

Annandale Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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.

Narelle Derwent

R/Principal

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Message from the Principal

Our school's success is underpinned by three key elements that promote quality teaching and learning programs for our students: evidence-based pedagogies, developing the whole child and feedback from our valued community.

We are committed to life long learning and our quality programs reflect evidence-based pedagogies to enable our learners to become creative and critical thinkers in our changing society. In addition to our core business of teaching and learning, we ensure that we are developing the 'whole child' through delivering learning opportunities that focus on the creative and performing arts, the environment and general wellbeing of all learners.

We value the contribution and feedback from all key stakeholders in our community: Parents/Carers, Students and Teachers. The school self-assessment process has involved reflection on feedback from all members of the school community.

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 community, a life-long love of learning, and an appreciation and understanding of our cultural heritage and 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 new well-equipped Learning Kitchen to promote healthy lifestyle choices for students. At Annandale Public School we are committed to developing confident and independent life-long learners by providing a full 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, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. 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 a 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

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which we live.

Teaching

Building teacher capacity to enable reflection of practice and collaboration is a key strategy in adding value and growth to student learning. The following have contributed to teams achieving:

- Teaching and learning programs regularly evaluated
- Ongoing assessment driving student data collection and timely adjustments to learning programs
- Early identification of students at risk of not meeting benchmarks
- Teacher collaboration and lesson observations to strengthen service delivery

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 school priorities and practices clearly
- Staff have purposeful leadership roles
- The school community is committed to the school's strategic directions to achieve educational outcomes

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 2017, our school is continuing to focus on refining 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.

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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%)	Flexible funds to resource additional leaders with a focus in Visible Learning – Writing and Mathematics.	Data collected showed increase in students achieving in the top two bands in NAPLAN.
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.	Leader off class 1 day a week	The SEF Self Assessment Survey indicates consistent and systematic processes are being implemented to ensure student absences do not impact on student learning outcomes.
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.	Lesson observations focusing on Visible Learning strategies to inform practice.	Teachers surveys indicated Visible Learning had a significant impact on their practice.

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.

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

All teaching staff undertook professional learning in Visible Learning, 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)	Funds Expended (Resources)	Progress achieved this year
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	Two assistant principals were funded to support teachers in Writing and Mathematics 2 days per week.	School data indicated teachers were using evidence-based practices to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increased challenge.
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.	Weekly executive and staff meetings allocated time on agenda for discussion and evidence of student learning.	School has systems in place to monitor and track student learning.
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.	Formative Assessment implemented K–6.	Teachers routinely use evidence of learning, including a range of formative assessment to inform their teaching, adapt their practice and meet learning needs of students.

Next Steps

1. An Instructional Leader will be funded five days per week to implement Early Action for Success initiative.
2. Focus on Premier's Targets and State Targets as a means of driving improvement in all key learning areas.
3. Use funding allocations in 2018 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 2017, 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. .

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)	Funds Expended (Resources)	Progress achieved this year
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.	Professional Learning Schedule linked to School Plan and Strategic Directions.	The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of the specific and timely feedback between teachers.
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.	Coaching and mentoring teacher practice.	The school identified expertise within its staff and used this to further develop its professional learning community.
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		All recommendations in 2014 School Program Report have been implemented.

Next Steps

1. Continue to engage with back end systems in LMBR and the BPC budgeting tool and communicate changes and benefits effectively across the team.
2. 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	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6,602	<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>
English language proficiency	\$13,516	<p><i>Strategic Directions 1 & 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>
Low level adjustment for disability	<p>\$80,864</p> <p>FTE0.6 + \$19651 flexible funding</p> <p>FTE0.4 Reading Recovery</p>	<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 and Support provided professional learning on Trauma identification to the staff.</p>
Quality Teaching, Successful Students (QTSS)	FTE0.16	<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>
Socio-economic background	\$6,802	<p><i>Strategic Direction 1</i></p>

Socio-economic background	\$6,802	Parents needing support were offered free uniforms, school fees, camps and excursions upon application.
Support for beginning teachers	\$16,261	<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>
Visible Learning	FTE0.4 \$80,000	<p><i>Strategic Direction 2</i></p> <p>This funding was used to fund a member of the executive to support the improvement of classroom and assessment practice across the school 2 days per week. The focus was on visibility of formative assessment strategies.</p> <p>By September 2017, an explicit system for collaboration, classroom observation, modelling of effective practice and feedback had been developed and 50% of teachers rated it as valuable or highly valuable, compared to 0% in 2015.</p> <p>By December 2017, 64% of teachers indicated the Visible Learning project had a positive impact on their teaching practise and 88% of teachers reported the project as having an impact on student learning outcomes.</p> <p>Next steps:</p> <p>The school will employ an Instructional Leader QTSS (<i>Quality Teacher, Successful Students</i>) Assistant Principal to work with teachers 5 days per week implementing the Visible Learning project across the school.</p>
Creative and Performing Arts	FTE 0.6 \$60,000	<p>The Creative Arts grew again in 2017 seeing the introduction of a Junior Dance Ensemble, a Stage 2 Drama Ensemble and a Ukulele Group. Our school continued the weekly specialist drama and music lessons for all students K-6. The music lessons followed the Upbeat Music Program focusing on beat and rhythm and exploring composition. Students in years 2-6 were introduced to learning to read and write music through weekly recorder lessons in semester two. During alternate terms, the weekly drama lessons focused on using process drama strategies to develop students' imaginations and critical literacies.</p> <p>Music</p> <p>In 2017 APS participated in the Musica Viva program. All classes from K-6 participated in a series of preparation lessons leading up to the concert, "Mara". The Concert Band, under the guidance of the Music Partnership attended rehearsals once a week. APS saw the continuation of two Rock Bands and two</p>

