2009 Annual School Report
Guildford Public School

NSW Public Schools – Leading the way
Principal's message

It gives me great pleasure to be able to present the Annual School Report for 2009 which summarises some of our priorities and many achievements for last year. Being principal of Guildford Public School is an absolute pleasure due to the wonderful students, talented and enthusiastic staff and the friendly and supportive community.

I congratulate the staff on their commitment and professional achievements throughout 2009. With the support of the community we have maintained our rigorous concentration on improving educational outcomes for every student from Kindergarten to year 6 in Literacy, Numeracy and integrated subjects of learning.

Our major educational achievements have been enhanced this year with the installation of five interactive whiteboards in classrooms and a connected technology learning area in our library. Our on-going commitment to 21st Century technology will see additional interactive whiteboards purchased in 2010 and 2011. My aim is to have all classrooms equipped with this technology by 2012.

Another significant highlight of 2009 was our continued success in performing arts. Once again our whole school concert gave every student from K-6 a memorable experience on stage. In addition our choir and senior dance group performed on stage in Our Spectacular at the Sydney Opera House.

Our emphasis on strong student welfare programs encourages each student to value the school's multicultural identity, show tolerance and respect for others and to develop initiative and self-discipline. Our school motto “Our Best Always” is reflected in the pride we share for our school and our commitment to life-long learning.

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.

Peter Lawless

P&C and/or School Council message

Parents in Partnership

Parents in Partnership has continued to be a successful venture during 2009. With the support of the Community Liaison Officer (CLO), a position funded through the Priority Schools Program, parents have met every week on Thursday mornings for 2 hours. This initiative allows parents to be involved with their children's education without the stress of working within classrooms.

On most occasions they have been involved in creating resources for use in the classrooms, cutting, pasting and laminating at great length. Resources have been made for both numeracy and literacy activities, for the library and to assist with the Transition to School of the 2010 kindergarten students.

Workshops were held twice a term in Terms 1, 2 and 3. These included topics such as Use of the Interactive Whiteboard and 3 – Way Reporting and Using the Maths Resources (that had been created by the parents).

Participation in this group has given parents ideas for helping their children at home as well as at school.

In addition, this year parents from the group have assisted with fund raising events at the school such as Mother's Day and Father's Day stalls, and Easter and Christmas hampers.

Parents have also continued to volunteer to assist teachers within classrooms, changing home reading books and sharpening pencils amongst other things. This has allowed teachers more time to get on with the essential task of teaching.

The school canteen has continued to operate successfully during 2009. It retains its focus on promoting healthy food habits. The canteen has contributed $700 towards resources for the school.

Student representative's message

This year the Student Representative Council held several meetings. One of the first things we did was to organise a disco and a cake stall. We also made posters about wearing hats and being sun safe.

Our SRC also held an Annual Talent Quest which was a great achievement with huge audience turnouts. We had many performances including dancing, piano playing, guitar, magicians group, and even a clown.

Guildford Public School has also been very successful in academic achievements including high standards in the NAPLAN. There were also UNSW tests. Mathematics, English, Computer Skills, Science and Spelling were optional. Many students gained excellent results, including High Distinctions.

PSSA results were fantastic this year. For summer sports the junior T-ball team made it into the finals and they won. Winter sports were also very successful, with our senior newcombe ball team winning the grand final and our senior oz tag team being runner-ups. We also had our Annual

The dance group and choir were all included in the ‘Out of This World’ production for ‘Our Spectacular’ at the Sydney Opera House. In Term 4, we held our Annual School Concert. The theme was ‘Colours’. We were very successful in selling the evening performance tickets, as well as the Matinee tickets.

We are very proud to be students of Guildford Public School and wear our school uniform with pride. We hope the SRC will continue to thrive in our school community.


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 attendance profile

Our student attendance rate has been above state and regional averages for the past three years.

The monitoring of student attendance is a daily occurrence. Teachers follow up non-attendance by reviewing notes, messages and calls from parents. In the event a student is absent for more than three days without an explanation the office staff or executive will endeavour to clarify the absence by phoning the parents or guardian. Students taking leave from school for more than fifteen days are expected to submit an exemption form which is processed by the principal if under fifty days and by the department of longer durations.

Attendance is valued at Guildford with students exhibiting high levels awarded a certificate of merit at our annual presentation ceremony.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1 PLUM 1/2</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>MANGO 1/2</td>
<td>1</td>
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</tr>
<tr>
<td>MANGO</td>
<td>2</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>2 BANANA</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2 GRAPE</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3/4 BERRY</td>
<td>3</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>3/4 BERRY 3/4</td>
<td>4</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
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<tr>
<td>GUAVA 3/4</td>
<td>4</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>3/4 PEACH</td>
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<td>17</td>
<td>29</td>
</tr>
<tr>
<td>3/4 PEACH</td>
<td>4</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>4/5 APPLE</td>
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<td>18</td>
<td>28</td>
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<tr>
<td>4/5 APPLE</td>
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<td>28</td>
</tr>
<tr>
<td>5/6 LIME</td>
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<tr>
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<td>28</td>
</tr>
<tr>
<td>5/6 MELON</td>
<td>5</td>
<td>16</td>
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<tr>
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<td>PAWPAW</td>
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<tr>
<td>PAWPAW K</td>
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<td>27</td>
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<tr>
<td>APRICOT K</td>
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<tr>
<td>ORANGE K/1</td>
<td>K</td>
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<td>21</td>
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<tr>
<td>CHERRY K/1</td>
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<td>CHERRY K</td>
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<td>21</td>
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Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
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<td>2005</td>
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<td>150</td>
<td>350</td>
</tr>
<tr>
<td>2009</td>
<td>200</td>
<td>150</td>
<td>350</td>
</tr>
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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.

Date of financial summary: 30/11/2009

Income $  
Balance brought forward 179 483.77
Global funds 173 864.38
Tied funds 124 440.96
School & community sources 50 960.84
Interest 7 407.88
Trust receipts 15 447.45
Canteen 0.00
Total income 551 605.28

Expenditure
Teaching & learning  
Key learning areas 29 229.27
Excursions 21 181.73
Extracurricular dissections 17 788.29
Library 4 709.91
Tied funds 164 118.96
Casual relief teachers 46 585.97
Administration & office 40 160.02
School-operated canteen 0.00
Utilities 23 538.77
Maintenance 17 829.53
Trust accounts 15 498.85
Capital programs 21 317.09
Total expenditure 401 958.39
Balance carried forward 149 646.89

A full copy of the school's 2009 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.

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>RFF</td>
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<td>Part Time Teacher Allocation</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
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<tr>
<td>Total</td>
<td>22.12</td>
</tr>
</tbody>
</table>

In 2009 the school had one Indigenous staff member.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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</tbody>
</table>

Opposite: Some Guildford staff on PBIS launch day 2009.
School performance 2009

During 2009 the students at Guildford Public School have had many opportunities to participate in a broad range of extra-curricular activities and educational experiences covering The Arts, Sport, Competitions and Special Events.

Achievements

Congratulations to six Year 6 students who have gained places in selective high schools for 2010.

Arts

Our students are provided with a variety of experiences in Creative Arts. The school’s programs encourage students to express and develop their unique creativity as well as cultivate an appreciation of the different art forms.

Highlights in 2009 were:

- The senior dance group was selected, after an audition, to perform a routine at Our Spectacular at the Sydney Opera House. With a strong gender balance, the students performed a challenging routine depicting the “Out of this World” theme with enthusiasm and confidence.

- Twenty eight students were part of a massed choir of over five hundred primary students at the Sydney Opera House as part of Our Spectacular, singing and harmonising to the theme “Out of this World”.

- Students also participated in the 2010 Western Sydney Environment Calendar Children’s art Competition.

- The whole school took part in ‘Sing’ nationwide music awareness initiative. The students sang and provided musical accompaniment to the performance of “The Music is Everything”.

- Students again participated enthusiastically in the SRC organised annual talent quest. The contest showcased dance, song, comedy and piano.

- The senior and junior dance groups and the choir performed at the Granville/Strathfield Districts debating final.

- This year our annual K-6 Concert saw every class across the school perform outstanding dance, drama and song routines to our theme “Colours”. Costuming again was a strong feature and performances highlighted lots of well-known songs. Parent support and large community attendance was particularly evident, especially for our evening performance, and appreciated by all involved.

- Assistant Principal Ms Patricia Walpole was awarded the prestigious South Western Sydney Regional award for performing arts in appreciation of her many years contribution to the ‘Our Spectacular’ annual production.

Sport

During 2009, students at Guildford Public School have experienced a wide variety of activities designed to improve their fundamental movement skills and increase their levels of physical activity.

Students in years 3 – 6 were given the opportunity to be involved in Auburn Primary School Sports Association (PSSA) competitions in a variety of sports on Fridays. Our school also participated in swimming, cross country and athletics carnivals at a school, zone and area level.

Students from kindergarten to year 6 also participated in home sport programs designed to enhance physical fitness and fundamental movement skills. These programs included the use of modified games, as well as specific skill practise, where students are given the opportunity to achieve in a safe and friendly environment.
Achievements in 2009 include:

- 1 student was a member of the Auburn Zone swimming squad competing at the Sydney West Area swimming carnival.
- 3 boys and 3 girls were members of the Auburn Zone Softball team.
- 1 girl was a member of the Auburn Zone Netball team.
- 2 boys were selected in the Auburn / Parramatta / Merrylands Combined Zone Rugby League team.
- Students from 2 Banana, 3/4 Guava and 5/6 Pawpaw participated in the Premiers Sporting Challenge during Terms 2 and 3. This encouraged our students to complete a minimum of 30 minutes of vigorous activity each day.
- Students from K – 6 participated in the Jump Rope for Heart program, where skipping was incorporated strongly into home sport programs, as well as lunch time activities.
- In PSSA, our Senior Newcombe Ball team came 1st in the grand final while the Senior Oz Tag team and Boys Tee Ball team were runners-up.
- Junior and Senior Newcombe Ball, Junior and Senior Oz Tag and Boys Tee Ball teams played in the semi-finals
- 5 students represented the Auburn Zone at the Sydney West Area Cross Country Carnival.
- At the Auburn Zone Athletics Carnival, Guildford Public School was awarded the Small Schools Percentage Shield for the second year in a row.
- 14 students represented the Auburn Zone at the Sydney West Area Athletics Carnival in a variety of events, including the junior boys and girls relay teams.
- 120 students from years 2 – 6 participated in the annual Learn to Swim program, run by the Department of Sport and Recreation.
- Our students participated in many clinics and gala days run by NSW/ACT AFL, Cricket NSW and Parramatta Rugby League.

Reading Recovery
The Reading Recovery program continues to target students in Year 1 needing intensive support and to monitor their progress in the later years. This program has greatly improved the reading levels of targeted Year 1 students who were assessed as not reaching grade average before starting the Reading Recovery program. The monitoring has ensured that these students continue to make appropriate progress within the classroom.

Support Programs
A new direction was undertaken with in-class support in 2009. The support focus was on improving literacy skills. All classes received 1 hour of support from a member of the support teaching staff at least 3 days per week. In addition, some classes also received support from a Learning Support Officer during the daily literacy session. Support teachers involved included ESL, Support Teacher Learning and Community Languages.

Maths Groups across the stages also involved the use of these teachers for a 40 minute period 4 days per week. New Arrivals were catered for in small groups in the afternoon sessions 5 days per week.

Premier’s Reading Challenge
In 2009 the Premier’s Reading Challenge was accepted by students in Year 1 and Kindergarten. Careful cooperation between the class teachers and the teacher librarian ensured that all the selected challenge books were read by the teachers during class time. All the students who handed in completed reading logs will receive a certificate of achievement from the Premier of NSW.

Excursions
Out of school experiences were a feature of the HSIE/Science programs in all stages during 2009. The planned excursions gave students an opportunity to develop the language in real life settings so that they could discuss and write about the topics they were studying.

Kindergarten visited Fairfield City Farm to see where our food comes from. Stage 1 looked at
animal life at Featherdale Farm. Stage 2 visited the Botanical Gardens to investigate plant life. Stage 3 experienced time away from home on a three day excursion to Canberra and the Snowy Mountains.

Above: Students at Featherdale Farm

Above: Stage 3 Students and teachers at Old Parliament House Canberra 2009

Anti-Bullying Program

All students K-6 participated in a structured anti-bullying program in the classroom in Term 1 2009. This series of teaching and learning activities enabled students to:

- discuss and complete tasks that help to develop assertiveness against bullying,
- learn about strategies used to avoid bullying situations,
- think about what to do if bullied and
- learn how to help other students being bullied.

Each class program was appropriate to the grade and stage level of the students and the anti-bullying program will continue to further develop students’ understanding of bullying and assertiveness strategies in 2010.

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 the 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

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students in bands: Year 3 reading</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Percentage in band</td>
</tr>
<tr>
<td>2</td>
<td>School average 2007 - 2009</td>
</tr>
<tr>
<td>3</td>
<td>LSG average 2009</td>
</tr>
<tr>
<td>4</td>
<td>State average 2009</td>
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<tr>
<td>5</td>
<td></td>
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<td>6</td>
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<table>
<thead>
<tr>
<th>Percentage of students</th>
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<tr>
<td>10</td>
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<td>30</td>
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<tr>
<td>35</td>
</tr>
</tbody>
</table>

1 2 3 4 5 6
Band

Percentage of Students

School average 2007 - 2009
LSG average 2009
State average 2009
Percentage of students in bands:
Year 3 writing

Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 grammar and punctuation

Numeracy – NAPLAN Year 3

Percentage of students in bands:
Year 3 numeracy
Numeracy – NAPLAN Year 5

Progress in literacy

Progress in numeracy
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 in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Guildford Public school has a small number of Aboriginal students (1.5%) enrolled. The school aims at providing students with opportunities to develop deeper understandings of Aboriginal histories and culture.

This is achieved through programming and integrating Aboriginal cross-curriculum content in literacy and HSIE units of work.

Multicultural education

87% of the students enrolled at Guildford Public School are from a language background other than English. There is a strong emphasis on multiculturalism and anti-racism education.

Culturally inclusive teaching practices are supported by our strong English as a Second Language (ESL) programs across all classes. ESL teachers withdraw students for specific language skills development under the New Arrivals Program (NAP). The main focus however is support and team teaching within the classroom allowing all students to benefit from this explicit teaching model.

Anti-racism education is supported by our Anti-Bullying program across the school. All teachers promote a culturally inclusive learning environment through their teaching and learning. Staff have also participated in professional learning covering anti-racism and ESL pedagogy.

Significant events at the school this year which particularly promoted our multiculturalism were:

- Harmony Day
- Easter Hat Parade
- K-6 Annual School Concert
- Opera House “Out Of This World” Our Spectacular concert
- Annual Presentation Assembly
- Education Week and Book Week
- Public Speaking and Debating
- Student Representative Council Meetings
- Weekly Assemblies
- Student Fundraising

Respect and responsibility

By including the Positive Behaviour Intervention and Support (PBIS) initiative across our school, our exiting student welfare approach has been enhanced. Our newly established rules encouraging all students to be: Safe, Responsible, Respectful Learners is starting to have positive outcomes. Changes to the existing school wide
reward system have allowed students to display their understanding of respect and responsible behaviour. The teachers are developing a series of lessons on safe behaviour. These lessons will reflect many features of respectful and responsible behaviour.

All students K-6 participated in a structured anti-bullying program in the classroom in Term 1. Each class program was appropriate to the grade and stage level of the students and the anti-bullying program will continue to further develop students’ understanding of bullying and assertiveness strategies in 2010.

All teachers emphasise daily a positive and culturally inclusive learning environment. Staff have also participated in professional learning covering anti-racism and events which may influence refugee’s behaviour in the school environment.

Other programs

Priority Schools Program

This is the school's fifth year on the Priority Schools Program (PSP). Funding for schools in the program provides additional resources and support to help improve students’ literacy and numeracy outcomes K-6 and increase student participation. This year our PSP focus supported:

- quality teaching and learning
- greater student participation in school programs
- further development of home, school and community partnerships.

Strategies implemented included:

- teams of teachers collaborating to plan and assess teaching and learning tasks to develop consistency across stages;
- literacy and numeracy resources purchased;
- Teachers Aide Special employed to assist teachers in supporting students having difficulties in literacy and numeracy;
- a Community Liaison Officer (CLO) employed one morning a week to further develop home/school partnerships;
- funding additional teacher time to support literacy and numeracy programs across the school.

Progress on 2009 targets

Target 1

Improved numeracy outcomes for all students to the following standards:

1.1 At least 60% of students achieving stage exit outcomes in Mathematics

1.2 At least 94% of students achieving at or above minimum standard in NAPLAN numeracy

1.3 55% of Year 3 and 30% of Year 5 students achieving at proficiency level in NAPLAN numeracy

1.4 At least 85% of students achieving or exceeding state average growth

Our achievements include:

- 46% of Year 3 and 41% of Year 5 students have achieved stage exit outcomes. We are currently working towards 60% of students achieving stage exit outcomes.
- 98% of Year 3 and 100% of Year 5 students have achieved at or above minimum standard in NAPLAN numeracy.
- 30% of Year 3 and 23% of Year 5 students have achieved proficiency level in NAPLAN numeracy. We are currently working towards 55% of Year 3 and 30% of Year 5 students achieving proficiency level in NAPLAN numeracy.
- 59% of Year 5 students achieved or exceeded state average growth.
- Stage 2 and 3 maths groups were organised with the support of specialist ESL and STLA staff. This aimed at reducing the number of students in the groups and the teachers were able to cater for students needs.
- Early Stage 1, Stage 1 and Stage 2 implemented CMIT strategies.
- CMIT resources were made through the ‘Parents in Partnership’ program.
- Quality teaching of Mathematics has been enhanced through the continuation of a hands-on approach. Concrete materials and visual aids are used to support the teaching of all concepts.
- Current resources were audited and additional concrete materials and posters were purchased to support a hands on approach and ensure classes had sufficient equipment.
Kindergarten teachers implemented the Best Start assessment program to identify numeracy learning and used this information to plan and develop Quality Teaching numeracy activities.

Staff were in-serviced in the operation of Interactive Whiteboards. As a result, Interactive Whiteboards were used efficiently to improve Quality Teaching and student engagement in all numeracy outcomes.

Best Start program implemented to identify literacy learning that children bring to school this information was used to plan and develop appropriate programs for individual students.

Interactive whiteboards are used extensively in Stage 3 classrooms to enhance learning in literacy sessions.

Target 2

Improved literacy outcomes for all students to the following standards:

2.1 At least 60% of students achieving stage exit outcomes in English

2.2 At least 96% of students achieving at or above minimum standard in NAPLAN literacy

2.3 55% of Year 3 and 30% of Year 5 students achieving at proficiency level in NAPLAN numeracy

2.4 At least 65% of students achieving or exceeding state average growth.

Our achievements include:

46% of students achieved Stage exit outcomes in Literacy and focus is currently on raising this to at least 60%.

97% of students achieved at or above minimum standard in NAPLAN literacy

11% of students achieved the highest bands in NAPLAN literacy.

96.3% of students achieved or exceeded state average growth in NAPLAN literacy.

Professional development of teachers in using Accelerated Literacy strategies across all stages.

Participation in the Literacy in the 21st Century Project.

All classes received support during daily extended literacy sessions from a support teacher and a learning support officer.

Reading resources were replenished and reorganised to be located in one accessible location.

Target 3

Improved levels of Student Engagement:

3.1 Maintain or improve student attendance at 2008 level or higher. (95.2% in 2008)

3.2 Decrease number of incidents of student bullying by 25%. 75% of students receiving good behaviour awards

3.3 T&L informed by aligned, quality criteria assessment tasks in each stage. 50% of all students can identify purpose for learning

3.4 All students receive & understand criteria and feedback for all learning assessments

Our achievements include:

Improvement in monitoring of attendance through increased contacting of parents when students were absent.

Surveys and staff meetings developed a clear understanding of the Positive Behavioural Interventions and Supports (PBIS) initiative and its effect on Student Welfare.

The PBIS initiative was implemented across the whole school with the introduction of four new rules: Safe, Responsible, Respectful, Learners. A public launch of the initiative was held and a reward system designed to support students who demonstrate positive behaviours. As a result, positive behaviour, in line with these rules, is being acknowledged publicly across the school.

The school modified its methods of gathering and recording information about student behaviour enabling the Principal, Executive and the Staff to better meet student needs.

Staff analysed NAPLAN results to identify areas of greatest need and used this data to guide the development of Quality Teaching and Learning.
Three-Way Teacher/Parent/Student interviews were introduced to enhance reporting to parents and to actively engage students in their own learning. A high percentage of students participated in the process.

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 2009 our school carried out evaluations of School Culture and Creative Arts.

Educational and management practice

Culture 2009

Background
We are constantly evaluating plans, programs and processes within our school in relation to aspects of best practice to ensure that it operates at a highly efficient level. As a part of our school’s evaluation in 2009, we have selected to evaluate “Culture”.

Building a strong school culture is an important role of the school leadership team. The team aimed to develop a sense of pride in all students and parents who are part of the school community, encouraging the values of success for all, quality and continual improvement.

Surveys were completed by parents, teachers and students (2-6). The tool, School Map, developed by the Department of Education was used in formulating the surveys. There were 169 parent responses, 25 teacher responses and 236 student responses.

Findings and conclusions
Overall, the results of the survey were positive.

100% of the staff and 95% parents believe that the school targets improve student learning outcomes.

92% of parents are proud of their child’s school.

96% of parents support what is happening at the school.

98% of staff and 92% of students believe that the school encourages the students to do their best at all times.

94% of students and 90% of parents believe that the school regularly praises students for their attitude and effort.

89% of staff and 82% students believe that the school makes important changes to student needs when necessary.

91% of staff and 88% of parents believe that the school has understanding of the needs of the community it serves.

Future directions
The school will continue to promote its image within the local community through the Parents in Partnership Group.

The school web-site will be enhanced, continually upgraded and widely promoted in school newsletters.

Parents will be encouraged to access the website as a source of information providing them with the opportunity to see what is happening in the school.

The staff will enhance student learning by continuing to develop quality/teaching programs, which reflect the school targets.

The students will participate in reporting to parents on their learning experiences and academic progress through three-way interviews at the end of semester one.

Staff will continue to encourage students to achieve their best in all aspects of school life, by using positive rewards and the public acknowledgement of their successes.

Curriculum

Creative and Performing Arts

Background
This year the school evaluated Creative and Performing Arts. Surveys were completed by teachers, parents and students (Years 3-6). The tool, School Map, developed by the Department of Education was used in formulating the surveys. A total of 71 parent responses, 19 teacher responses and 156 student responses were returned and reviewed.

Findings and conclusion
98% of parents, 99% of teachers and 91% of students consider Creative and Performing Arts an important part of the school curriculum.

85% of parents and 90% of students believe that all children are given equal opportunity to take part in Performing Arts.

74% of teachers refer to the syllabus outcomes and indicators when planning Creative Art activities.
78% of teachers and 95% of parents believe that appropriate amounts of time are allocated to Creative and Performing Arts.

98% of parents, 99% of teachers and 82% of students value and agree that the end of year school concert at Guildford public School is important.

97% of parents believe that Guildford Public School is continually looking at ways to improve its Creative and Performing Arts Programs.

Future directions
The school will continue to plan programs to promote stimulating, learning experiences for all students in Creative and Performing Arts. The school's executive will review stage programs and timetables to ensure that Creative and Performing Arts is receiving the appropriate amount of time necessary to fulfill students’ needs and syllabus expectations.

Professional learning will be provided to all teachers in Creative and Performing Arts. This will ensure all staff are confident in using syllabus outcomes and indicators to plan activities.

The annual school concert at Guildford Public School will continue to be a focus point for the development of Performing Arts’ skills.

Professional learning
Professional learning was targeted across specific focus areas depending on the professional needs and experiences of staff. Teachers engaged in professional learning activities across one or more of the following seven categories:

- Supporting Beginning Teachers
- Use of ICT for Teaching and Learning
- Literacy and Numeracy
- Quality Teaching
- Syllabus Implementation
- Leadership and Career Development
- Welfare and Equity

Professional Learning was directly linked to the School Plan and in 2009 focused strongly on Quality Teaching and the skills required to utilise teaching and learning through interactive whiteboard technology. Other priorities included Literacy and Numeracy and support for new teachers. Teacher Professional Learning Funds as well as Priority Schools Funding was utilised to enable maximum teacher engagement across specific areas. The average expenditure per teacher was $1250.

All teachers participated in weekly professional learning staff meetings, stage meetings and major and minor committee meetings as well as school development days at the beginning of Terms 1, 2 and 3.

School development 2009 – 2011

Targets for 2010

Target 1

Improved numeracy outcomes for all students to the following standards:

At least 68% of students achieving stage exit outcomes in Mathematics

At least 98 % of students achieving at or above minimum standard in NAPLAN numeracy

57% of Year 3 and 35% of Year 5 students achieving at proficiency level NAPLAN numeracy

At least 92% of students achieving or exceeding state average growth

Strategies to achieve this target include:

- Purchase additional concrete materials and posters to support hands on approach to mathematics. Each class to have sufficient equipment.
- All classes Early Stage 1, Stage 1 and Stage 2 to implement CMIT. Provide CMIT training and development to newly appointed and beginning teachers.
- New CMIT resources to be made through the ‘Parents in Partnership’ program. Resources to be in a central position and shared.
- We will continue Stage 2 and Stage 3 maths groups to further enhance maths skills development at the students’ appropriate levels with the assistance of ESL and STLA support.
- Continue to implement Best Start Kindergarten assessment to identify numeracy learning that children bring to school and use this information to plan and develop Quality Teaching in numeracy.
- Continue to use of interactive whiteboards to engage students in numeracy learning to improve student outcomes and enhance Quality Teaching.
• Collaboratively plan numeracy sessions. All staff released with stage team to work on CTJ, QT and Stage planning.

• Professional development and consultancy to assist teachers to develop numeracy skills.

Our success will be measured by:
• Class programs will show evidence of hands-on maths activities and levelled groups (K-4) according to the CMIT framework
• Improvements in students’ use of efficient arithmetic strategies such as counting-on and back, known facts and non-count-by-one strategies.
• Quality teaching and learning programs for numeracy.
• Use of interactive whiteboards in Stage 2 and 3 classrooms.
• Improved individual and overall student achievement in the National Assessment Program for Numeracy.
• Attendance by staff at Numeracy based professional development programs.

**Target 2**

**Improved literacy outcomes for all students to the following standards:**

At least 68% of students achieving stage exit outcomes in English

At least 98% of students achieving at or above minimum standard in NAPLAN literacy

57% of Year 3 and 35% of Year 5 students achieving at proficiency level in NAPLAN Literacy

At least 92% of students achieving or exceeding state average growth.

100% of Kindergarten students achieving Reading Recovery Level 8 or above

Strategies to achieve this target include:
• Professional development and consultancy to assist teachers to develop visual literacy and comprehension strategies.
• All classes to receive support from a support teacher during extended literacy sessions at least 3 times per week.
• All classes to receive support from a Learning Support Officer during literacy sessions.

• All classes implement “Sentence a Day” strategy to improve quality of structure, vocabulary, grammar and punctuation.

• Teachers will utilise the 2010 Guildford Public School ‘The teaching of Grammar and Punctuation’ booklet when programming literacy and in developing teaching and learning activities in literacy sessions.

• **Best Start** assessment to inform the programming for Kindergarten students.

• Replenish and increase the resources available for the teaching of Reading and Writing

• Continued introduction of Interactive Whiteboards to classrooms in Stage 2 and the training of staff in their use.

Our success will be measured by:
• Attendance by staff at Literacy based professional development programs.
• Presence of support staff in classrooms during extended literacy sessions.
• Improved individual and overall student achievement in the National Assessment Program for Literacy and Numeracy.
• Use of Interactive Whiteboards in Stage 2 and 3 classrooms.
• Quality teaching and learning programs for literacy.

**Target 3**

**Improved levels of student engagement to the following standards:**

3.1 Increase in student attendance by 5%

3.2 Decrease in number of incidents of student bullying by 50%. 80% of students receiving good behaviour awards

3.3 T&L informed by aligned, quality criteria assessment tasks in each stage; 75% of all students can identify purpose for learning

3.4 All students participate in self and peer criteria based assessment

Strategies to achieve this target include:
• Student daily attendance will be monitored at a high level by contacting parents by phone (phone register) when a student is away more than one day.
Certificates for good attendance will be issued and attendance reminders in school newsletters will be included on a regular basis.

The Positive Behavioural Interventions and Supports (PBIS) initiative will be implemented across the whole school which will include appropriate student behaviours to be taught across all classrooms.

Teachers will collaboratively plan PBIS strategies as led by the Team and all teachers will incorporate academic and behavioural outcomes across teaching and learning.

Staff will continue to use NAPLAN/SMART data to identify areas of focus in order to support all students.

Continue 3 Way Teacher/Parent /Student Interviews Process to enhance reporting to parents.

Students will be surveyed regarding their understanding of what they learn and why they learn it. It is anticipated students will articulate their understanding at our Education Week assembly.

Our success will be measured by:
- Continued improvement in school attendance with 10% less students arriving at school late each morning.
- Assembly award each week for the class with the best attendance will be issued. Teachers will monitor attendance with high expectations for students being at school daily.
- Through PBIS we will continue the process of developing staff awareness, implementation and on-going development of the teaching units. Lesson plans for school rules will be established and implemented in all classrooms.
- Positive behaviour will be publicly acknowledged and problem behaviours to have clear consequences. This will aim at decreasing detentions by 20% and suspension warnings down by 20% by the end of 2010.
- Quality Teaching process will be clearly evident in teacher programs and teachers will be released to work as a Stage/Grade team on collaborative planning of Quality Teaching Programs.
- High percentage of students will participate in the 3 Way Teacher/Parent/Student Interviews Process at the end of Semester 1 with more parents attending interviews than in 2009 (minimum 80%).

A majority of students will be able to clearly articulate the purpose of learning.

Students will be actively involved in self assessment strategies during the teaching and learning process.

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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Ms Patricia Walpole Assistant Principal
Mrs Salam Haidar Assistant Principal
Mrs Dot Hemming Assistant Principal (Relieving)
Mr Raymond Bennett Assistant Principal
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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: