

Annandale Public School

Annual Report



2018



1041

Introduction

The Annual Report for **2018** 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.

Jillian Wolfe

R/Principal

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Message from the school community

Over the last 12 months, the Annandale Public School Parents and Citizens Association (APS P&C) has continued to build a strong and positive partnership with Annandale Public School, with both Chris Buenen and Jillian Wolfe as acting School Principals, teaching and all support staff.

One of the key directives of the APS P&C is to partner with the school body to provide additional key resources and tools to benefit all students and teachers, aiding educational and learning needs.

Fundraising and Community Events

Every year we endeavour to raise funds through a variety of events. This past year we achieved this through our monthly cake stalls, Welcome Disco, 80's Trivia Night including art auction, Mothers' and Fathers' Day, School Banking, Christmas Trees & Pudding Fundraiser, and many other fun and successful events and activities.

These events are also a great opportunity for children, parents and carers alike to be part of the community as well as contributing financially. Additional school-based activities are supported by the APS P&C each year; from the Athletics Carnival Sausage Sizzle, Big Night Out supper, Kindy Orientation Morning Tea, NAIDOC Week, Easter Hat Parade, Book Week and end of year Award Day prizes.

The APS community is fortunate to have a Uniform Shop run by dedicated P&C volunteers. This allows us to keep the school uniform pricing low with all profits to come back to our school. To help combat the high levels of lost property (particularly hats and jumpers); the P&C introduced the Rag Tagd system.

Our primary Real Estate sponsorship with BresicWhitney has come to an end after a successful year supporting our key events for 2018. We are actively looking for a major sponsor for 2019. Additional sponsorship contributions have continued to come from Hillview Farms, Harris Farms and many local businesses who support our fundraising initiatives.

Financial & Learning Support

With the funds raised, in 2018 we have been able to help fund:

- The Learning Garden and Kitchen Program
- Continuation of the Music Bursary Program
- Electronic Signage
- Air Conditioning
- Book Week 2018
- Home Readers and Reading resources

- Buddy Bench Funding
- Terracycle Pen Recycling
- IT Equipment
- Flag and Banners for School Houses
- School Signage
- School ground maintenance and landscaping

Volunteer Contributions

These varieties of programs and events need many helping hands and the APS family continue to deliver this in abundance. To everyone who helped, a big thank you.

The P&C Executive

It takes a village to run the P&C and it has been a privilege to be part of the Executive team for another year, working alongside our two Vice Presidents; Minh Huynh and Stefanie Freeman, Kylie Couper, Treasurer and Peter Bestel, Secretary. I would like to recognise their dedication to the school and their endless energy in bringing their enthusiasm to the running of the P&C.

Volunteers

Many hands make light work when it comes to executing key events throughout the year and I would like to recognise key members in 2018.

Leticia Tarabay, Helen O'Riordan and Diana Eklund thanks for your continued support in running the uniform shop. From your guiding hand to new parents to organising the Year 6 students Jerseys all in a very tiny room.

All members who volunteer their time, experience and boundless energy deserve our appreciation and the Exec team acknowledges the continual support from key members who helped organise key events during 2018; Rosemary Donald, Leah Thurect, Genevieve Byrne, Isaree Kitcharayothin, Deanna Rhule, Stuart Ridley, James Powditch, Simon Tracy, Peter Oxley, Sally Byrne, George Peros, Fay Mezrani and Lyn Jones to name just a few. I would be remiss if I did not mention the pivotal role the class reps play in helping gather volunteers during the year, we thank you.

Looking Forward

The P&C are looking forward to continuing our strong partnership with, Jillian Wolfe, the teaching staff and the parent body to ensure we can have a greater understanding and input into the operations and management of the school. This can only help us focus our energies to create fresh ideas, initiatives and events for our growing number of children and families.

Having already kicked off 2019 with a Welcome Disco, Cake Stall and State Election we have set the tone for a very productive and fruitful year. As I step down from the role of President I look forward to supporting the Executive Team in 2019 with all their endeavours.

Thanks for letting me part of such a wonderful community.