Creative and Performing Arts	<p>FTE 0.6 \$60,000</p>	<p>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. The choirs, led by staff members, were enthusiastically supported by the students. 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. At the completion of 2017 the school launched a new music program to be introduced in 2018. This program will have one Junior Concert Band due to an enthusiastic response from our younger students and a Senior Wind Ensemble.</p> <p><i>Drama</i></p> <p>The Stage 3 students staged their annual production, this year titled “Murder at the Crumhorn Hotel”. The costumes, set and student performances were again outstanding. This year we saw the introduction of a stage two expert Drama Ensemble that was successful in gaining a position in both the NSW Arts Unit’s Regional and State Drama Festivals. This is testament to the growing strength of drama in our school.</p> <p><i>Dance</i></p> <p>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 year we saw the introduction of a commemorative t–shirt for Showcase as well as an online photo ordering system, making the this event a successful fundraising opportunity for the school. Senior Dance Ensemble One and the newly formed Junior Dance Ensemble were both successful in gaining a place in the Regional Dance Festival and received great commendation at the school Showcase. We again ran a second senior dance ensemble for interested students to participate in extension dance opportunities.</p> <p><i>Art</i></p> <p>Every student in the school was involved in creating a piece of art that was auctioned at P&C fundraising Trivia Night. The students were guided by some of our expert artists</p>
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Creative and Performing Arts	FTE 0.6 \$60,000	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.
Mathematics	FTE 0.4 \$40,000	<p>Develop and implement high quality numeracy assessment and teaching and learning practices that are based on student need, supported by data, reflective of current research and DoE expectations, and focused on student learning outcome attainment.</p> <p>A review of numeracy assessment procedures across the whole school was undertaken. A school wide numeracy assessment schedule was developed incorporating data collection processes and practices. The schedule has been implemented by all teachers. A range of numeracy data is collaboratively analysed to inform and guide teaching and learning and set individual student learning targets. There is school wide use of the Annandale Public School Mathematics Scope and Sequence which has resulted in a more systematic curriculum delivery in mathematics.</p> <p>Develop the role of professional learning in numeracy to drive a cycle of improvement that is data driven, based on student and school needs, and linked to the school plan.</p> <p>87.5% of teaching staff have successfully completed the Mathematics Building Blocks for Numeracy Professional Learning. This course focuses on pedagogy, the teaching and learning cycle, the numeracy continuum and the mathematics syllabus, the initial assessment process and differentiation.</p>
Community Consultation – Before and After School Care Fund	Before and After school care grant \$30,000	Before and after school care will expand to support preschool students.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	170	185	196	205
Girls	195	192	176	187

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	95.3	96	96.6
1	92.1	92.7	94.8	95
2	93.6	95.3	95.4	95.4
3	95.5	93	95.2	95.5
4	93.7	92.3	94.3	95.7
5	94.9	94.5	93.8	94.1
6	94.5	92.3	93.7	94.1
All Years	94.2	93.7	94.8	95.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

A school attendance team was established in 2017 to develop systems to improve whole school attendance. Key strategies included: Establishing K–2 and 3–6 attendance monitoring teams to report weekly to the Learning Support Team; Close monitoring of students whose attendance fell below 85% vigilant attendance monitoring – as a regular focus at every stage meeting and strengthening home/ school communication in relation to reporting absence.

School data indicates the strategy was successful in increasing student attendance. The school attendance average rose from 94.8% to 95.3%. There was significant improvement in explained absences due to the implementation of school-wide reporting systems.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	18.85
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	6.32
Other Positions	0

*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.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

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

Professional learning and teacher accreditation

Regular ongoing professional learning took place for Annandale Public School staff in 2017. Our main focus continues to be based on the overwhelming research that states supporting and improving teacher quality is the greatest determiner in improved student outcome attainment. A major focus of our professional learning was the implementation of Formative Assessment and Visible Learning.

The professional learning (whole staff, teaching stage teams and individual teachers), provided teachers with

a common language and structure for designing, evaluating and delivering lessons that have high impact on student learning. This enabled students to take control of learning by target setting in conjunction with parents and teachers, reflecting on assessment and other explicit review and feedback processes.

Term 3 Staff Development Day included Mathematics PL on the M in STEM linking mathematics to the development of critical and creative thinking skills in order to make sense of the world and solve authentic issues and problems. 87.5% of teaching staff successfully completed the Mathematics Building Blocks for Numeracy Professional Learning.

A number of teachers on staff are working towards or maintaining accreditation at proficient level.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	246,165
Revenue	4,539,356
Appropriation	3,936,306
Sale of Goods and Services	175,731
Grants and Contributions	420,904
Gain and Loss	0
Other Revenue	0
Investment Income	6,416
Expenses	-4,562,763
Recurrent Expenses	-4,562,763
Employee Related	-4,056,714
Operating Expenses	-506,049
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-23,407
Balance Carried Forward	222,758

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 2017 financial statement was

tabled at a general meeting of parents and citizens body. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,692,037
Base Per Capita	59,067
Base Location	0
Other Base	2,632,969
Equity Total	195,482
Equity Aboriginal	14,494
Equity Socio economic	7,177
Equity Language	87,447
Equity Disability	86,364
Targeted Total	328,679
Other Total	622,144
Grand Total	3,838,342

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

Improved student performance in Literacy and Numeracy

The NAPLAN results show improvements in average reading, writing and spelling scores for students over the last four years. Data shows an increase in the number of students who are performing at proficiency in Year 5, with the school out-performing the state in the areas of Reading, Writing, Spelling and Numeracy.

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 decreased in reading and numeracy from 2016 – 2017. In reading, 47.2% of students are in the top 2 bands and in numeracy 47.2% are in the top two bands.

The percentage of year 5 students in the top two bands has increased in reading and numeracy from 2016–2017. In reading, 72.1% of students are in the top 2 bands and in numeracy 32.6% are in the top two bands.

In the School Plan 2018 – 2020, the focus will be on value add and growth measured by an increase in students performing in the top two bands in NAPLAN Literacy and Numeracy.

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.

Parent/caregiver, student, teacher satisfaction

In Term 4 2017 Annandale Public School conducted a staff, parent and student information forum in order to inform and determine our strategic directions for the 2018–2020 school plan.

Over 60 school community members consisting of staff, parents and senior students participated in round table discussions on learning, teaching, leading, community values and big ideas.

The community indicated that they valued

- Community engagement and parental involvement
- Teacher quality and connection to students
- A range of opportunities to cater for individuals and their needs.

This forum has proven to be a valuable source of information for planning Annandale Public School's future directions.

Policy requirements

Aboriginal education

At Annandale Public School we are committed to sharing and celebrating our rich Aboriginal and Torres Strait Islander culture and history. The Australian, Aboriginal and Torres Strait Islander flags are displayed

proudly in all classrooms.

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

- 100% of students have Personalised Learning Pathways developed and are prioritised to receive additional support if they require it.
- Aboriginal and Torres Strait Islander content is integrated across all curriculum areas from EI/Preschool to year 6.
- Student attendance is supported through school and HSLO support structures

The annual highlight was the NAIDOC Week celebrations where students celebrated Aboriginal and Torres Strait culture and histories via dance, paper bark bowl making, song and storytelling. There was a guest presentation from renowned artist Adam Hill (Blak Douglas) and activities led by parents of one of our year 1 students.

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 teachers 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

EI/Preschool

The year started with the Assessment and Rating process. The Preschool is meeting all the high standards of the 7 areas of the National Quality Standards (NQS). 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). In response to community and family needs, the Before and After school care service for the Preschool has been well established and is running successfully with maximum numbers.

All staff including the School Learning Support Officers (SLSOs) completed updated professional development plans (PDPs) 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: The theme focussed on literacy and numeracy as foundations for learning and life. The keynote speaker was Mem Fox and the whole conference was underpinned by The Early Years Learning Framework (EYLF).

The preschool collaborated with Jennifer Way from the University of Sydney, in a study of the mathematisation of children's drawings at school entry. This was the first stage of a longitudinal study that tracks through preschool, kindergarten and beyond.

At the end of the year, preschool prepared the learning environment to encompass flexible and open learning spaces. This opens the way for the team to extend their collaborative approach to teaching, planning and documenting children's learning, beginning in 2018.

Learning Support Team

The school Learning Support Team meet weekly to discuss and make recommendations on referrals by class teachers. The team consists of the Principal, Assistant Principal Learning and Wellbeing, four stage representatives, Learning and Wellbeing Support Teacher and Early Intervention teacher and school counsellor. Support is closely monitored and adjusted as required. All students on support programs or classroom adjustments have Individual Learning Plans.

Support Programs include:

- Integration Funding Support– with SLSO support
- Reading Recovery
- Pre-Lit, Mini-Lit, MACQLIT reading programs
- Little Nippers – in school Early Arithmetic Strategies support Program
- Playground Loose Parts and Quiet area play support
- Whole School Friendly Schools Plus – social and emotional learning program.