in 2016 was to run a Transition to Primary School Information evening late in term 4. This was well received by the community and assisted in the smooth transition of children to Kindergarten.

The profile of the Preschool was raised. New signage was displayed advertising the Preschool and connections with other preschools were established and developed. The Preschool had a showcase display at the school Open Day where new parents were informed of the preschool programs. There was a concerted effort to involve preschool parents in the larger community by encouraging them to contribute to the P&C. This was a successful strategy and has resulted in more community involvement.

### Early Intervention Unit

Annandale Public School Early Intervention Unit (EIU) provides specialised intervention for students attending the Unit and resource students attending other centres and preschools.

In 2016 the Early Intervention Unit produced and updated its Parent Information Booklet and provided ongoing support to families as we believe that the involvement of families is the key factor to success of our students.

Key features of the Early Intervention Unit reflected family needs and circumstances. Families were involved in determining what form the service should take, and where and how they are delivered. It is a family-centred approach, based on building a therapeutic alliance or partnership with parents.

At our family orientation meeting a survey was formulated. This was completed at the Individual Family Service Plan (IFSP) meetings attended by the school counsellor and class teacher to inform teachers guided by the counsellor so that individual learning plans (ILP) would reflect family goals and aspirations for their child.

At Annandale Public School our approach is a whole school approach and a teacher representative of the Early Intervention Unit attended the Learning and Wellbeing Meeting weekly. This provided a support mechanism that addressed any concerns of the children in the programme.

### Kitchen Garden Program

By the end of 2016 the whole School Kitchen Garden Program had been successfully implemented. This meant that all preschool to year 6 students participated in the 8 week Kitchen and Garden lessons, facilitated by the Kitchen Garden Specialist, Lucia Cavadini Bell, the classroom teachers and parent volunteers.

Students, staff and parents gave continuous praise and

supportive feedback and supported the continuation of the program for years ahead.

As designed, the program integrated with the whole school Science, Geography and History scope and sequence as well as other Learning Areas including Maths, English, CAPA and PDHPE. Lessons provided rich learning experiences in authentic environments, and a high level of student engagement and enjoyment was reported. Effectively, teachers were able to assess student learning and include the program in their semester reports.

Financial support for the program was received from the parent body, the P&C, school global funds, and gifts in kind, discounts and donations from various businesses. The program took on a Fundraising Coordinator, Stephanie Freeman, who has strengthened fundraising, sponsorship and promotional activities, including the APS Kitchen Garden blog.

Other events for 2016 include

- Visit from the NSW Parliamentary Standing Committee Inquiry into Childhood Obesity
- Visit from Japanese students
- Filming of Channel Ten's the Living Room

## Creative Arts

2016 was a fantastic year for the Creative Arts Program at Annandale Public School (APS) and is one that is significantly valued by our community. The program has grown seeing the introduction of new bands, a further dance group and in class music and drama programs.

Our school was extremely fortunate to incorporate weekly specialist drama and music lessons for all students in our program. The music lessons followed the Upbeat Music Program focusing on beat and rhythm and exploring composition. During alternate terms, the weekly drama lessons focused on using process drama strategies to develop students' imaginations and critical literacies.

### Music

In 2016 APS participated in the Sydney Symphony Orchestra program. All classes from K-6 participated in a series of preparation lessons leading up to the concert.

The Concert Band, under the guidance of the Music Partnership attended rehearsals once a week. APS saw the introduction of two Rock Bands and two Dance Bands, led by a group of parent volunteers. All these groups participated in school performance opportunities at assemblies, special events, the school Showcase and the annual Big Night Out. Due to strong interest from our infant students we will be introducing a Training Band for years one to four in 2017.

The Stage One, Two and Three choirs were enthusiastically supported by the students. The choirs were led by staff members and performances were met

with great acclaim from the community during their various performance opportunities.

Students in the school Recorder Consort and String Ensemble again attended weekly rehearsals in preparation for The Festival of Instrumental Music at the Sydney Opera House. These groups also performed at school assemblies and the Big Night Out.

### Drama

The after school drama program continued to grow, where students in years 1-6 attended Monday afternoon drama classes with external provider Drama Scene.

The Stage 3 students staged their annual production, which was this year heightened by the introduction of microphones on the stage. The performance this year was "The Legend of Steve and the Third Class Elves". The costumes, sets and student performances were testament to the growing strength of drama in our school. Next year will see the introduction of a stage two expert Drama Ensemble that will be developing a piece of drama for inclusion in the Arts Unit's, Regional Drama Festival.

### Dance

The highlight event of the year is still the annual school Showcase that is held at the Enmore Theatre. Students from K-6 participate in weekly dance classes with external organisation, Dance2BFit, that culminates in a showcase at the end of Term Three. This event raised in excess of \$10,000 for the school.

Senior Dance Ensemble One was successful in gaining a place in the Regional Dance Festival and received great commendation at the school Showcase. Due to massive popularity of the program we introduced a second senior dance ensemble this year. This group of stage three students rehearsed a routine throughout term two and three that was performed during the school Showcase in term three.

Three of our year six students were successful in gaining a position in the Arts Unit's State Dance Primary Ensemble group. As a part of this group these students participated in the Regional and State Dance Festivals as well as the Schools Spectacular.

### Art

Every student in the school was involved in creating a piece of art that was auctioned at P&C fundraising evening, *Laugh Art Loud*. The students were guided by some of our expert artists within our parent body. This was a fabulous opportunity for our students to learn from professionals. A visit to every classroom will demonstrate how art continues to be a large focus in our curriculum.