Hannah Richardson

APS P&C President 2018

Message from the students

The SRC had a productive and active year. All thirty-two of us helped brainstorm Ideas for how we could make APS a bully-free, fun and enjoyable place. Every Monday the SRC came together to discuss matters that they felt strongly about and how we could improve the Annandale school community. Here are some of the highlights of 2018.

We kicked off the year with the annual SRC Easter show, which included the super soaker; face painting; chocolate wheel and many more. We raised over one thousand dollars that contributed towards improving school facilities.

Another very successful fundraiser was Buddy Day. On Buddy Day we came to school with a gold coin donation. This donation went towards making two buddy benches. On buddy day we got a piece of paper with a flower on it and wrote our names in the middle of it and let people write kind things about each other on the petals. This was a great experience for everyone and brought smiles to everyone's faces.

Dress Like a Pirate Day raised money for Drought Relief. Everyone got to come to school dressed like a pirate. We got filmed digging for treasure to be showed at the Showcase. By doing this we raised over one thousand one hundred dollars for food and supplies for the New South Wales farmers.

The four members of the SRC executive attended a leadership course along with over 2000 other primary aged school kids. We did workshops and exercises on how to improve our leadership skills.

Six members of the SRC were privileged to represent our school at the NSW Returned Services League wreath laying ceremony on Anzac day. We watched soldiers march and give speeches. The 8 House captains did an amazing job leading their teams in the Swimming Carnival, Athletics Carnival, and the Cross-Country Carnival. They organised their teams and supported and encouraged everyone. Thank you House Captains for being supportive and organized throughout the whole year.

All of the class reps did a great job informing their classes what was happening in the school community and contributing in SRC meetings. Well done class reps.

I would like to thank all members of the SRC for all of their efforts throughout the year. I would like to give a special thank you to Hermione; Vice President, Florence; Secretary and Oliver; Treasurer for their amazing work as SRC executive. I would like to give an extra special thank you to Mrs. Wolfe for her guidance, her Support and shaping the 2018 SRC.

It was an honour serving President this year and I would like to wish the 2019 SRC an exciting and successful year.

Xavier Jacks

SRC President 2018

School background

School vision statement

As a community, we are committed to ongoing growth in learning and the wellbeing of every student. We provide an inclusive environment dedicated to nurturing resilient, creative and active learners.

School context

Annandale Public School is located in the inner western suburbs of Sydney and serves socially and linguistically diverse community of learners from preschool to year 6 including an Early Intervention Unit. It has a long and proud tradition of providing public education since 1886. The site comprises heritage and modern buildings, a before and after school care facility, as well as a well-equipped Learning Garden and Kitchen.

We are a growing and vibrant school with a population of over 400 students. At Annandale Public School we are committed to developing confident and independent lifelong 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 their academic, emotional and social potential. Student learning is supported by Reading Recovery, Pre-Lit, Mini-Lit and MACQLIT, EAL/D and G&T support and Early Action for Success. The school offers a range of extracurricular activities including drama, dance, public speaking and Maths Olympiad. A range of after-hours activities are also offered including music tuition, Chinese language classes and visual art lessons.

The teaching staff at Annandale Public school are committed to ongoing professional learning to improve their practice and improve outcomes for students. The teaching and learning programs are based on NSW Department of Education Syllabus documents with a focus on students taking control of their learning through self-regulation supported by Visible Learning pedagogy. A sharp focus on student data and developing a strong data-literate team through the Early Action for Success (EAfS) initiative at this school is ensuring our teaching and learning programs are personalised and targeted early interventions will move the learning forward for all learners.

The dedicated and committed staff at Annandale Public School value a close partnership with the parents and wider community to develop confident and independent lifelong learners.

We acknowledge the, Gadigal people of the Eora nation as the traditional custodians of the land on which our school is situated.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Learning

Within the domain of Learning, the school has focused on building learning culture, wellbeing and reporting with the following strengths evidenced as part of school-wide practice;

- Engaging in strong collaborations between parents, students and the community to inform and support continuity of learning.
- Well-developed and evidence-based approaches to programs and assessment, regularly monitoring and reviewing individual student needs
- Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching and adapt their practice to meet the learning needs of students.

Teaching

Building teacher capacity to enable reflection of practice and align student learning to the literacy and numeracy progressions has been a key focus for the school. In recognition of this the school has;

- Collaborated across stages and teams to share curriculum knowledge, data, feedback and other information about student progress and achievement
- Developed a whole school assessment schedule that promotes consistent and comparable judgement of student learning, identifying skill gaps and areas for extension
- Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in the school to improve whole school practice.

Leading

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

- The leadership team has embedded clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan
- The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with its community.
- Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Value added growth P-7

Purpose

The school's value-add is lower than the value added by the average school, despite the fact that more than 35% of students achieve in the top 2 NAPLAN bands.

Students will be active and successful learners as they will be able to articulate: how they learn, what they are learning and why they are learning it. Evidence of learning will be visible in classrooms and a consistent language and practice in growth mindset will further support all learners to succeed.

We are committed to ensuring that for every year of teaching there is a year of learning occurring for every child.

Overall summary of progress

The school is continuing to focus on refining systems for the collection of school based assessment data in the areas of writing and mathematics, specifically problem solving, fractions and TEN. This data has enabled the school community to engage in powerful and accountable professional discussions resulting in significant improvement of student learning outcomes in these identified areas of need. Learning support has 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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving expected growth in literacy and numeracy.	Flexible funds to resource additional leaders with a focus on Early Action for Success.	Data collected showed an increase in students achieving in the top two bands of NAPLAN.
Student data collection in literacy and numeracy (K-6), portfolios (preschool), attainment of ILP/PLP targets (EIU).	Instructional Leader – creation of data wall K-2	Data wall showed majority of students met targets. Preschool portfolios updated.
Evaluation– ongoing student feedback, portfolios (preschool), attainment of ILP/PLP targets (EI preschool).	Instructional Leader – feedback PL	EIU/Preschool targets met.

Next Steps

1. Continue to build on the improved learning support processes and strengthen the support for students in the middle bands.
2. Implement the Positive Behaviour for Learning across the school
3. Continue to collect and evaluate data in line with the literacy and numeracy progressions.

Strategic Direction 2

Team Improvement

Purpose

We believe in our collective efficacy as a team, and in leveraging high stakes evidence based teaching strategies to raise student learning outcomes.

Visible leadership will drive research-based practice across the school so that all students have every opportunity to become successful learners.

We are committed to ensuring that for every year of teaching there is a year of professional growth happening for every staff member. All staff will be data literate and use their skills to set specific targets and goals across the school in literacy and numeracy. Teacher observations, professional readings and research will inform data conversations and our collaborative practice to improve student learning outcomes.

Overall summary of progress

All teaching staff undertook professional learning in Formative Assessment, Mathematics (Problem Solving, Fractions (3–6) TEN K–2) and writing. Data was analysed at class, stage and whole school level to determine planning and programming. Student data was mapped against school plan targets, and professional learning needs were addressed to ensure improvement in student learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Preschool teachers recognise themselves as an expert teaching team on the National School Improvement tool.	Preschool teachers	Preschool teachers levelled themselves as expert.
Increase in the number of P–6 staff who feel confident in the area of Effective Classroom Practice – (Lesson Planning) on the SEF.	Instructional Leader	Teachers collaborating across faculties/stages/teams sharing curriculum knowledge, data, feedback and other information about student progress and achievement and are able to inform the development of evidence-based programs and lessons.
In 2020, staff will reflect positive growth in their practice due to targeted professional development.	Targetted Professional Learning	TBD

Next Steps

1. An Instructional Leader will continue to be funded five days per week to upskill staff in the use of formative assessment and feedback.
2. Teaching staff to continue to participate in instructional teaching rounds.
3. Introduction of the Got It program (Getting on Track in Time) an early intervention mental health program for children.

Strategic Direction 3

Strengthened Service Delivery

Purpose

There are high expectations across all stakeholders and we believe there could be more opportunities for three way collaboration and communication between students, teachers and parents so that learning outcomes are maximised.

We are committed to providing explicit feedback and to forging genuine learning partnerships with our community.

Our system leadership in evidence-based practice and formative assessment will strengthen our connection to our learning community and establish our identity as a lighthouse school for Visible Learning.

Overall summary of progress

Procedures were implemented where teaching staff worked collaboratively with the parent community to improve communication on individual student progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
In preschool, indoor and outdoor learning environments are established in such a way that when educators critically reflect on them in relation to EYLF outcomes 4 and 5, they show considerable growth.	Focus Group – Preschool/EIU	Growth evident in outcomes 4 & 5.
There is improvement in parent satisfaction levels regarding the process of meeting with teachers and gathering feedback on their child/ren's performance and outcome attainment.	Reporting evaluation/TTFM	TTFM survey results indicate year on year improvement in parents feeling informed.
Parents indicate that they are more satisfied with information contained within mid year and annual reports.	TTFM Parent Survey	Parents would like to see continued reflection on school reports.
Positive behaviour for learning (PBL) is recognised by the school community as the overarching approach to student welfare and wellbeing.	PBL PL	PBL is being introduced to the school in 2019.

Next Steps

1. Continued streamlining of communication between home and school.
2. Introduction of school Facebook page.
3. Report writing review and upgrade.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$14,668	Reading progress data reviewed, participation levels reviewed and student and teacher feedback evaluated on quality of the program.
English language proficiency		
Low level adjustment for disability	FTE 1.0 Learning and Support Teacher & combined with other equity funding to employ SLSO team to deliver targeted intervention programs and support.	Review of program effectiveness via collection of student progress data, student and teacher survey.
Quality Teaching, Successful Students (QTSS)	FTE 0.497	Staff surveyed on effectiveness and impact of instructional leadership provided during 2018
Socio-economic background		Family financial support.
Support for beginning teachers	FTE 0.206 <ul style="list-style-type: none"> • Support for beginning teachers • Support for beginning teachers (\$20 882.57) 	Beginning teacher support evaluated and used to frame 2019 program of support for beginning teachers.
Targeted student support for refugees and new arrivals	FTE 0.6 EaLD teacher. <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$411.00) 	ILPs updated and transition plans for students in place.
Early Action for Success	Self-funded FTE 1.0	

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	185	196	205	213
Girls	192	176	187	187

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.3	96	96.6	95.3
1	92.7	94.8	95	96.5
2	95.3	95.4	95.4	94.4
3	93	95.2	95.5	95.5
4	92.3	94.3	95.7	94.9
5	94.5	93.8	94.1	94.8
6	92.3	93.7	94.1	93
All Years	93.7	94.8	95.3	95
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Key strategies include:

- K–2 and 3–6 attendance monitored weekly in Learning Support meetings.
- Close monitoring of students whose attendance falls below 85% .
- Weekly stage meeting attendance discussions.
- Strengthened home/ school communication in relation to reporting absence.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.45
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.42

*Full Time Equivalent

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

Annandale Public School has two Aboriginal Teachers.

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 staff in 2018. 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 problem solving, fraction and TEN professional learning in numeracy and the use of feedback and formative assessment in writing.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	222,758
Revenue	4,845,681
Appropriation	4,344,796
Sale of Goods and Services	84,160
Grants and Contributions	411,439
Gain and Loss	0
Other Revenue	100
Investment Income	5,186
Expenses	-4,630,344
Recurrent Expenses	-4,630,344
Employee Related	-4,105,250
Operating Expenses	-525,094
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	215,337
Balance Carried Forward	438,095

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

	2018 Actual (\$)
Base Total	2,955,506
Base Per Capita	79,629
Base Location	0
Other Base	2,875,876
Equity Total	175,983
Equity Aboriginal	14,668
Equity Socio economic	7,468
Equity Language	61,410
Equity Disability	92,437
Targeted Total	372,838
Other Total	680,295
Grand Total	4,184,622

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

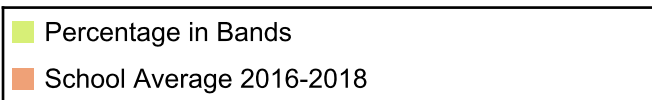
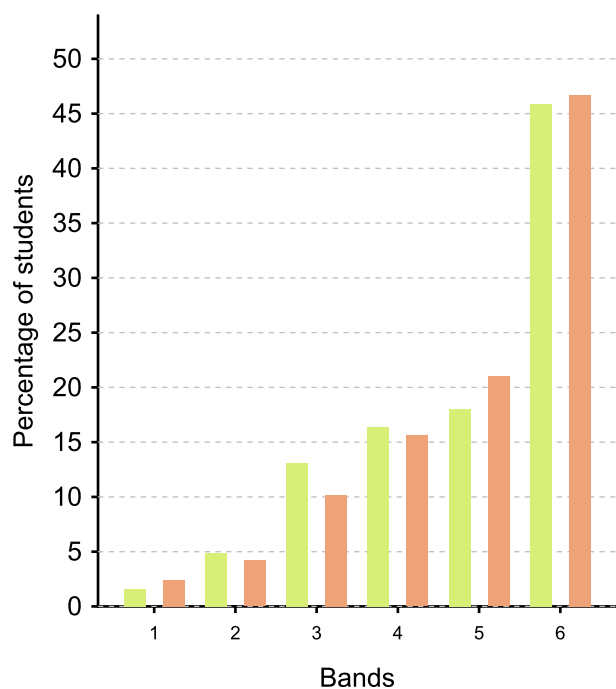
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

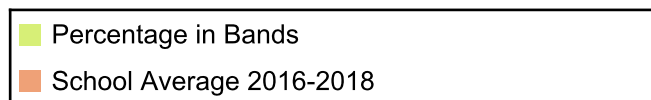
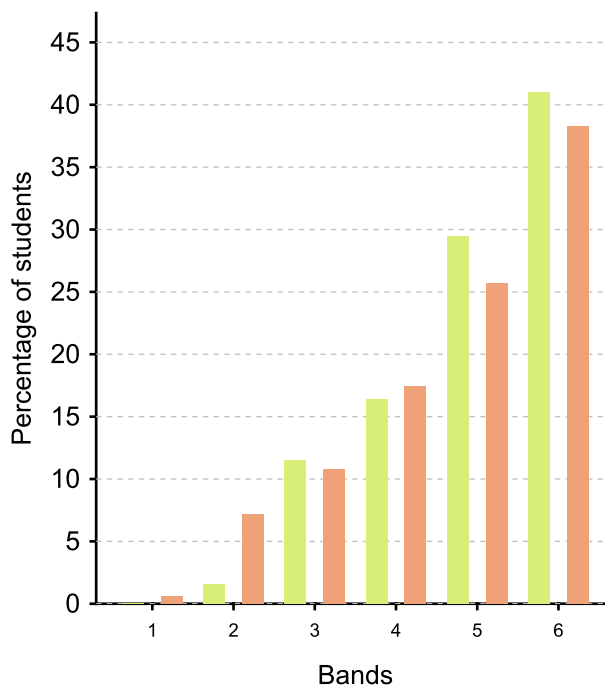
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The NAPLAN results show improvements in student growth in Spelling up 44.2%.

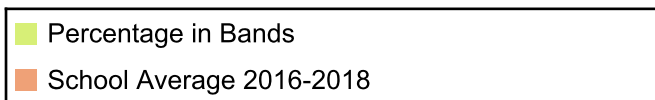
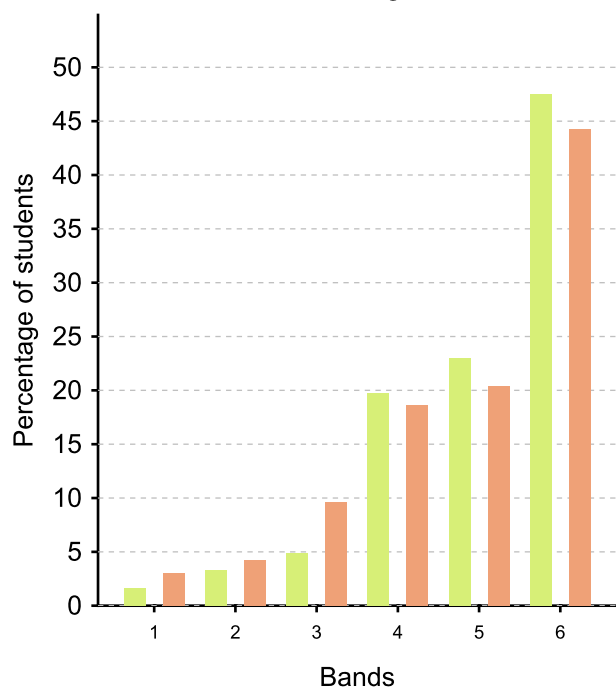
Percentage in bands:
Year 3 Grammar & Punctuation



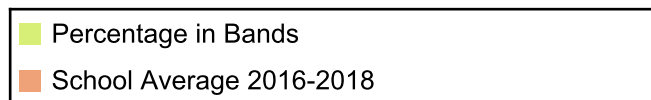
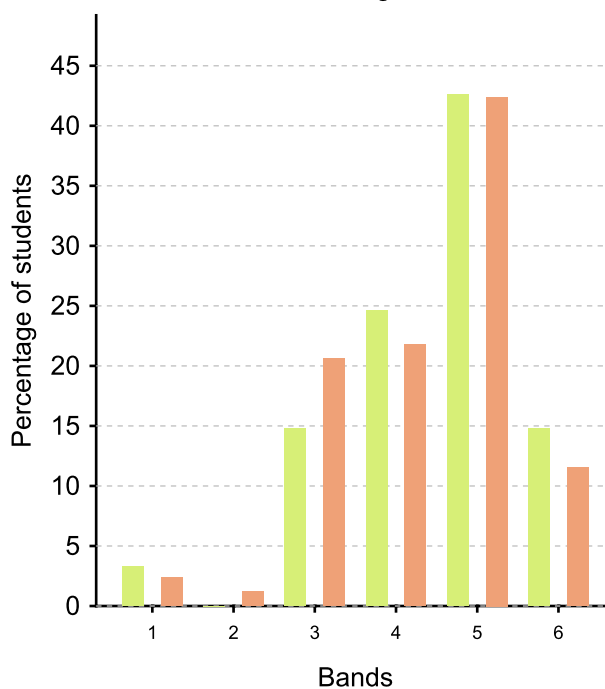
Percentage in bands:
Year 3 Spelling



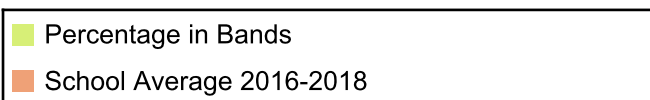
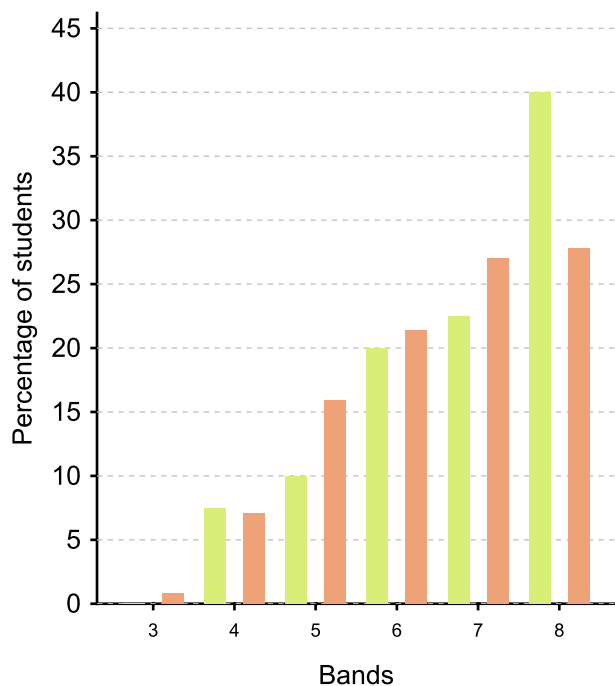
Percentage in bands:
Year 3 Reading



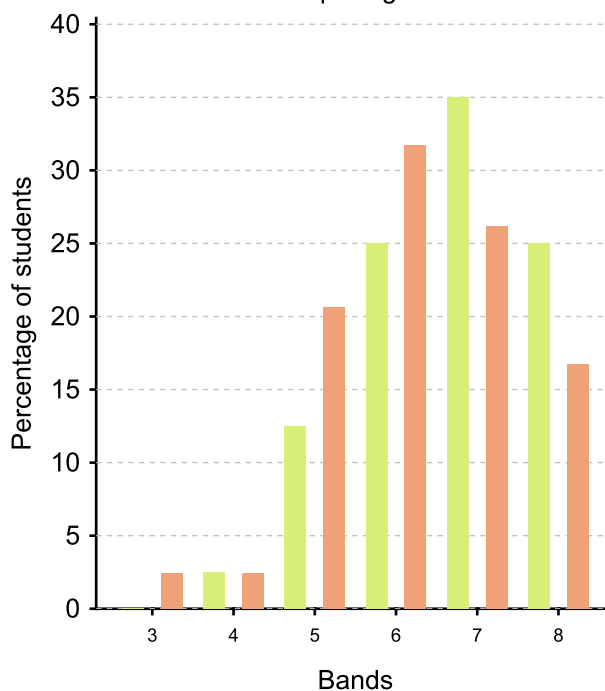
Percentage in bands:
Year 3 Writing



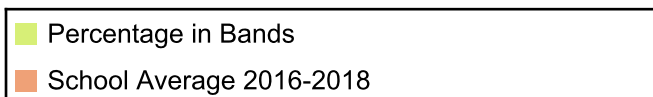
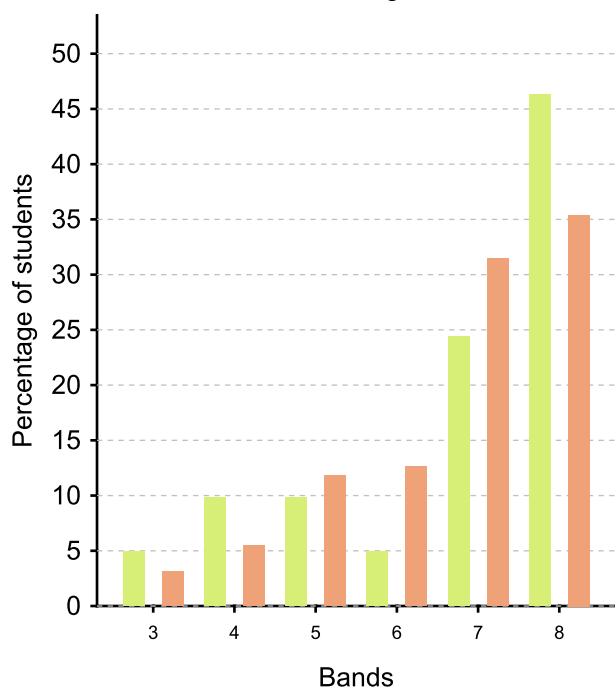
Percentage in bands:
Year 5 Grammar & Punctuation



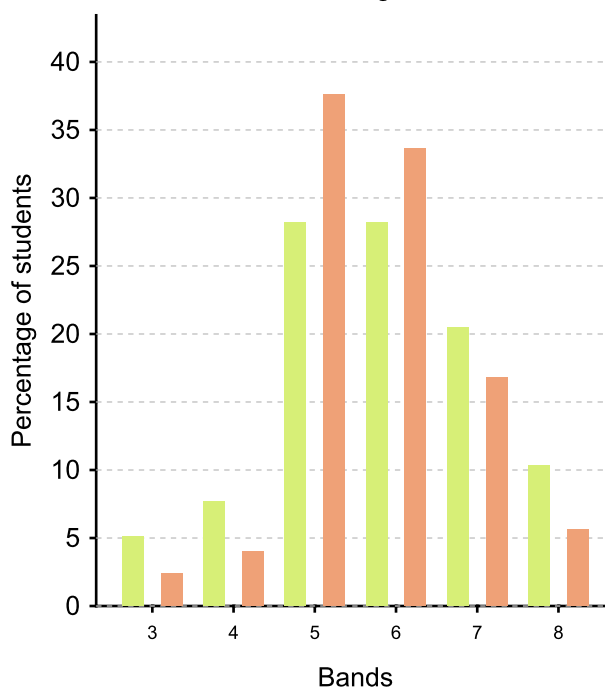
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

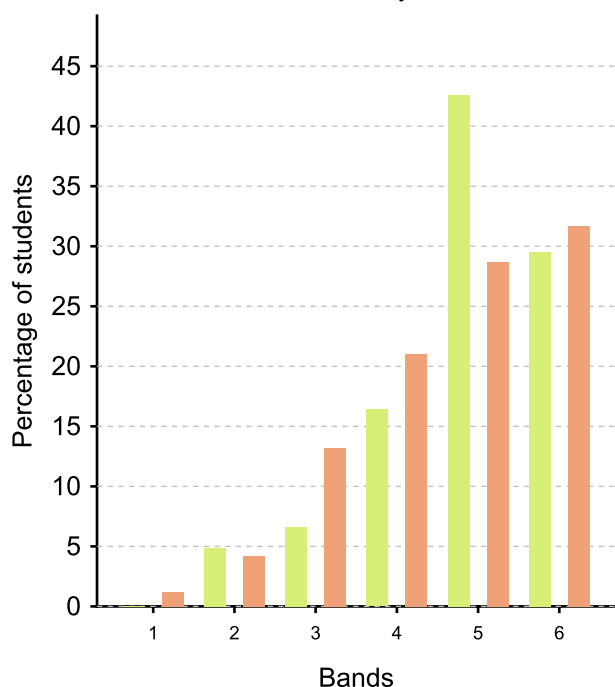


Percentage in bands:
Year 5 Writing



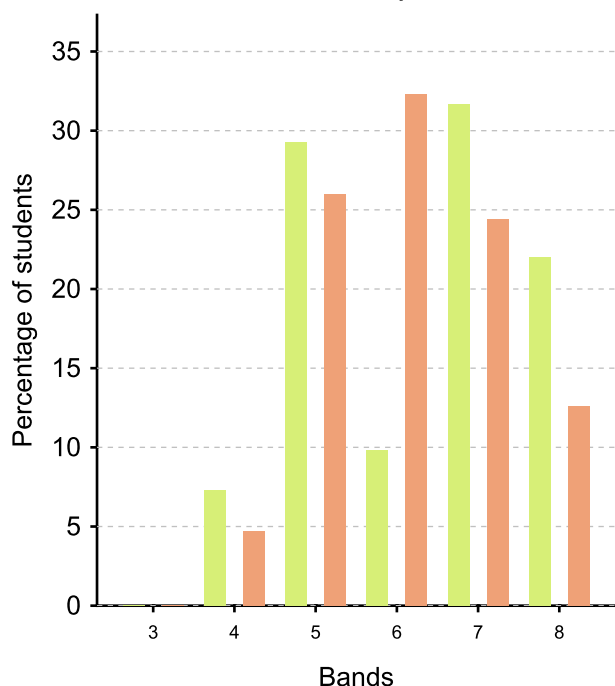
The NAPLAN results show improvements in student growth in Numeracy up 17%.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal

education outcomes for students in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

Feedback from the **parent** Tell Them From Me Survey (TTFM) indicated the following;

- 6.5 felt welcome at the school (up on 2017)
- 5.5 felt informed (up on 2017)
- 7.4 believe the school supports learning (down on 2017)

Feedback from the **teacher** Tell Them From Me Survey (TTFM) indicated the following;

- 8.3 felt it is an inclusive school (down on 2017)
- 7.0 valued the leadership (down on 2017)
- 7.7 valued teacher collaboration (down on 2017)

Feedback from the **student** Tell Them From Me Survey (TTFM) indicated the following;

- 7.7 had a positive sense of belonging (down on 2017)
- 7.8 felt interested and motivated (down on 2017)
- 8.3 had high expectations of success (same as 2017)

Policy requirements

Aboriginal education

Annandale Public School is 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 around our school. Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education. All students have Personalised Learning Pathways and are prioritised to receive additional support if required. 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 a day of artists and celebrations.

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, the school 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 that recognise and value the

backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted across the school. Teaching and learning programs support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. One staff member is trained as the 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.