Austral Public School

Annual School Report

2012
Principal’s message

It is with a sense of great pride but also of sadness that I write my final report for the Austral Public School Annual School report as I will move on in 2013 to the principal position at Green Valley PS.

For 2012, almost all of our targets in our two year journey as a National Partnership school have been met. Those where we fell short in meeting the desired target were so close to being met that it would be classified as being insignificant.

Our progress in mathematics and English has been very pleasing and the quality of teaching that was provided at the school is truly second to none.

Our staff in the office and in classrooms work tirelessly to bring about improved learning for students and the students themselves are remarkable young people who will grow up to be fine upstanding members of the community.

Our community engagement plan saw vast progress in helping families to become deeply connected with their child’s school and schooling. Parents and caregivers contribute significantly to the overall tone of the school and the results of class programs by being actively engaged both at the school and from home to support their children.

As part of the National Partnership program, the Highly Accomplished Teacher position (HAT) at the school for 2011/12 made an enormous impact upon the quality of instruction within classrooms and the types of programs run within the school.

In 2012 the school was successful in gaining a South Western Sydney Regional award for innovative use of technology in recognition of the outstanding work of the school’s technology plan.

I am enormously proud of what the staff and community of Austral PS achieved this year and I am sure that this will continue to grow into the future.

I wish the school and community all the best for the future and will remain very thankful for having spent the past seven years as principal at Austral PS.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Brett Warwick

P & C message

Austral Public School has a dedicated and motivated P&C committee where parents work together with school staff with an aim to improve our school for the benefit of its students.

The P&C fundraising efforts for 2012 have included Easter Raffles, Mother’s and Father’s Day stalls and Raffles, School Disco & Christmas Raffles.

The P&C also support the Gold Chance draw and the Reach for the Stars program. Also this year P&C have purchased new sports jerseys for the PSSA sports teams.

The P&C bank balance by end of 2012 was $11 268.92

Parent representatives were involved in the Anzac Day Service, Education Week Ceremony, and School Planning Committee. Parents were also involved in Multi-Lit Reading Program, Clag-groups, all P&C fundraising events and P&C meetings.

Mrs M Barnsley, P&C President

Student representative’s message

The Student Representative Council (SRC) had another successful year with 28 members from all classes across Years K-6 including school captains and vice captains. All members were democratically elected by their peers. Students met regularly to discuss school matters, raise suggestions from their peers in regards to school improvements and organised fundraising. These meetings were run by the SRC Student Executives and overseen by Mrs Rysko.

Money raised through the SRC’s fundraising efforts went towards our school’s 2 main charities – World Vision and Stewart House. Our fundraising efforts consisted of Mufti Days, the selling of ‘Bouncy Balls’ and ‘Smiggle’ pencils, the making and selling of bookmarks and our Annual School Talent Quest.
The school is particularly proud of their commitment to World Vision in sponsoring two children, Sonthaya in Laos and Welda in Indonesia. Welda has now completed the sponsorship program that ran for over 10 years. Because of the school’s provision led by the SRC, she has now many opportunities to support her future. We now welcome seven year old Jamila, from North Gaza and hope to improve her future too.

Suggestions and improvements that came from the students included more sports equipment for lunch time use, picking up stick days, more re-using instead of recycling and bring a pet to school day!

The achievements of the SRC were pleasing and were a result of a dedicated and enthusiastic group of young leaders who were proud to represent their class mates.

Monica Tropea, SRC President

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>Male</td>
<td>199</td>
<td>196</td>
<td>181</td>
<td>179</td>
<td>171</td>
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<tr>
<td>Female</td>
<td>172</td>
<td>183</td>
<td>180</td>
<td>177</td>
<td>163</td>
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Student attendance profile

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<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>K</td>
<td>93.0</td>
<td>94.2</td>
<td>95.4</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.6</td>
<td>94.2</td>
<td>93.5</td>
<td>94.7</td>
<td></td>
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<td>2</td>
<td>94.3</td>
<td>94.4</td>
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<tr>
<td>3</td>
<td>94.5</td>
<td>96.3</td>
<td>94.4</td>
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<tr>
<td>4</td>
<td>93.6</td>
<td>94.9</td>
<td>95.2</td>
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<tr>
<td>5</td>
<td>92.3</td>
<td>94.8</td>
<td>94.2</td>
<td>94.5</td>
<td></td>
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<tr>
<td>6</td>
<td>94.1</td>
<td>94.8</td>
<td>94.0</td>
<td>94.1</td>
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<tr>
<td>Total</td>
<td>93.1</td>
<td>93.7</td>
<td>94.7</td>
<td>94.3</td>
<td>94.3</td>
</tr>
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</table>

Management of non-attendance

Non attendance is followed up at the school in the first instance by class teachers requesting notes to explain absences.

Where absences become of concern or notes are not provided by families, letters are sent home reminding families of their obligation to have children attend school and to explain absences.

100% attendance awards are implemented to encourage attendance.

Consultation with Home School Liaison Officers occurs to support families in the endeavour to ensure excellence in attendance patterns at school.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported by the 2012 Class Size Audit conducted on Wednesday 21 March 2012.
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The National Education Agreement requires schools to report on Indigenous composition of the school workforce.

One staff member has an Indigenous heritage.

**Staff retention**

One staff member retired and the principal accepted a promotion to another school at the end of 2012.

Several staff members are on various forms of long term leave including maternity leave and long service leave. Two temporary staff members have not returned due to a reduction in classes and a teacher returning from maternity leave.

**Teacher qualifications**

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

There are a range of experienced teachers and New Scheme Teachers this year.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>86</td>
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<tr>
<td>Postgraduate</td>
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**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
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<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>$216033.53</td>
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<tr>
<td>Global funds</td>
<td>$252308.00</td>
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<tr>
<td>Tied funds</td>
<td>$85153.02</td>
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<tr>
<td>School &amp; community sources</td>
<td>$460330.14</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
<td>$22179.50</td>
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<tr>
<td>Canteen</td>
<td>$0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>$746979.58</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
<td>$62177.67</td>
</tr>
<tr>
<td>Library</td>
<td>$5442.88</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$11228.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$89822.72</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$51634.45</td>
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<tr>
<td>Administration &amp; office</td>
<td>$50548.19</td>
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<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$60240.22</td>
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<tr>
<td>Maintenance</td>
<td>$27490.90</td>
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<tr>
<td>Trust accounts</td>
<td>$22092.22</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>$467365.21</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$279614.37</td>
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A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

Austral Public School achieves very positive results in a wide range of areas. The following is a summary of some of our achievements in those areas.

**Achievements**

**Sport**

In 2012 sport was once again a feature of the curriculum offered at Austral Public School.

The school participated in three seasons of PSSA sport, with four sports available each season. Primary students participated in three Gala Days with all teams displaying teamwork, sportsmanship and enthusiasm.

This year Austral Public School participated in the Swimming, Cross Country and Athletics Carnivals, with students achieving great success and further levels. This year, 33 students attended the Zone Swimming Carnival, an increase from 2011 when 26 students attended. In Cross Country, 32 students qualified for the Zone level with six students representing the school at the Regional Cross Country, an increase from three students in 2011. This year, prior to the Zone Cross Country Carnival, students attended four training afternoons, facilitating greater success on the day. The Zone Athletics Carnival saw a record number of 48 students qualify for both track and field events. Six of these students attended the Regional Athletics Carnival. This was an increase from three students who attended in 2011. Students from K-2 also participated in their own Athletics carnival, rotating around a range of track and field events.

The school entered two teams (senior girls and senior boys) into the Tiger Shield Soccer Competition, with both teams making it to the semi-finals. Students were extremely enthusiastic about the competition and represented the school with pride.

Friday sporting programs have consisted of tabloid activities and programs that have included skill development for upcoming PSSA sports, team competitions, athletics skills including long jump, high jump, shot put and discus as well as the strengthening and development of fundamental movement skills.

In Term Four, students participated in a gymnastics program run by Bounce Sports where students developed skills in balance, coordination and strength.

New sporting equipment was purchased for the school to replace some of the gear used for PSSA.

Overall, 2012 has been a tremendously successful year in the area of sport.

**Debating and Public Speaking**

This year saw the trial of two simultaneous debating competitions running within the Cowpasture District. Austral competed in the larger schools cluster, along with Bonnyrigg Heights, Cecil Hills, Green Valley and Greenway Park. The smaller schools cluster comprised of Bringelly, Horsley Park, Kemps Creek, Middleton Grange and Rossmore. Debates were held every three weeks and each team had one bye. Seventeen Stage 3 students represented Austral...
in debating this year, winning a total of two debates. The overall winners of the competition were Bringelly (smaller schools cluster), and Bonnyrigg Heights and Greenway Park Public Schools (tied, larger schools cluster).

Austral conducted a Public Speaking Competition in Term 3 that saw all students from Kindergarten to Year 6 present speeches on a given topic in class. Two representatives were chosen from each class to compete in Stage finals, where four successful speakers were then selected to represent Austral PS at the Hoxton School Education Area Competition, held at Cecil Hill Public School on the 17th October. One stage three student (Natasha Teeling, Year 6) was successful in becoming the Senior Champion in this event and will move on to represent the Hoxton School Education Area at the Sydney South West Public Speaking Competition.

Information and Communication Technology

Our project at Austral Public School has been to enhance the levels of student engagement within the school (especially in the Middle Years). Improving student outcomes, through the use of ICT as an engagement tool, has been a focus for our school which is strongly represented in our school plan and with the school’s involvement in National Partnerships. Austral has increased student engagement in Literacy and Numeracy through the use of innovative technologies by purchasing new hardware, software and the continual professional development of all staff K-6 in utilising it in the classroom.

National Partnerships has been a key factor in our successes this year. It has assisted us in the implementation of professional development and the purchasing of hardware and software. Our Parents and Community Association has been a great support through their continual hard work and support of the school to partially fund the purchasing of our mobile laptop lab and mobile iPad lab.

This year we have purchased, with the support from our P & C, 20 iPads and 15 Laptops to create 2 mobile labs across the school. All classes K-6 are timetabled and use these technologies each week with SLSO’s and LaST teachers assisting with the implementation of these. The laptops and iPads have offered a range of visually engaging experience to students in their learning in the classroom. The engagement and opportunities for students to learn at their own pace could not have been replicated without the use of the laptops and iPads. Students have used the laptops and iPads for a range of educational experiences including; research, use of Literacy and Numeracy games (including ‘Mathletics’ and ‘Reading Eggs/Eggspress’), editing and modifying pictures and photos, creating digital artworks and posters, presentations, Claymations and PhotoStorys. The Mathletics and ‘Reading Eggs/Eggspress’ programs are across K-6 and are used by teachers to plan, assess, program and teach students the appropriate content. They have catered for individual students through each activity being tailored to support the students at their level with self-paced, skill-specific levels.

We have ensured all classes, including the Library have Interactive Whiteboards (IWB) installed because of the engagement of students. Our focus this year was not just on using the IWB but how to use it effectively in the classroom on a daily basis. We have built up a library of ‘Notebooks’ lessons and units of work throughout the school with a focus on using engaging content which is interactive. We now have over 50 teacher created lessons and many more shared ‘Notebook’ lessons.

As part of our school plan to increase student engagement in Stage 3, we have purchased and are using Student Response Systems and ‘Turning Point’ software in the classroom. These interactive response systems have given teachers an instant and accurate insight into student learning. Using the systems’ handheld remotes, receiver and assessment software, teachers pose impromptu questions anytime throughout the lesson or prepare tests in advance. Students respond instantly using the remotes and the software automatically tallies and summarises the results. This instant insight means teachers have adjusted their instruction accordingly. This is a new technology which enables all students to have their say in a safe and challenging environment and has provided the opportunity for teachers to both formative and summative assess students throughout each lesson.

With all the new ICT hardware and software being implemented into our school, we knew that it was critical that the emphasis on continual professional development in these areas was needed for the effective teaching using these technologies in the classroom. Our focus has
been to give continual professional development and support to build upon what teachers already use and know. We have utilised the skills of staff at Austral, staff at our community of schools and a range of external personnel to achieve quality, specific professional learning for all staff which has included: whole school and group workshops (to cater for individual needs) on Mathletics and Reading Eggs/Reading Eggspress, PhotoShop and Notebook inservice across our community of schools and SMART users groups, Staff Development Days on using Claymation in the classroom and using the Student Response Systems. This has been a successful initiative through utilising our professional learning time, before and after school, on our staff development days and support time throughout the week where teachers are given the opportunity to mentor and team teach other staff in implementing these technologies.

**Academic**

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

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

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

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

**Literacy – NAPLAN Year 3**
95% students achieved at or above minimum standard in reading
28.8% students achieved in the top two skill bands in reading
100% students achieved above minimum standard in writing
53% students achieved in top two skill bands in writing
100% students achieved above minimum standard in spelling
38% in top two skill bands in spelling

**Numeracy – NAPLAN Year 3**

97% achieved at or above minimum standard in NAPLAN numeracy
14% achieved in the top 2 skill bands (proficient) in NAPLAN numeracy
90% achieved at or above minimum standard in NAPLAN data measurement, space and geometry
22% achieved in the top 2 skill bands (proficient) in NAPLAN data measurement, space and geometry
98% achieved at or above minimum standard in NAPLAN Number, Patterns and Algebra
10% achieved in the top 2 skill bands (proficient) in NAPLAN Number, Patterns and Algebra

**Literacy – NAPLAN Year 5**

- **Reading**: 95% achieved at or above minimum standard in reading, 28.8% in top two skill bands in reading, 100% above minimum standard in writing, 53% in top two skill bands in writing, 100% above minimum standard in spelling, 38% in top two skill bands in spelling.
- **Numeracy**: 97% achieved at or above minimum standard in NAPLAN numeracy, 14% in top 2 skill bands (proficient) in NAPLAN numeracy, 90% at or above minimum standard in NAPLAN data measurement, space and geometry, 22% in top 2 skill bands (proficient) in NAPLAN data measurement, space and geometry, 98% at or above minimum standard in NAPLAN Number, Patterns and Algebra, 10% in top 2 skill bands (proficient) in NAPLAN Number, Patterns and Algebra.
92% students achieved at or above minimum standard in reading

17% students achieved in the top two skill bands in reading

64% students achieved or exceeded expected growth in reading

100% students achieved above minimum standard in writing

53% students achieved in top two skill bands in writing

100% students achieved above minimum standard in spelling

33% in top two skill bands in spelling

53% students achieved or exceeded expected growth in spelling

86% achieved at or above minimum standard in NAPLAN numeracy

14% achieved in the top 2 skill bands (proficient) in NAPLAN numeracy

95% achieved at or above minimum standard in NAPLAN data measurement, space and geometry

14% achieved in the top 2 skill bands (proficient) in NAPLAN data measurement, space and geometry

81% achieved at or above minimum standard in NAPLAN Number, Patterns and Algebra

21% achieved in the top 2 skill bands (proficient) in NAPLAN Number, Patterns and Algebra

Progress in literacy

School trend data showed substantial growth for both Year 3 &5 in Reading, Spelling and for Year 5 in Grammar and Punctuation.
Progress in numeracy
School trend data showed positive growth for both Year 3 & 5 in Numeracy closing the gap between our school and State average.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Minimum Standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Year 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program- Literacy and Numeracy is compared to these minimum standards. The percentage of our students achieving at or above these standards are reported below.

Minimum Standards data

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<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
Austral Public School provides programs in Aboriginal Education for all its students. In 2012, the school had 11 students from an indigenous background.

All Aboriginal students had Personalised Learning Plans developed for them in consultation with families and, this year we had 100% of families involved in the development of these plans. All Personalised Learning Plans are monitored closely throughout the year and goals are adjusted when needed by the class teacher in consultation with the student and family. All
students have a tracking folder that follows them through the school. These folders contain relevant information such as reports, work samples and assessment records allowing teachers to gain an overall picture of the student in their class.

This year, all Aboriginal students at Austral Public School took up the opportunity to be involved in a Community of Schools NAIDOC day celebration at a neighbouring school. Each student chose a friend to attend the day with them and they had the opportunity to view and participate in activities such as; an elder performing a smoking ceremony, Dreamtime story sessions and Aboriginal art classes.

LaS, ESL & Multicultural education

The position of Learning and Support Teacher (LaST) has increased to a five day a week position. The other support position is a two day allocation (ESL), together we have combined our time so that we may assist all children with learning difficulties and those from non English speaking backgrounds. Assistance is provided in different forms including: one to one tutoring, small group withdrawal and in class assistance. Support teachers meet regularly with classroom teachers to determine level of need in each class. This is regularly reviewed and resourced accordingly.

Priority has been given to students in Infants, as early intervention is necessary for teaching children with learning difficulties. Students who need extra assistance across the school have access to small group and team teaching lessons during the week. Needs targeted are as identified by the classroom teacher. Year 1 have access to the reading recovery program. These children are identified through testing and work one to one with a trained reading recovery teacher five times a week. Students who have been identified as having significant problems in any areas are provided with an individual learning program. Classroom support may be provided by a trained teacher or a Student Learning Support Officer.

In 2012, students received assistance from the STLTA or ESL teachers with regards to developing skills in reading, spelling, writing and or maths. These students were grouped according to common needs, and in consultation with the classroom teacher, worked on programs to target these needs.

The Multilit program was utilised with parents, SLSO and the LAST teacher as tutors. This program was offered to various primary students reading at a significantly lower level than their peers. 6 students participated in the program for several weeks with one to one tutoring for four sessions a week. Each student has had varying degrees of success. The success of this program can be attributed to ongoing support from tutors and commitment by the students. This program will continue next year with the aim of increasing our tutor numbers to give further assistance in reading to individual primary students.

The Quicksmart program was utilised with a SLSO and a trained teachers as tutors. This program was offered to various primary students from Years 5 and 6 working at a significantly lower level than their peers in mental computation. 14 students participated in the program for several weeks with one to one tutoring for three sessions a week. Each student has had varying degrees of success. We aim to continue with this program into 2013.

National partnership programs

Austral Public School has been identified as a National Partnership School for 2011 and 2012. We have had many changes in the schools systems and practices as a result of participating in the National Partnerships initiative.

Through the additional support of the National Partnership program many very positive new approaches have helped to build a strong culture of teamwork, dignity and respect but most importantly a culture of success for all built upon a strong “can do” approach.

The HAT has been an instrumental, pivotal position in helping to achieve this outcome.

The school tone is positive, commitment abounds, suspensions are down significantly and decisions are made in the best interests of students and their needs.

The entire school community is more actively engaged in the school on the whole.

Over the 2 years of the National Partnership the school has received the following South West Sydney Regional awards in recognition of the work of the entire team:

2011 Increased Parental Engagement
Throughout 2012, an active Student Welfare Committee has played an important part in maintaining the well-being of all students. The Student Welfare Committee has ensured that:

• social skills were addressed through the whole school social skills program.
• students showed respect for themselves and others and took responsibility for their own actions.
• the Reach For The Stars (RFTS) program continued, ensuring that students were rewarded each term for positive behaviour.
• the school discipline policy was reviewed and updated.
• students needs were catered for by providing sports equipment during wet area playtimes.
• a safer playground environment was provided for students by increasing the number of teachers on duty to include the shaded tree area.
• the Learning Support Team met weekly to identify students learning needs, to oversee the implementation of special programs and monitored student progress.

Student Leadership
At Austral Public School, all students in Year Six are considered to be student leaders. Official student leadership roles include:

School Captains – one male and one female
Vice Captains – One male and one female
School Ambassador

Student Representative Council (SRC) members – one male and one female from each class as well as School Captains. SRC leadership committee consists of four Year Six students (President, Vice President, Treasurer and Secretary).

Sport House Captains – one male and one female.
Sport Vice Captains – one male and one female.

At the beginning of the year, the School Captains, School Ambassador and SRC President attended a Young Leaders Conference held at Homebush along with student leaders from across numerous other schools.

Year Six students were involved in a Kindergarten buddy program at the beginning of the year, where they assist Kindergarten students in the first few weeks of school and helped them in the playground.

Throughout the year, students in Year Six have taken on numerous leadership roles within the school, organising fundraisers including the Year Six mini-fete which was planned, organised and run by Year Six.

Year Six students assisted teachers by managing the sports shed on a daily basis, supervising the canteen at recess and lunchtime and taking the playground duty bags out to teachers at recess and lunch time. Year Six students lead team activities during Friday sport, supporting students from Year 3 to Year 5.

Environmental Education
Clean Up Australia Day: whole school participated in Clean Up Australia Day on Friday 2nd March 2012. Students brought in gloves and garbage bags and were asked to look after one area of the school. The school was supported by Liverpool Council who provided extra gloves and garbage bags.

Native Tree Planting: Liverpool Council provided the school with 50 native plants and grasses, that were planted by one of the Friday afternoon primary environmental groups, together with GA, Geoff Barnett.

3-6 Environmental Groups: All students 3-6 have had the opportunity to participate in Friday afternoon environmental groups, studying topics such as monitoring recycling, gardening around the school and growing vegetables in the school’s vegetable patch.
Progress on 2012 targets

Target 1

91% of Year 3 students achieving at or above minimum standard in NAPLAN numeracy. 16% of Year 3 students achieving in the top two bands.

91% of Year 5 students achieving at or above minimum standard in NAPLAN numeracy. 16% of Year 5 students achieving in the top two bands.

At least 60% of students achieving or exceeding state average growth in overall numeracy

70% of students achieve or exceed minimum benchmarks on SENA 1, SENA 2 & Best Start.

Our achievements include:

- 97% of year 3 and 86% of year 5 students have achieved at or above minimum standard in NAPLAN numeracy
- 14% of year 3 and 14% of year 5 students achieving in the top 2 skill bands
- 50% of students achieved or exceeded state growth
- 32% (66% without BNWS) of Early Stage 1 achieved or exceeded minimum benchmarks. 64% (85% without EAS) of Stage 1 achieved or exceeded minimum benchmarks. 62% of Stage 2 achieved or exceeded minimum benchmarks
- Mathematics resources were established for all classes including ICT resources.

Target 2

94% of Year 3 students achieving at or above minimum standard in NAPLAN reading. 28% of Year 3 students achieving in the top two bands.

92% of Year 5 students achieving at or above minimum standard in NAPLAN reading. 15% of Year 5 students achieving in the top two bands.

Increasing number of students achieving or exceeding grade reading levels

Our achievements include:

- 95% Year 3 achieving at or above minimum standards in reading. 29% in top two skill bands
- 92% Year 5 students achieving at or above minimum standard in reading. 21% in top two skill bands
- 65% students achieving or exceeding expected growth reading
- Introduction of the Literacy continuum K-6 to accurately track students’ progress across all stages.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Student Engagement and Mathematics.

Student Engagement

Background

Strategies to improve student engagement in their learning have been implemented through improved teaching practice and teacher quality and the innovative use of technology to enhance teaching and learning programs and to enable students to access technology based learning. Under National Partnership the school has purchased ipads, notebooks and automatic response systems and provided professional learning sessions for staff to build expertise in using technology. As a result of increased use in forms of technology student engagement has increased as has teacher expertise. This strategy is sustainable in that the identified forms of technology are now in place.

Findings and conclusions

31% teachers use IWB in every lesson. 62% use IWB on a daily basis.

69% of teachers have an intermediate understanding of how to use IWB and 15% have an advanced understanding.

69% teachers use classroom computers on a daily basis. 31% use classroom computers on a weekly basis.

77% of teachers use laptops/ipads on a weekly basis. 100% of students surveyed enjoy using the laptops and ipads.

Expos held for one stage per term as well as an expo during Education Week.
73% of Stage Three students feel they have some choice in the activities they do. 70% feel they get to choose their own projects. 79% feel they are in charge of what they learn. 77% feel they their teacher gives them some choice in what they get to learn.

Goals in place for all Stage Three students for all terms in 2012.

11/14 programs reflect implementation of Higher Order Thinking (HOT) tasks.

54% teachers always include HOT elements in assessment tasks. 39% include HOT elements most of the time.

SWS Regional Innovative use of technology award 2012

Future directions

Develop quality teaching and learning activities using laptops and ipads to enhance student engagement.

Middle Years Teacher Professional Learning for Stage 3 staff.

Build success criteria into most lessons K-6.

Participate in formative assessment training with district consultant.

Provide information to families regarding assessment practices

Numeracy

Background

Numeracy is an integral part of our daily life and we use it to make sense of the world. Numeracy skills are used across all key learning areas. It incorporates the use of numerical, spatial, graphical, statistical and algebraic concepts and skills in a range of concepts.

Quicksmart Maths is a research based program designed to improve numeracy results for students in Stage 3. This year this program was purchased and implemented through National Partnership funds. Results from final assessments indicate significant improvement of all students who have had access to the program. Using the format of the program a similar version has been designed and implemented in Stage 2. Quicksmart Maths is able to be sustained through school global funding in 2013. In subsequent years the program will become the property of the school and can be sustained through school funds. Student outcomes in Numeracy have significantly improved as a result of this program in both stages.

Findings and conclusions

94% of teachers agreed/strongly agreed that they had sufficient resources to teach mathematics.

ICT resources were established (Mathletics, Rainforest Maths, iPads/Laptops). 63% of staff used it to assess and 69% used the data to inform their teaching.

91% students enjoy Mathletics from Year 2-6 and 93% students agree Mathletics has helped them to improve

Support time allocated effectively in numeracy. Implemented Quicksmart Maths with the assistance of SLSO and teacher.

99% of students improved in speed/accuracy in Maths Olympics

Review school scope and sequence. All learning cycles and programs follow Schools Maths Scope and Continuum and rubric

94% of staff use the scope and continuum and rubric to assess and drive teaching and learning

Professional development in LFIN/Numeracy Continuum

Most classes included Higher Order Thinking and CMIT activities in their program.

62% students use mental computation in every lesson

Future directions

Tracking to include and follow Numeracy Continuum. Tracking and benchmarks to be refined according to the continuum. Continuum to see the progression from K-6 and beyond.

Quality teaching embedded in numeracy. Higher Order Thinking Tasks and NAPLAN style questions to explicitly taught using Newman’s Prompts and Problem Solving strategies.

Continue QuickSmart with new Year 4/5 students. Continue to support students in 5/6 who were on QuickSmart in 2012.

Continue Mathletics, with a focus on how to use it in the classroom.

Purchase other mathematical resources to be shared between rooms.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Overall satisfaction with students, staff and parents ranked highly. Both parents and teachers satisfaction of the school exceeded the previous year levels.

Students’ satisfaction was mainly positive with girls giving higher responses than the boys.

Future directions

Engaging students into the curriculum through the use of ICT based resources.

Reviewing the school’s student welfare policy.

Student goal setting with their teachers has been successful in making sure students are aware of their learning needs and future directions.

Professional learning

Staff Professional Learning was a major initiative of the School Plan 2012-2014. All staff participated in professional learning sessions each week aligned to either the school plan or individual Professional Learning Plan. Sessions held during the year utilised Cowpasture Community of Schools, district and regional programs. Sessions presented by school teams covered literacy, numeracy, technology, student welfare and leadership. In April a two day staff residential conference was held to provide staff with additional professional learning. Over the two days sessions were presented by Regional personnel and Austral staff in student behaviour and welfare, literacy, numeracy and technology as well as team building strategies.

In Term 4 all staff participated in a new professional learning initiative with Cowpasture Community of Schools, Cowpasture Connections. Sessions were held over a two week period within all schools in the group. All staff were able to attended two sessions. Of the 33 sessions available 12 sessions were presented by staff from this school. All staff reported this to be a valuable professional learning opportunity.

All professional learning undertaken this year has enabled staff to build, refine and extend their teaching planning, programming and practice thus ensuring quality teaching in all classes. In recognition of our achievement the school received a Sydney South-West Regional Award for Staff Professional Learning.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

English Outcome for 2012–2014

Increased levels of achievement for every student in English.

2013 Targets to achieve this outcome include:

- 95% in 2013 and 96% in 2014 of year 3 students achieving at or above minimum standard in NAPLAN reading. 31% in 2013 and 35% in 2014 of year 3 students achieving in the top two skill bands.
- 93% in 2013 and 94% in 2014 of year 5 students achieving at or above minimum standard in NAPLAN reading. 17% in 2013 and 20% in 2014 of year 5 students achieving in the top two skill bands.
- 53% in 2013 and 55% in 2014 achieve or exceed expected growth in reading, 38% in 2013 and 40% in 2014 in spelling and 44% in 2013 and 45% in 2014 in grammar & punctuation.
Strategies to achieve these targets include:

- Use Literacy continuum (K - 6) for a basis of whole school assessment criteria, to analyse student performance, drive teaching programs & identify students’ needs.
- Familiarisation & implementation of Australian Curriculum in English
- Facilitate professional learning sessions with staff to analyse student performance using SMART data.

School priority 2

Numeracy Outcome for 2012–2014

Increased levels of achievement for every student in Numeracy.

2013 Targets to achieve this outcome include:

- 93% in 2013 and 95% in 2014 of year 3 students achieving at or above minimum standard in NAPLAN numeracy. 18% in 2013 and 20% of year 3 students achieving in the top two skill bands.
- 93% in 2013 and 95% in 2014 of year 5 students achieving at or above minimum standard in NAPLAN numeracy. 18% in 2013 and 20% of year 5 students achieving in the top two skill bands.
- At least 60% in 2013, 70% in 2014, of students achieving or exceeding state average growth in overall numeracy.
- 75% in 2013 and 80% in 2014 students achieve or exceed minimum benchmarks on SENA 1&2 and Best Start.

Strategies to achieve these targets include:

- Ensure all classrooms are resourced for all lessons
- Tracking to include and follow Numeracy Continuum with established benchmarks for consistency.
- Mathematics assessment tasks are consistent with NSW/Australia Curriculum and ensure student understanding of NAPLAN questions
- Embed Quality Teaching of all areas in Mathematics
- Implement QuickSmart maths with the assistance of a teacher one day/week and an SLSO 0.15 day/week.

About this report

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

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: