Austral Public School
Annual School Report
2011
Messages

Principal’s message

It is with pleasure that I once again report to you the achievements and areas for development of our school.

We have had a remarkable year, particularly so this year more than any other I can recall, because of our involvement with the National Partnership program.

Our school was identified at the end of 2010 as a school to go onto this program to enhance student outcomes in English, Mathematics and other school identified priority areas.

The establishment of a Highly Accomplished Teacher position (HAT) to the school has made an enormous impact upon the quality of instruction within classrooms and the types of programs run within the school.

Our school has a proud tradition of meeting the needs of our students and working closely with the community. In 2011, the school and community worked very closely to improve student results and we saw a sharp rise in the number of parents and other volunteers able to assist in classrooms and through other parental engagement strategies.

As a result, the school was successful in receiving a South West Sydney Regional award in recognition of the increased levels of parental engagement within the school.

We are excited by the prospect of the years ahead at Austral. We have a great school now and from this point forward it will become an even greater school.

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 and/or School Council message

Austral Public School’s P & C Association is a dedicated and motivated conglomerate of parents working with staff in order to improve our school for the benefit of its students.

The P&C Committee is primarily involved in raising funds to finance extra resources for the school. This past year our fundraising events consisted of an Easter Raffle, Mothers Day Stall and Raffle, Fathers Day Stall and Raffle, School Discos, Spellathon, Calendar Sales and Christmas Raffle.

We intend to donate $30,000.00 to the school in order to upgrade the school technology plan at the beginning of 2012.

The P&C bank balance by the end of 2011 was approximately $43,000.00.

P&C representatives and parents were involved in the Anzac Day presentation, selection panels for hiring of new teachers, reading programs and presentation day award ceremonies.

Our canteen sub-committee had a very successful year as well. The sub-committee bank balance by the end of 2011 was $14,000.00.

This year our school received an award for increased parental involvement which is evident throughout the school including canteen volunteers, P&C fundraising events, multilit programs, reading programs and sporting events.

Joanne Stankovski, P & C President

Student representative’s message

This year I have been honoured to have the role of SRC president. As in previous years our main focus was to raise much needed funds for the children we sponsor, Welda and Sonthaya, by holding mufti days and other fundraisers.

I would like to thank my executive committee, Lochlan as Vice president, Domenic who was Secretary and Chantel who was our treasurer. I would also like to thank all the class representatives for 2011 who came to all the meeting and helped us in many ways.

Claudia Vella
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>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>210</td>
<td>199</td>
<td>196</td>
<td>181</td>
<td>179</td>
</tr>
<tr>
<td>Female</td>
<td>171</td>
<td>172</td>
<td>183</td>
<td>180</td>
<td>177</td>
</tr>
</tbody>
</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 at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1M</td>
<td>K</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>K/1M</td>
<td>1</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3/4N</td>
<td>3</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>3MW</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4N</td>
<td>4</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>4/5D</td>
<td>4</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5D</td>
<td>5</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>5P</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of classes

15 classes in 2011 were structured as straight parallel classes of mixed ability students.

There were 4 composite classes and 11 straight classes.

A job share class was in place on year three with one teacher working three days per week and the other teacher two days per week.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Highly Accomplished Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistant</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.3</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
</tr>
</tbody>
</table>

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

One staff member has an Indigenous heritage.

Staff retention

One staff member retired during 2011 and one staff member transferred at the end of 2011.

Several staff members are on various forms of long term leave including maternity leave and long service leave.

Teacher qualifications

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

The staff make up is mixed with one new staff member taking up their first permanent appointment during the year. One other staff member was in their first year of teaching and worked towards accreditation with the Institute of Teachers.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>87</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
</tr>
<tr>
<td>Balance brought forward: 158184.24</td>
</tr>
<tr>
<td>Global funds: 223997.59</td>
</tr>
<tr>
<td>Tied funds: 103798.61</td>
</tr>
<tr>
<td>School &amp; community sources: 130850.69</td>
</tr>
<tr>
<td>Interest: 12925.21</td>
</tr>
<tr>
<td>Trust receipts: 19238.33</td>
</tr>
<tr>
<td>Canteen: 0.00</td>
</tr>
<tr>
<td>Total income: 648994.67</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas: 32104.76
- Excursions: 35144.42
- Extracurricular dissections: 53317.13
- Library: 6053.85
- Training & development: 6222.60
- Tied funds: 79242.28
- Casual relief teachers: 53456.11
- Administration & office: 53693.07
- School-operated canteen: 0.00
- Utilities: 61716.65
- Maintenance: 16776.99
- Trust accounts: 19238.33
- Capital programs: 17358.00
- Total expenditure: 432961.14

Balance carried forward: 216033.53

A full copy of the school’s 2011 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 2011

Austral Public School achieves noteworthy results in many aspects of school life. The following is a brief summary of some of these achievements.

Achievements

Arts

Throughout 2011, Austral Public School has continued to offer a diverse range of learning opportunities for students to explore the creative arts. The school has offered several extracurricular activities including: band, dance, drama, choir and visual arts programs. These opportunities are open to junior and senior students and have involved approximately 180 students throughout the school. All students who are not involved in a specialty group have participated in weekly Creative Arts sessions where they have explored the creative arts through a variety of learning experiences.

During the year, each group has had many opportunities to present and display their individual talents and abilities. The students have thoroughly enjoyed performing for an audience and have built confidence and self esteem through involvement in these activities.

This year, Austral continued to be involved in the Western Liverpool Festival of Performing Arts and the Cowpasture Community Concert. The Junior and Senior Dance Groups performed at these events and received very positive feedback from parents, teachers and the wider community. Parents have offered assistance and support throughout the year and their involvement has been greatly appreciated.

The Junior and Senior Art Groups have included 50 students this year. They have focused on using a variety of multi-media techniques to complete diverse artworks for the Austral Art Exhibition. Also on display, was one piece of artwork from every student as part of the annual school Art Competition, based on the theme ‘Carnival’.

The school band has continued to offer learning experiences for all levels of ability, from beginners to more experienced learners. They have had numerous opportunities to showcase their musical talents at whole school and special event assemblies throughout the year.

This year, to offer a wider range of learning opportunities, a Junior and Senior Drama Group was established. These groups worked on developing skills for performing worked towards creating items to be presented to an audience.
Sport

Sport was once again a feature of the curriculum offering at Austral PS.

The school once again participated in PSSA in all 3 seasons and sport gala days with all teams displaying teamwork and enthusiasm.

All our carnivals have been a great success with students representing Austral at the zone, and area levels for swimming, cross country and athletics.

Again we have been involved with the Premier’s Sporting Challenge which encourages students to participate in exercise and a healthy lifestyle.

Students were motivated by this program and it enabled the school to buy sporting equipment to keep students enthused and interested in sport.

Friday back-at-school sporting programs included:

- tabloid activities and small games
- skills session to teach the sports of netball, newcombeball, soccer, oz tag and t-ball;
- a rotating in-school competition in the sports of netball, soccer, oz tag and t-ball; and
- practise of athletics skills, including long jump, high jump, shot put, discus and baton relays.

Other

The Cowpasture District Debating Competition comprised of twelve local schools. Debates were held fortnightly and there were eleven rounds from March to September. Austral won three debates and finished with 17 points.

Fourteen students from Years 5 and 6 made up Austral’s team this year, and they are all to be commended for their continued enthusiasm and dedication. Students were recognised and congratulated at a Presentation Day held at Greenway Park Public School. Although it was a successful year for debating, recommendations have been made to organise two smaller competitions with debates three weeks apart for next year. Austral will support this idea and look forward to participating in the competition again in 2012.

Miss Robbins
Debating Coordinator

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

![Percentage in bands: Year 3 Reading](chart1)

![Percentage in bands: Year 3 Writing](chart2)
93% of year 3 students achieved at or above minimum standard in reading.

57% of year 3 students achieved in the top two skill bands in writing.

88% of Year 3 achieved at or above minimum standard.

5% students achieved in top two skill bands.

Literacy – NAPLAN Year 5
90% of year 5 students achieved at or above minimum standard in NAPLAN reading.

94% of year 5 students achieved above minimum standard in NAPLAN writing.

**Numeracy – NAPLAN Year 5**

91% of Year 5 students achieved at or above minimum standard.

16% students achieved in top two skill bands.

40% of students achieved or exceeded state average growth.
### Progress in literacy

**Average progress in Reading between Year 3 and 5***

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>88.5</td>
<td>66.0</td>
</tr>
<tr>
<td>SSG</td>
<td>83.6</td>
<td>70.8</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

### Progress in numeracy

**Average progress in Numeracy between Year 3 and 5***

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>84.7</td>
<td>86.8</td>
</tr>
<tr>
<td>SSG</td>
<td>86.8</td>
<td>91.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

### Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 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 percentages of our students achieving at or above these standards are reported below.
### Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.2</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88.6</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.4</td>
</tr>
<tr>
<td>Writing</td>
<td>96.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.4</td>
</tr>
</tbody>
</table>

## Significant programs and initiatives

### Aboriginal education

Austral Public School provides programs in Aboriginal Education for all its students. In 2011, the school had 11 students from an indigenous background. The school once again received funding through the Norta Norta program to support Aboriginal students who did not meet national benchmarks in 2010.

All Aboriginal students had Personalised Learning Plans developed for them. This was done in consultation with 91% of families. These plans are closely monitored throughout the year and goals adjusted where needed. After six months of the yearly plan, 81% of goals have already been met and adjusted to extend students.

The school once again was involved in the Coolabah Dynamic Assessment program where Year Three students are assessed in order to identify the learning potential of underperforming students.

### STLA and Multicultural education

The position of Support Teacher Learning Assistance (STLA) has continued to be a four day a week position. The other support position is a three 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.

Priority has been given to students in Stage 1, as early intervention is necessary for teaching children with learning difficulties. Students who need extra assistance in Year 1 have access to small group literacy sessions for four days, each day a phonemic awareness program (LIPI) and reading skills and strategies are revised. Year 2 students are also given extra literacy sessions with a focus on spelling using the ‘Ants in the Apple’ program and revision of reading strategies. Kindergarten students are assisted in the classroom during mathematics groups and writing time. The remaining support time is allocated to Stage 2 and 3 students for small group literacy sessions. Students who have been identified as having significant problems in any areas are provided with an individual learning program.

In 2011, students received assistance from the STLA or ESL teachers with regards to developing skills in reading, spelling, writing and or mathematics. 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, School Learning Support Officer (SLSO) and the STLA teacher as tutors. This program was offered to various primary students reading at a significantly lower level than their peers. 12 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 with 90% reaching above expected reading goals.

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.
National partnership programs
FOCUS on REadiong
HAT
Community Eng
Leadership
Student Engagement
The school has been identified as a National Partnership School for 2011 and 2012. A rigorous situational analysis at the end of 2010 found that the school needed to set priorities in the following areas: Literacy, Numeracy, Student Engagement, Leadership and Community Engagement.

A Highly Accomplished Teacher (HAT) was appointed to the school via the merit selection process. This is a two year appointment and is designed to lift the quality of teaching; leading to improved student learning outcomes.

Another major focus for the school for 2011 was to increase the levels of engagement of the Austral school community within the school.

Our school worked tirelessly to achieve this goal and in doing so was successful in gaining a South West Sydney Regional Award for Increased Parental Engagement with the school.

A review of current targets and a revised school plan was developed in consultation with the whole school community.

The results of the review and the targets for 2012-2104 are set out below.

Progress on 2011 targets

Target 1
95% of year 3 students achieving at or above minimum standard in NAPLAN numeracy with 27% year 3 students achieving in the top two skill bands.
96% of year 5 students achieving at or above minimum standard in NAPLAN numeracy with 20% of year 5 students achieving in the top two skill bands.
70% students achieving or exceeding state average growth in overall numeracy

Our achievements include:

- Implementation of Count Me In across the whole school. Student tracking system for Count Me In data collection established.
- 90% students achieving stage exit outcomes in mathematics based on school designed assessment data.
- 88% of Year 3 students achieving at or above minimum standard in NAPLAN numeracy. 5% achieved in top two skill bands
- 91% of Year 5 students achieving at or above minimum standard. 16% achieved in top two skill bands
- 40% of students achieved or exceeded state average growth in numeracy

Target 2
97% of year 3 students achieving at or above minimum standard in NAPLAN reading with 47% of year 3 students achieving in the top two skill bands.
93% of year 5 students achieving at or above minimum standard in NAPLAN reading with 32% of year 5 students achieving in the top two skill bands.
At least 70% of students achieving or exceeding state average growth in overall literacy, 75% in reading and 65% in writing

Our achievements include:

- Implementation of Focus on Reading across the whole school including teacher professional development
- Continued implementation of Ants in the Apple spelling across the whole school with teachers receiving follow up professional learning
- Best Start assessment data updated each term with evidence of growth across all critical areas
- Participation of all Stage One in collecting Best Start assessment data and ongoing monitoring.
- Regular monitoring of students’ achievement in moving through the reading levels.
- 93% of year 3 students achieving at or above minimum standard in NAPLAN reading
11

- 90% of year 5 students achieving at or above minimum standard in NAPLAN reading.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Reading and Leadership and school culture.

Educational and management practice

School Culture and Leadership

Background

Developing leadership capacity and density within schools is vital to building a culture of professionalism, support, teamwork and high expectations.

Student learning outcomes are more likely to improve in a culture of learning and high levels of staff engagement with professional learning, decision making and curriculum design.

The school evaluated both leadership and school culture via staff, student and parent surveys to determine future directions.

Findings and conclusions

An increased number of teachers take on leadership roles in the school.

90% of staff have developed a personal learning plan with 100% of plans having school priorities as a focus

27% of staff have been actively seeking leadership development

86% of staff say their professional learning needs are fulfilled

100% of staff felt supported to meet their goal and 100% felt supported to meet what they were expected to do

An improvement in 12 out of 13 questions in the area of school culture between the 2009 and 2011 school survey.

School leaders have a positive influence on the school culture went from 56%-69% from 2009-2011

The school culture supports a sense of ownership went from 69-81% from 2009-2011

The school is continually finding ways to improve what it does 69-88% over three years

92% of school staff believe school leaders demonstrate an interest in, and an accountability for student learning outcomes.

92% of school staff believe leaders ensure that all groups within the school community develop the statement of school’s purpose.

92% of school staff believe staff, parents and students are encouraged to take leadership roles at the school.

96% of school staff believe school leaders encourage teachers to reflect on their practices.

92% of school staff believe leaders encourage staff to constructively challenge educational practice.

Future directions

Encourage staff to become part of the leadership development team.

Focus on GROW based goals for staff development

Continue the Team Leadership for School Improvement program for executive staff and those seeking leadership development.

Increase in-class support from AP-CT via team teaching and lesson study approach.

Focus AP team planning and lesson visits on 1 school priority and 1 individual priority at a time

All teacher implement a lesson study approach to team teaching and professional learning

Data is submitted and analysed at every planning meeting

Continue our work in building upon the team values developed in 2011 with a focus on building teams and positive working relationships

Continue professional learning in leadership.
Value focused staff team work to continue

Curriculum
Each year the school conducts an evaluation of a curriculum area. This year the school evaluated its programs in Reading.

Background
Reading is an essential skill for all students to learn for them to be effective learners across all Key Learning Areas.

Reading was evaluated across the whole school to explore the way students, teachers and parents view reading at the school.

Parents and students offered opinions and feedback about their understanding of how reading was being taught. Teachers provided documentation about reading programs, assessment techniques and use of resources in the classroom.

The results of the evaluation will help determine the future planning and practice of teaching reading at the school.

Findings and conclusions
- Most teachers implement a balanced literacy program incorporating guided, modeled and independent activities into their reading programs.
- Teachers observe and assess students’ reading skills and strategies used weekly to cater for specific needs.
- Most teachers agree that they have a deep understanding of the English syllabus and feel confident implementing it in their teaching program.
- Most teachers indicated that students’ results drive their teaching, groupings and is used to reflect on their teaching.
- Teachers are happy with the type and availability of resources however, they would like to see a continuation of new resources into the school eg. Big books, home readers, to give students more variety
- Most teachers feel they understand the continuum of Literacy development.
- All teachers indicated they integrate Focus on Reading into their balanced literacy program.

Future directions
Continue to provide quality professional learning opportunities for teachers in effective reading practices.
Implement the Literacy Continuum K-6 for tracking and monitoring of student progress to identify needs and drive teaching programs.
Emphasis on explicitly teaching and integrating all strands within a balanced Literacy program to cater for all students’ needs.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
Among other things the school sought opinions about: overall satisfaction, computer skills, Aboriginal education, school sport, Mathematics, school reports, library, staff and community relations, learning, school tone, canteen, student leadership, safety, acceptance and belonging, communication, decision making.

Overall satisfaction with students and community ranked equally high with staff students and parents.

Student behaviour ranked higher with staff and community than it did with students.

Knowledge of Aboriginal Education ranked the lowest across all three survey groups and across all question items.

The school canteen was an area that could be improved in the eyes of all three stakeholders but is reliant upon volunteers making more contributions to this area.

Future Directions include:
Reviewing the schools anti bullying plan and welfare policy
Implement ways in which to engage community in decision making
The employment of a Highly Accomplished Teacher has added significantly to staff satisfaction through invigorated professional learning.

Professional learning
Staff professional learning this year was aligned to school targets in literacy and numeracy. The main focus for staff professional learning was Focus on Reading and implementation of its strategies into classroom programs. Other professional learning sessions included Ants in the Apple, Analytical Framework, Team Leadership for School Improvement for executive and aspiring staff and Leadership development via the Covey course for Executive staff.

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.

English

Outcome for 2012–2014

96% of year 3 students achieving at or above minimum standard in NAPLAN reading. 35% of year 3 students achieving in the top two skill bands.

94% of year 5 students achieving at or above minimum standard in NAPLAN reading. 25% of year 5 students achieving in the top two skill bands.

50% in 2012, 53% in 2013 and 55% in 2014 achieve or exceed expected growth in reading, 36% in 2012, 38% in 2013 and 40% in 2014 in spelling and 43% in 2012, 44% in 2013 and 45% in 2014 in grammar & punctuation.

75% of Kindergarten students achieving level 3 for each critical aspect on the literacy continuum.

An increasing number of students achieving or exceeding grade benchmarks on school literacy continuum.

An increasing number of students achieving or exceeding grade reading levels.

2012 Targets to achieve this outcome include:

- 94% of year 3 students achieving at or above minimum standard in NAPLAN reading. 28% of year 3 students achieving in the top two skill 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 skill bands.
- An increasing number of students achieving or exceeding grade reading levels.

Strategies to achieve these targets include:

- Use NAPLAN data analysis & whole school assessment to inform teaching practice
- Explicitly program for a balanced literacy program during planning days & cycle meetings
- Implement Focus on Reading strategies across the school.
- Track students’ progress using the Literacy continuum K-6.

Mathematics

Outcome for 2012–2014

95% of year 3 students achieving at or above minimum standard in NAPLAN numeracy. 20% of year 3 students achieving in the top two skill bands.

95% of year 5 students achieving at or above minimum standard in NAPLAN numeracy. 20% of year 5 students achieving in the top two skill bands.

At least 70% of students achieving or exceeding state average growth in overall numeracy

80% of students achieve or exceed minimum benchmarks on SENA 1&2 and Best Start.

2012 Targets to achieve this outcome include:

- 91% of year 3 students achieving at or above minimum standard in NAPLAN numeracy.
16% of year 3 students achieving in the top two skill 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 skill 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&2 and Best Start.

Strategies to achieve these targets include:

- Develop teacher knowledge of DEC K-6 curriculum resources to program and teach all strands.
- Review and update school scope and content continuum and rubric to implement as a data analysis tool.
- Differentiated groups in Stage 3 incorporating ICT and “hands on” approach using additional support staff.
- Implement Mathletics.
- Examine, share and implement best practice by reviewing and analysing data (including NAPLAN and BEST Start).
- Ensure Maths programming complies with NSW/Australian curriculum.
- Train staff and implement Learning Framework in Number.
- Support time is allocated effectively to Numeracy.
- Explicitly teach students how to navigate and understand NAPLAN question format across Stages 1-3.
- Implement Quicksmart maths with the assistance of a teacher one day/week and an SLSO 0.15 day/week.
- Employ a SLSO 0.15 and teacher 0.2 to assist in classrooms with running programs such as Quicksmart Maths.

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.

Brett Warwick, Principal
Daniel McKay, Assistant Principal
Cathie Foldes, Assistant Principal
Noel Brown, Assistant Principal
Kimberley Luckey, Class Teacher
Kim Odefey, Class Teacher
Joanne Stankovski, P&C President

School contact information

Austral PS
219 Edmondson Ave Austral
NSW 2179
Ph: 9606 0312
Fax: 9606 0080
Email: austral-p.school@det.nsw.deu.au
Web: www.austral-p.schools.nsw.edu.au
School Code: 1077

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:
